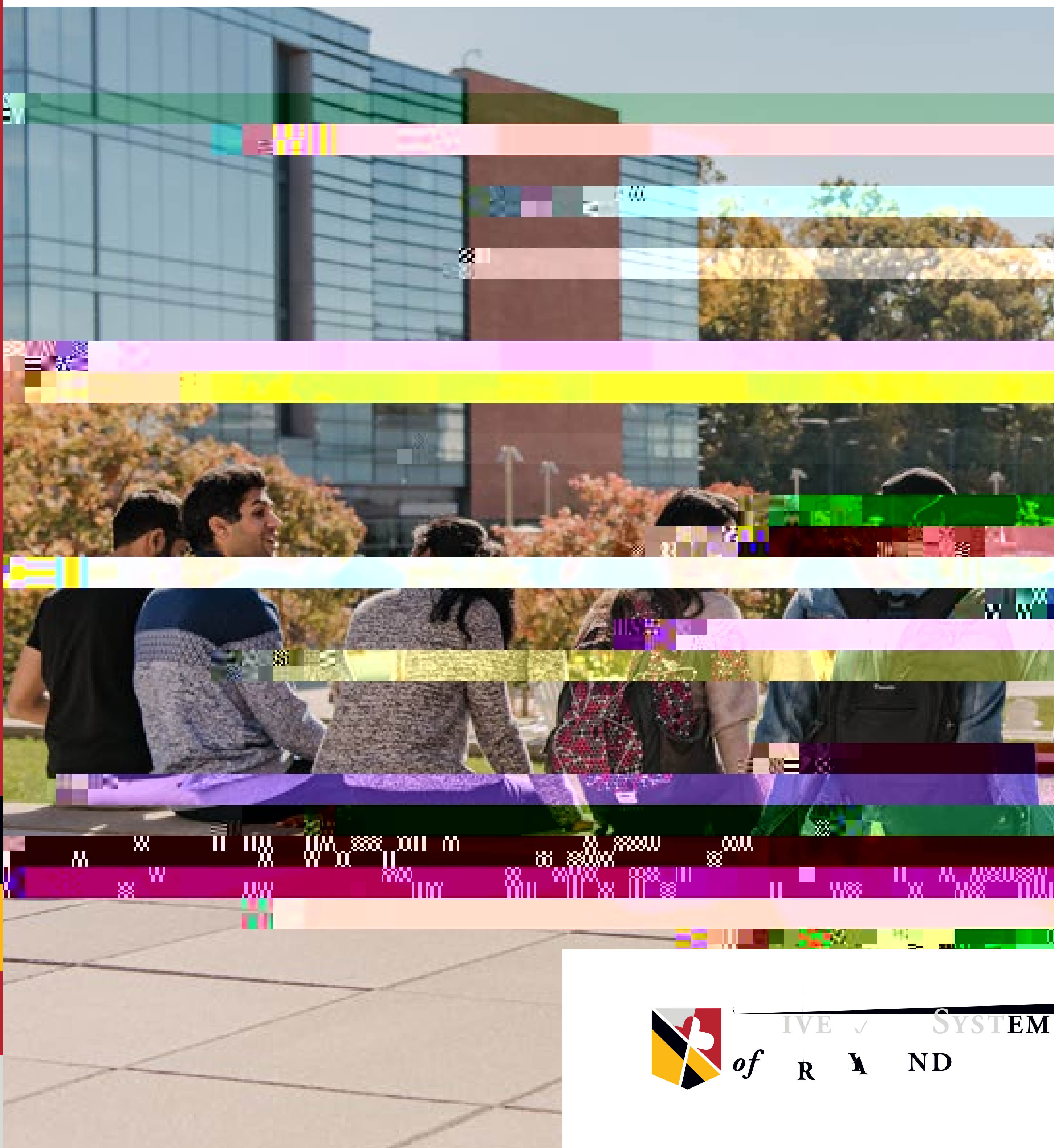
VISION 2030

FROM EXCELLENCE TO PREEMINENCE

FOR OUR STUDENTS | FOR MARYLAND



VISION 2030: FROM EXCELLENCE TO PREEMINENCE

FOR OUR STUDENTS | FOR MARYLAND

Transforming Maryland's Public University System to Promote Opportunity,
Fuel the Economy, and Provide All Learners a Chance to Succeed

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II. MISSION, VISION, AND VALUES

The starting point for any successful strategic plan is the organization's mission, vision, and values. The three elements, taken together, serve as the polestar for an institution's operations and decisions. They distill, clarify, and a rm answers to the core questions: Who are we? What do we do? Why do we matter?

The USM's mission, vision, and values statements have been revised to re ect an expanded mission and vision for the System and our institutions as well as our deep and abiding commitment to advancing diversity, equity, inclusion, and social justice for all Marylanders.

OUR MISSION

To educate and serve the people of Maryland; advance equity, justice, and opportunity; and produce the research and scholarship that improve lives.

The USM leverages the strength and diversity of our people and institutions to promote lifelong learning, encourage economic innovation and entrepreneurship, and produce research and scholarship th/MCID448.7521 Tm [(institutions to pr)11.1 (olve-15 (woonomicr)1ldC /P a)-2. /P s ge r

Gallup survey data collected between 2013 and 2019 show that the percentage of young Americans expressing faith in the importance of a college degree is cratering. Young Americans age 18 to 29 who rated a college education as "very important" fell from 74 percent in 2013 to just 41 percent in 2019—a drop of 33 percentage points in six years. And while the Gallup data show that faith in higher education is more widespread among Americans of all ages (51 percent of the total survey population rated college "very important"), Gallup and other organizations report that a majority of Americans, regardless of age or political a liation, are concerned about the rising cost of higher education (up 250 percent since 1974), excessive student loan debt loads, and the return on investment that higher education provides.

Interestingly, and somewhat counterintuitively given the community college enrollment woes noted earlier, survey data published in 2019 by the politically center-left think tank Third

In the past, higher education would have regarded this "hodgepodge" of actors, together with the range of missions and strategies they follow, as outside its core mission/model. But Levine and Van Pelt argue that this emerging sector instead should be regarded as a preview of the future—a future against which the USM and other higher education systems and institutions must be compared and in which they must compete. The dominant characteristics of this model are likely to include:

The pandemic helped accelerate the digital transformation around teaching and learning.

1) Greater competition that will drive higher education consumer choices up and prices down. The rising competition, Levine and Van Pelt argue, will result from "cheaper" and more agile competitors that "emphasize digital technologies, reject time- and place-based education, create low-cost degrees, o er competency or outcomes-based education, and award nontraditional credentials."

2) Less institutional control over the time, place, and content of higher education. Advances in information technology will give this control to higher education consumers instead of institutions. This will likely yield a rejection of higher education's traditional "bundled" model of services in favor of a more personalized education that better ts students' needs and circumstances.

3) A shift from process-focused to outcomes-focused education. The process-oriented model of education, with its emphasis on seat-time as the yardstick for learning, will diminish, as will the emphasis on a traditional college degree itself. Students and employers will focus more on whether education outcomes meet stated needs. This focus on outcomes, Levine and Van Pelt argue, in combination with the imperative to rapidly learn or update skills to advance in a career, will shift consumer preferences toward shorter-length credentials or micro-credentials.

The good news for the USM is that we are well-positioned to meet the future of higher education. Not only do we have one of the nation's premier distance learning institutions in UMGC—skilled in the type of digital, learner-driven experience envisioned—but for more than a decade our William E. Kirwan Center for Academic Innovation has served as a national model for higher education transformation. Finally, we have bene ted from the lessons learned at each of our universities as the pandemic accelerated the digital transformation in teaching and learning.

IV. STRATEGIC PLAN PRIORITY AREAS

Through an extensive process of stakeholder engagement, data analysis, and discussion with System and institutional leadership, the USM Board of Regents has identi ed ve priority areas we will focus on over the remainder of this decade. Within each of these strategic plan priority areas, the board and USM leaders have established a set of short-term, mid-term, and long-term goals to move the System toward the transformative vision laid out in our Mission, Vision, and Values.

Following the goals in each priority area is a set of potential strategies, included as illustrative of the types of strategies the System and our institutions may adopt. These strategies may be revised or adjusted as new challenges appear and existing challenges evolve. Final strategies will be developed in conjunction with our universities as part of the implementation planning process. That process will begin following adoption of the plan and will be monitored and adjusted as needed throughout the plan's duration.

PRIORITY 1
ACADEMIC EXCELLENCE AND INNOVATION

We will invest in our people, our ideas, and our institutions.

RATIONALE

The University System of Maryland has a deep and abiding commitment to achieving and sustaining excellence in all of our endeavors. This commitment is grounded in the Maryland State Charter for Higher Education, which stipulates that the rst duty of the System is "to promote excellence at each campus, in accordance with the skills of the faculty, the needs of the region, and the academic programs o ered."

The USM will achieve this mandate for excellence through strong support of our people—the diverse students, faculty, and sta who are the heart of our System. We will develop and maintain innovative programs and world-class facilities. We will engage and partner with alumni, businesses, government, and other critical community stakeholders. We will e ectively steward the resources entrusted to us.

But as a leading public university system and a nationally lauded model for academic innovation, we also recognize that our success in delivering excellence increasingly depends on our ability to continuously innovate in all areas of our operations. Through a deep and sustained commitment to innovation, and the investment that must accompany it, the USM and our universities will not just to meet the state's mandate but also more e ectively and e ciently address the learning and professional development needs of Marylanders; reach new audiences; improve academic, research, and service outcomes; and demonstrate our return on investment to the citizens of Maryland and the nation.

CHALLENGES, OPPORTUNITIES, AND NEXT STEPS

ADEQUACY OF RESOURCES

Over the last 40 years, a nationwide shift has required students to bear a greater share of the costs of their postsecondary education through higher tuition and fees. And yet resources provided by state and municipal governments remain the dominant source of funding for public colleges and universities in half of all states.

Tuition and fees almost certainly will continue to be the fastest growing source of revenue for all colleges and universities, public and private, over the next decade, and they will continue to function as critical budget stabilizers in times of falling state revenues—even in states where they're not the dominant source of public higher education funding. However, the level of support supplied by state and local governments remains a primary determinant of the education access that colleges and universities provide, the quality of that education, and the institutions' ability to attract and retain the best students, faculty, and staff.

Within Maryland, government support for higher education has been stronger than in most states, with a 16.9 percent increase in public higher education appropriations between 2010 and 2020 (on a per FTE or full-time student basis). That's good enough to place Maryland 12th among all states in percentage increase.

But that support still isn't sufficient to overcome the impact of serving more students, including those needing greater financial aid and support services. The last decade has seen fluctuating state budgets and steadily rising higher education costs. (The higher education price index has risen, on average, 2.3 percent per year over the past decade.) The result is that while our State General Fund appropriation has increased by 42 percent since 2010 (not adjusted for inflation), much of that increase has gone toward maintaining the level of access and services needed to accommodate the 14.1 percent climb in enrollment we've absorbed since 2010. This enrollment increase (16,088 FTE students) occurred at the same time we actively sought to hold down resident undergraduate tuition and fee increases to support the state's commitment to higher education affordability. (The USM's average tuition and fee increases since 2010 have been below 3 percent for in-state undergraduates.)

The challenges associated with our ongoing struggle to balance competing priorities—expanding access; holding down tuition costs; maintaining quality—can perhaps be best seen in the two "downstream" measures we frequently use as a proxy for measuring quality: 1) attainment under the Maryland Funding Guideline, and 2) average USM faculty salary compared against peer institutions.

Under the Funding Guideline, a vehicle created by the Maryland General Assembly to compare the adequacy of Maryland's state-funded higher education resources against those provided in competitor states, our Systemwide attainment is now at the 65th percentile among USM peers, nine places below the attainment level we achieved in 2014 (76th), and well below the state-established benchmark of

Short-Term Goals: 2022–2025
Over the next three years, the USM will achieve the following:

1.1 Attract, retain, and graduate more aspiring Maryland students, at the undergraduate and graduate levels.

1.2 Implement hiring and retention practices that lead to greater quality and diversity among faculty and sta .

1.3 Recruit, retain, and develop exceptional faculty and sta , and nurture a dynamic environment in which they thrive.

1.4 Build and maintain world-class facilities and technology infrastructure, with greater emphasis given to maximizing our exibility to expand access into new markets in Maryland and worldwide.

1.5 Work closely with our universities to engage alumni, enhance donor pipelines, and expand fundraising capacity.

Mid-Term Goals: 2025–2027
Building on the success achieved under our short-term goals, the USM will have planned, developed, and begun working on the following:

1.6 We will have leveraged our investment in digital technologies to increase program exibility, enhance learner personalization, and improve administrative and student support.

1.7

2. Attract, retain, and support a high-quality, diverse faculty through the following:

   a. Develop and secure competitive salaries and bene ts for USM faculty at all ranks in line with the policy and benchmarks established by the Board of Regents.

   b. Focus on the development and implementation of hiring and retention practices that lead to greater quality and diversity among faculty.

   c. Support the use of best practices in faculty professional development, including e ective faculty orientation and development programs, faculty mentoring programs, and programs that recognize our universities' most distinguished teachers and enable them to share their expertise with other faculty.

   d. Secure professional development funding and opportunities for all categories of faculty.

   e. Encourage and support faculty participation in shared governance and service.

3. Attract, retain, and support a high-quality, diverse sta through the following:

   a. Develop and secure competitive salaries and bene ts for USM sta .

   b. Work with the Council of University System Sta to identify concerns and promote appropriate policies and practices related to sta training, professional development, and shared governance.

   c. Identify best practices for sta development and training employed at peer institutions and university systems, with particular attention to practices that can be implemented and shared across USM institutions.

   d. Support and monitor at the System and university levels the e ectiveness of ongoing sta professional development programs, including sta orientation 290.4391J ET EMC /P <</1g (en-US)/MCID 949 >>BDC x(SuphsS)/MCID 931

15. Evaluate and restructure our nancial and operational models to adapt to changing demographic and market forces/trends, encourage more entrepreneurial

(a little over half the projected need), 1,750 teacher education degrees (15 percent of the need), 2,500 nursing and other health care degrees (45 percent of the need), and 4,500 business, nance, and management degrees (15 percent of the need).

Further, within some broad categories, such as STEM, the gap between supply and demand can be even larger. For instance, the number of new jobs requiring a bachelor's degree or higher in the eld of information security is projected to grow by as much as 40 percent between 2018 and 2028, requiring a production increase of 160-plus additional graduates per year just to stay even with state growth. That number doesn't include an additional 350 bachelor's level graduates the state needs each year to replace those retiring from or transferring out of the information security eld. Similar demand levels are projected for baccalaureate-level software application developers (26 percent increase projected between 2018 and 2028) and operations research analysts (29 increase). These statistics argue not just for our sustained emphasis on helping the state meet its 55 percent degree attainment goal but for an aggressive push to produce graduates in STEM, cyber, health care, and other critical workforce elds.

Looking at the workforce more broadly, a key challenge through this decade and beyond is the expectation that graduates will have the knowledge, skills, and abilities—and the appropriate credentials guaranteeing them—to succeed at work. As noted earlier, greater competition within the higher education sector will function in tandem with workers needing to quickly learn new skills to tilt the balance toward shorter-length credentials or micro-credentials.

While this trend is still in the nascent stages in most states, including Maryland, we have already seen climbing demand for a variety of non-degree credentials o ered by our institutions (e.g., certi cates at the lower, upper, and post-graduate level). Such credentials, though faster to complete and more adaptable than traditional degrees to changing workforce needs, are still not equal to the speed and exibility envisioned by micro-credential advocates.

Micro-credentials awarded by the USM increased 82 percent between 2006 and 2019, an average annual growth rate nearly one-third higher than that for traditional degrees. Going forward, the pipeline of graduates prepared by our institutions, and the knowledge, skills, and abilities they hold, will be central not just to powering Maryland's economy but shaping what it looks like.

Short-Term Goals: 2022–2025

Between 2022 and 2025, the USM will achieve the following:

3.1 Meet and exceed the MHEC bachelor's degree production targets established for the USM under Maryland's 55 percent degree attainment goal.

3.2 Expand the number of graduates in elds critical to Maryland's economy—STEM, cyber, health care, etc.

3.3 Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering and graduating from elds critical to Maryland's economic strength—STEM, cyber, health care, education, etc.

3.4 Grow the number of startups developed through USM venture support.

3.5 Increase investments in teacher preparation to support new and exible programs to address short- and long-term preK–12 teacher shortages.

3.6 Create a USM Industry Advisory Task Force to advise on how to increase System-level interaction with Maryland business and industry and promote more e ective partnership.

Mid-Term Goals: 2025–2027

Building on the success achieved under our short-term goals, the USM will have planned, developed, and begun working on the following:

3.7 We will have developed a broad, data-informed academic portfolio re ecting the needs of students and employers.

3.8 We will have worked with our P20 partners to make it easier for students who want to become teachers to become teachers.

3.9 Our programs will deliver graduates with the well-rounded backgrounds and credentials needed to enter the workforce.

3.10 We will have partnered with business and community leaders to better understand and address local and regional economic development needs.

Long-Term Goals: 2027–2030 and Beyond

Building on the success of our short-term and mid-term goals, the USM will have positioned itself to achieve the following by the end of the decade:

3.11 Despite increased competition in the postsecondary education market, the USM will continue to be the dominant producer of graduates, from all populations, prepared to enter and support Maryland's knowledge economy.

3.12 We will be recognized as the primary source for reskilling and upskilling the state's workforce.

3.13 We will have a strong and deep relationship with the state's preK–12 schools focused on improving student outcomes and education pathways.

3.14 We will be recognized for preK–12 engagement and teacher preparation in a way that no other university system has been before.

POTENTIAL STRATEGIES

Short-Term Strategies
Over the near term (2022–2025), the USM and our institutions should seek to:

1. Re ne and employ strategies for improving student recruitment, retention, and academic success—including best practices identi ed by the Board of Regents Enrollment Work Group—to meet and exceed MHEC's annual degree production targets.
2. With support from Maryland's Workforce Development Initiative and through institution-speci c strategies—including expanded access at our regional higher education centers—increase the number of baccalaureate-level graduates we produce in STEM, health care, cyber, education, and other elds identi ed as critical to Maryland's economic growth.
3. Diversify and strengthen Maryland's workforce in high-tech, high-demand elds by increasing the number of underrepresented minority graduates produced in STEM, health care, cyber, education, and other elds identi ed as critical to Maryland's economic growth.
4. Expand programs at our regional higher education centers that speci cally address regional workforce needs.
5. Invest in new and exible programs for preparing teachers and educators for Maryland schools.
6. Develop a comprehensive brand strategy campaign, targeting multiple stakeholder groups, that conveys to the state and its citizens the USM's signi cant return on investment.
7. In close coordination with Maryland's business and industry leaders, explore the advantages and options for developing a System-level Industry Advisory Council(s) whose role is to advise the USM and our institutions on the state's industry and workforce development needs and how we can more e ectively partner to shape and grow Maryland's economy.

Mid-Term and Long-Term Strategies
Between 2025 and the end of the decade, the USM and our institutions should seek to:

8. Embrace and invest in data and technology systems designed to help institutions identify and address workforce-related learning needs and opportunities.
9. In coordination with our institutional leaders (particularly those at our colleges of education) and other Maryland preK–12 stakeholders, develop, advocate for, implement, and support an initiative that: 1) Removes known barriers to college students entering teacher education; and 2) Engages our institutions and faculty more broadly in preK–12 schools to improve student outcomes and shape Maryland's future workforce.

PRIORITY 4
RESEARCH

We will develop the ideas that change the world.

RATIONALE

With more than 60 federal agencies, 70 federal research labs, four world-class research universities, and an internationally translate that research into commercial and entrepreneurial activity that yields new companies, high-quality jobs, and innovations that improve health, wellness, and well-being.

Over the next four years, as federal R&D priorities come into greater focus and manifest themselves in increased federal spending in such areas as climate and environmental research, clean and sustainable energy, and health care, it will be critical to the state's continued success that our institutions, their faculty, and their programs align with these emerging opportunities, leveraging existing areas of USM strength where possible, and developing new areas of strength where warranted.

But the success of our research portfolio means much more to Maryland than just the R&D dollars brought in, or even the patents, licenses, and other commercializable products and processes that flow from them. The basic and applied research done on USM campuses—whether in medicine, engineering, the social sciences, public policy, or indeed any other field hosting research faculty—quite literally saves lives, creates greater and more equitable opportunity, and protects and preserves the environment in which we live, work, and play.

4.16 Research carried out on our campuses will contribute to a stronger Maryland economy, better quality of life for Maryland residents, and healthier, more equitable, more resilient communities.

POTENTIAL STRATEGIES

Short-term Strategies
Over the near term (2022–2025), the USM and our institutions should seek to:

1. Build on the USM's advantageous location and our long-established relationships with federal research agencies in the region—e.g., FDA, NSA, NASA, NIST, NIH—to grow R&D opportunities for our institutions, faculty, and students.
2. Track and disseminate information on federal research priorities to identify new or expanded opportunities to pursue R&D funding.
3. Expand our data collection and reporting to include updates to the Board of Regents Committee on Economic Development and Commercialization and other groups concerning institutional initiatives designed to respond to federal priorities/opportunities.
4. Building on the environmental research strengths at our institutions, Maryland's focus on the Chesapeake Bay, and the trust the University of Maryland Center for Environmental Science has developed in Annapolis and elsewhere, establish a "Chesapeake Cyber Collaboratory" to serve as a critical global node for environmental intelligence.
5. Design and launch a partnership program with the state of Maryland and other stakeholders (federal, state, and private) focused on integrating socioeconomic considerations and the viewpoints of impacted communities into our research, and break down the silos that inhibit the sharing of information and data between these groups.
6. Through the O ce of the Vice Chancellor for Sustainability, convene an annual USM Sustainability Report and Open Summit to shape public opinion on the System's sustainability leadership and establish a shared agenda for moving forward.
7. With the continued support of our faculty and institutions, and the work of their tech transfer operations—including collaborative e orts like UMVentures, the Center for Maryland Advanced Ventures (CMAV), and the Maryland Momentum Fund—increase the USM's number of licenses and options executed and our number of new patents led annually.

Mid- and Long-Term Strategies
Between 2025 and the end of the decade, the USM and our institutions should seek to:

8. Build o the lessons learned from the development of IBBR, IMET, MPower, UMVentures, CMAV, and other joint initiatives to identify and foster new opportunities for cross-institutional collaborations on research projects and proposals.
9. Employ creative new strategies to partner with business and industry in support of basic and applied USM research.
10. Explore mechanisms to create and support a Board of Regents special research initiative on topics associated

2. Support the wide range of strategies developed and tailored by USM institutions to address the unique needs of their student populations. (See strategies under Priority 2: Access, A ordability, and Achievement.)
3. Promulgate among our institutions best practices in enrollment management and student success as identi ed by the Board of Regents Enrollment Work Group. (See strategies under Priority 2: Access, A ordability, and Achievement.)
4. Work with our institutional leaders, the state's executive o ce and legislative leaders, the USM Foundation and institutional foundations, and other public/private organizations to increase the need-based nancial aid available to USM students and strategically deploy that aid in ways that promote student success. At the same time, support practices and technologies that reduce higher education costs for Maryland students and families.
5. Support at the System level mechanisms that promote student retention and success, particularly for URM and low-income students.
6. Support our institutions in identifying, recruiting, retaining, developing, and promoting URM faculty. Include in those strategies expansion of bachelor's-to-PhD pipelines for URM students pursuing faculty careers.
7. Through the USM Diversity and Inclusion Council and other groups, develop proactive measures to communicate to students, faculty, sta , and our external communities the value of diversity and inclusion, and monitor campus climate in support of our broader DEI commitment.
8. As part of a comprehensive USM brand strategy campaign, spotlight the unique value proposition o ered by each of our HBCUs, together with the return on investment they provide Maryland in cultural richness, economic strength, and the health and well-being of its people. (See strategies under Priority 2: Access, A ordability, and Achievement.)
9. Per the strategies outlined in Access, A ordability, and Achievement, work with our HBCUs to establish appropriately ambitious yet achievable undergraduate retention targets.
10. Increase the number of USM institutions participating in the American Democracy Project and those recognized with the Carnegie Foundation's Community Engagement Classi cation.
11. Establish the Board of Regents Civic Education/ Civic Engagement Workgroup as a standing workgroup to monitor the implementation of our civic education recommendations.
12. In collaboration with the USM Student Council, establish the Student Civic Leaders Committee as a standing USM student committee.
13. Establish the Student Voting Coordinator Council to facilitate comprehensive voting access and engagement across the System.
14. De ne and promote civic learning goals for all teacher candidates across all programs. Convene colleges of education and preK–12 partners in an annual conference to expand and enrich civic learning P20.
15. Expand undergraduate service learning opportunities across all majors.
16. Establish a USM Civic Engagement fund to incentivize faculty to integrate civic learning outcomes into courses across all disciplines.

Mid- and Long-Term Strategies

Between 2025 and the end of the decade, the USM and our institutions should seek to:

17. Explore a senior-level DEI position within the USM O ce, similar to that of the 20 (oRra)-3 (rning oppor)r972 >>BDC (en-U

20. Use the data and best practices generated by the special research initiative to model e ective leadership in addressing issues associated with diversity, equity, and justice.
21. Using the National Study of Learning, Voting and Engagement, measure and report on student voter participation at each USM institution.
22. Develop badges or micro-credentials to designate student-level competencies in civic learning and democratic engagement.
23. Implement the new Langenberg Legacy elements, including faculty fellows and student awardees.
24. Foster collaboration across institutions and monitor civic learning outcomes. To aggregate information, institutions should report on:
    a. Availability and amount of service learning embedded in courses, and opportunities for all students to engage in service learning for credit;
    b. Student-earned civic engagement micro-credentials across all institutions;
    c. Langenberg Legacy Fellows' projects;
    d. Number and diversity of civic engagement community partners;
    e. Civic competencies for all teacher candidates.

V. NEXT STEPS—ACTION AND ACCOUNTABILITY

The USM and our institutions will work together to further develop and re ne the priorities, goals, and potential strategies outlined in this plan. Under the leadership of the chancellor and the Board of Regents, the USM O ce will take the lead in developing an implementation plan: assigning action-item responsibility, timelines, accountability benchmarks, and a process for measuring plan activity and progress. Through a USM Strategic Plan Scorecard, the USM O ce will report annually on the progress made toward our goals.

GLOSSARY

Addressable market —Total market demand for a product or service. Also “total addressable market.”

American Democracy Project (ADP) —A nonpartisan initiative founded by the American Association of State Colleges and Universities, ADP is a network of nearly 300 state colleges and universities exploring public higher education’s role in preparing the next generation to be informed and engaged in an equitable civil society.

Badges—Conferred by colleges and universities to acknowledge achievement or skill acquisition at a level more granular than a degree. “Badges” and “digital badges” are used interchangeably, together with “micro-credentials.”

Bundled model of services —An operational or nancial system in which a series of discrete goods or services is grouped together or consolidated and o ered under a unitary purchase price.

Carnegie Foundation Community Engagement Classi cation —An elective classi cation granted by the Carnegie Foundation for the Advancement of Teaching to colleges and universities that have institutionalized community engagement. Colleges and universities must reapply for designation every two years.

Center for Maryland Advanced Ventures (CMAV) —Located at the University of Maryland, Baltimore, CMAV was created in 2016 as a Systemwide e ort to promote commercialization of high-potential, university-based discoveries. CMAV initiatives are integrated with UMVentures (see UMVentures), and CMAV sta manage the Maryland Momentum Fund (see MMF).

Cyber Collaboratory —An immersive learning space where students, faculty, government, and industry partners use technology to collaborate on research and policy-related projects/simulations.

Four-year institution —Also “four-year college or university.” An institution that grants degrees at the bachelor’s level or higher, though some four-year institutions also grant degrees at the associate level.

FTE—Full-time equivalent or full-time equivalency. For students, FTE is based on credit-hour enrollment or attendance status. The federal Integrated Postsecondary Education Data System generally de nes “full-time” as undergraduate students enrolled for 12-plus semester or quarter credits, and graduate students enrolled for 9-plus semester or quarter credits. For faculty and sta , FTE is based on workload; for instance, two or more part-time employees can accomplish a job requiring 1 FTE.

HBCUs—Historically Black colleges or universities. The USM’s three HBCUs are Bowie State University, Coppin State University, and the University of Maryland Eastern Shore.

IBBR—Institute for Bioscience and Biotechnology Research, a joint research enterprise of the University of Maryland, College Park, the University of Maryland, Baltimore, and the National Institute of Standards and Technology.

IMET—Institute of Marine and Environmental Technology, Nontraditional student —Students, particularly those

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