

January 23, 2015

STRATEGY GROUP MID-YEAR REPORT

STRATEGY GROUP: **Community And Extended Connection**

CO-CHAIRS: Stephen Bradley, Associate Professor and Graduate Program Director, Visual Arts
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MEMBERS: Terry Aylsworth, Executive Administrative Assistant, College of Arts, Humanities, and Social Sciences
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Josh Massey '14, Undergraduate Student
Ken Pittman '80, President, Alumni Association Board of Directors
Chris Steele, Senior Associate Vice Provost, Professional Studies
Chris Swan, Associate Professor and Graduate Program Director, Geography and Environmental Systems
Marc Zupan, Associate Professor, Mechanical Engineering

PRIMARY GOAL(S): Primary goals: 1) Build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the State, and the surrounding region. 2) Foster innovative problem-solving and responsible entrepreneurship through strategic partnerships with alumni, government agencies, businesses, and community-based organizations to create a sustainable and prosperous future for all.

RESEARCH QUESTIONS: **Question 1: Infrastructure**
What personnel, technology, and other resources are necessary to create a campus-wide system to record and track partnerships and engagement with the community, as well as evaluate their effectiveness and impact for diverse constituencies (e.g., faculty, students, community partners, surrounding neighborhoods, the state, and the region)?

Question 2: Economic Impact

How can UMBC partner strategically to stimulate innovation and increase economic impact in the region? (Partners could include government agencies, private industry, non-profit organizations or individuals.)

Question 3: Recognition and Rewards

How can UMBC better encourage, motivate, build the capacity of, and reward faculty, staff, and students for their facilitation and leadership of extended connections and partnerships?

Question 4: Civic Engagement/Social Justice/Environmental Sustainability

How can UMBC be a more effective partner to solve complex social and environmental problems?

Question 5: Communication and Marketing

How can UMBC more effectively communicate contributions, successes, and achievements that benefit the region to on-campus and off-campus audiences (e.g., alumni, current and future students, government officials, community partners, and businesses)?

Question 6: Domestic and International Educational Partnerships

How can UMBC maximize the benefits of its domestic and international educational partnerships?

Question 7: Campus Enrichment

How can partnerships be leveraged to enhance the UMBC student experience?

RESEARCH PROCESS:

Since August 2014, members of the CEC strategy group have conducted research through a variety of means. They have participated in all fall 2014 strategic planning campus engagement activities including the UMBC University Retreat; the Deans, Vice Presidents, and Senior Advisors Leadership Retreat; the Department Chairs and Program Directors Leadership Retreat; shared governance meetings; and the 2014 Campus Strategic Planning Survey.

In addition to these activities, members of the CEC strategy group have also conducted research specific to each of the group's seven research questions. These activities have included secondary research with support from the Office of Institutional Research, and primary research including interviews and focus groups with UMBC students, faculty, staff, administrators and community partners, as well as faculty and staff at peer and aspirational universities.

STRATEGY GROUP OUTREACH/SECONDARY RESEARCH (to date):**External (Interviews/Focus Groups)**

Association of University Research Parks (AURP), CEO, Eileen Walker
BCCC's Refugee Youth Project - Kursten Pickup

Baltimore Neighborhoods, Inc. (BNI) - Robert J. Strupp
Binghamton University, Ryan Yarosh, Media Relations Office
Catholic Charities - Beth Awalt
Cristo Rey Jesuit High School, Corporate Internship Program, Marybeth Mueller
Dilks Consulting, President, Charlie Dilks
NSA, College Recruiters
New Jersey Institute of Technology - Matthew Golden Director, Office of Strategic Communications
Stony Brook University - Lauren Sheprow Media Relations Office
St. Francis Neighborhood Center - Bridget Blount
TEDCO, Program Manager, Maryland Innovation Initiative, Jennifer Hammaker
TEDCO, SVP, Tech Transfer and Commercialization, Stephen Auvil
University of Arizona, Center for Innovation, Tech Parks Arizona, Bruce Wright
University of California Riverside - James Grant Director, Office of Strategic Communications
University of Delaware, Office of Economic Innovation and Partnerships, Mike Bowman
University of Massachusetts - Amherst - Marla Michel, Executive Director of Economic Development Strategies and Regional Partnerships;
Y of Central Maryland, Catonsville Center (coordinate Aquatics program) - Susan Linde and Joan Peters

Internal (Interviews/Focus Groups)

Advisory Board for Commuters
Alice Crogan, Assistant Director, Marketing (OIA)
Amy Poole, Program Associate, SUCCESS Program, The Shriver Center
Arlene Wergin, Director - International Education Services
Belay Demoz, Director - JCET
Bill LaCourse, Dean, College of Natural and Mathematical Sciences
Career Services Staff
Caroline Baker, Assistant Vice President for Careers and Corporate Partnerships
Center for Women in Technology (CWIT) Staff and Participants
Charles Nicholas, Professor, Information Technology and Engineering
Chemistry Faculty
CHOICE Program Staff
Danita Eichenlaub, Administrative Director - JCET
David Fink, Director of Entrepreneurial Services - bwtech@UMBC: Incubator and Accelerator
David Hoffman, Assistant Director of Student Life for Civic Agency (OSL)
Dinah Winnick, Director of Communications (OIA)
Eloise Grose, Program Coordinator, Service-Learning, The Shriver Center
Eugene Schaffer, Professor and Chairperson - Education
Faculty Senate
Graduate Student Association
Hannah Schmitz, Program Coordinator, Applied Learning, The Shriver Center
Joan Shin, Professor of Practice, Education Department/Director, TESOL Professional Training Programs
Joby Taylor, Director, Shriver Peacemaker Fellows Program
Judith Han, UMBC undergraduate student/Student Coordinator, Baltimore Animal Rescue & Care Shelter [BARCS], The Shriver Center
Karl Steiner, Vice President for Research
Meghann Shutt, Assistant Director - Shriver Peacemaker Fellows Program
Meredith Purvis, Assistant Director, Marketing (OIA)

Miriam Tillman, Assistant Vice-President, Marketing & Creative Services (OIA)
Mike Summers, HHMI Investigator (Chemistry and Biochemistry)
Nick Ramundo, Maryland-DC Campus Compact AmeriCorps VISTA, Service-Learning, School-Family Connections,
The Shriver Center
Nkemdilim Ndubuizu, UMBC undergraduate student volunteer/ Student Coordinator, College Night/The Choice
Program, The Shriver Center
Non-Exempt Staff Senate
Office of Student Life Staff
Prek-14 School, Family, and Community Connections Work Group (40 University-Wide Members)
Professional Staff Senate
Rehana Shafi, Director, Sherman STEM Teacher Scholars Program
Resident Student Association Student Officers
Rick Forno, Cyber GPD and Assistant Director, Cybersecurity Center (COEIT)
Sarah Gardenghi, Director - Division of Professional Studies
Shriver Center Student Coordinators
Student Athlete Advisory
Student Government Association representatives
Wendy Martin, Director - Technology Development, Research Administration
Zach Pekar, Project Director, Lakeland Elementary Young Explorers

Best Practice Institutions (Secondary Research)

Campus Compact (Created to help colleges and universities develop support structures for community
engagement efforts: <http://www.compact.org/about/history-mission-vision/>)
Carnegie Classification on Community Engagement (<http://carnegieclassifications.iu.edu/>)
Classified campuses (http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92)
Community Wealth-Org. (Features models and best practices of community-university partnerships:
<http://community-wealth.org/strategies/panel/universities/models.html>)
DePaul University (Steans Center for Community-based Service Learning)
Elon University (<http://www.elon.edu/home/>)
James Madison University (<http://www.jmu.edu/outreach/about/staff.shtml>)
Michigan State University (Promotion and Tenure Best Practices:
<http://ncsue.msu.edu/research/leadingcampusconversations.aspx>)
Stony Brook University (http://www.stonybrook.edu/commcms/government_relations/)
(http://www.stonybrook.edu/commcms/community_relations/)
Towson University (TUinthecommunity: <http://www.towson.edu/tuinthecommunity/>)
University of California, Berkeley (Institute of Urban and Regional Development (IURD): <http://iurd.berkeley.edu/>)
University of Massachusetts, Amherst (<http://www.umass.edu/worldwide/>)
University of North Carolina -Greensboro (Promotion and Tenure Best Practices: <http://olsl.uncg.edu/community-scholarship/engaged-scholarship-in-promotion-and-tenure-guidelines/>)
University of Notre Dame (EngageND: <https://engage.nd.edu/>)
University of Pennsylvania (Barbara and Edward Netter Center for Community Partnerships:
<http://www.upenn.edu/ccp/>)
University of San Diego (Center for Community Service Learning: <http://www.sandiego.edu/mccasa/>)
University of Washington (Promotion and Tenure Best Practices:
http://depts.washington.edu/ccph/pdf_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf)

NOTABLE FINDINGS (By Research Question):

Question #1: Partnerships are at the center of UMBC's extended connections and a broad definition of this term - which includes the key elements of mutual influence and respect, a careful balance between synergy and respective autonomy, and equal participation in decision-making - should drive strategic planning in this area. Currently, no single resource or tool exists at UMBC to effectively document and track partnerships campus-wide.

Question #2: UMBC currently partners with many institutions and individuals to promote the economic mission of the university. These partnerships result from specific conditions that exist on the campus or within the ecosystem surrounding the university. Examples include: 1) partnerships originating from outstanding scientists or centers of excellence; 2) partnerships originating from enabling facilities or research parks; 3) partnerships resulting from governmental programs; 4) partnerships with friends of UMBC. Many of our economic development partnerships - like our teaching and learning/research and creative achievement partnerships - demonstrate quantitative and qualitative returns on investment for on- and off-campus stakeholders.

Question #3: Reward systems for partnership activities were easily identified for faculty and students. Some universities have promotion and tenure criteria that effectively acknowledge and reward faculty for partnerships; central offices dedicated to promoting, tracking, and facilitating partnerships; and/or funding and resources for faculty and students who wish to engage in partnerships. While some of these practices are in place at UMBC, they vary from one department to another. Of note, it is difficult to find systems or incentives at UMBC and peer-institutions that reward staff for their contributions to community partnerships and extended connections.

Question #4: UMBC currently has several extended connections focused on civic engagement, and social and environmental justice and sustainability. Those engaged in these connections identified several strengths (e.g., a supportive ethos; strong leadership; Centers; diverse, smart, and dedicated students; and location) as well as areas for improvement (e.g., coordination without control of existing opportunities for engagement; transportation for student volunteers; communication about engagement opportunities; a database of existing partnerships).

Question #5: The area of communications at UMBC is divided into various segments and each segment has a good understanding of its audience, process, and goals. However, across the entire campus, there is not a master strategy for gathering and sharing information about community engagement and extended connections.

Question #6: The number of requests from national and international P-14 educational organizations for connections with UMBC faculty, staff, and students has dramatically increased over the past five years, straining limited campus resources. In addition, campus outreach to P-14 educational organizations has increased without a systematic approach to ensure shared knowledge of partnerships, non-duplicative efforts, and equitable impact.

Question #7: Students report that partnerships enhance the student experience by helping them: 1) gain leadership skills; 2) better organize their time; 3) communicate more effectively and to a wider audience; 4) connect to faculty outside the classroom; and 5) understand different career paths in their majors through realistic experiences.

EMERGENT THEMES:

- UMBC's current community and extended connections are university-wide, and national and international in scope.

- Community and extended connections are consistent with UMBC's mission, and are integral to teaching and learning; research and creative endeavors; undergraduate and graduate student development; and UMBC's social and economic impact in the region.
- A well-defined and articulated tool to catalogue the university's extended connections is essential for better documentation, support, coordination, management, evaluation, and communication.
- UMBC has a culture of engagement that has fueled community connections to date. University-wide structures, practices, and rewards can ensure this culture is sustained and enhanced to benefit UMBC faculty, staff, students, and partners.
- Leading universities are increasingly articulating the importance of partnerships and community connections in carrying out their institutional missions. This work is being acknowledged through national recognition programs and classification frameworks.
- How universities articulate and execute community partnerships and extended connections has broad implications for recruitment, retention, reputation, resource allocation, and revenue enhancement.