

OUR UMBC >>

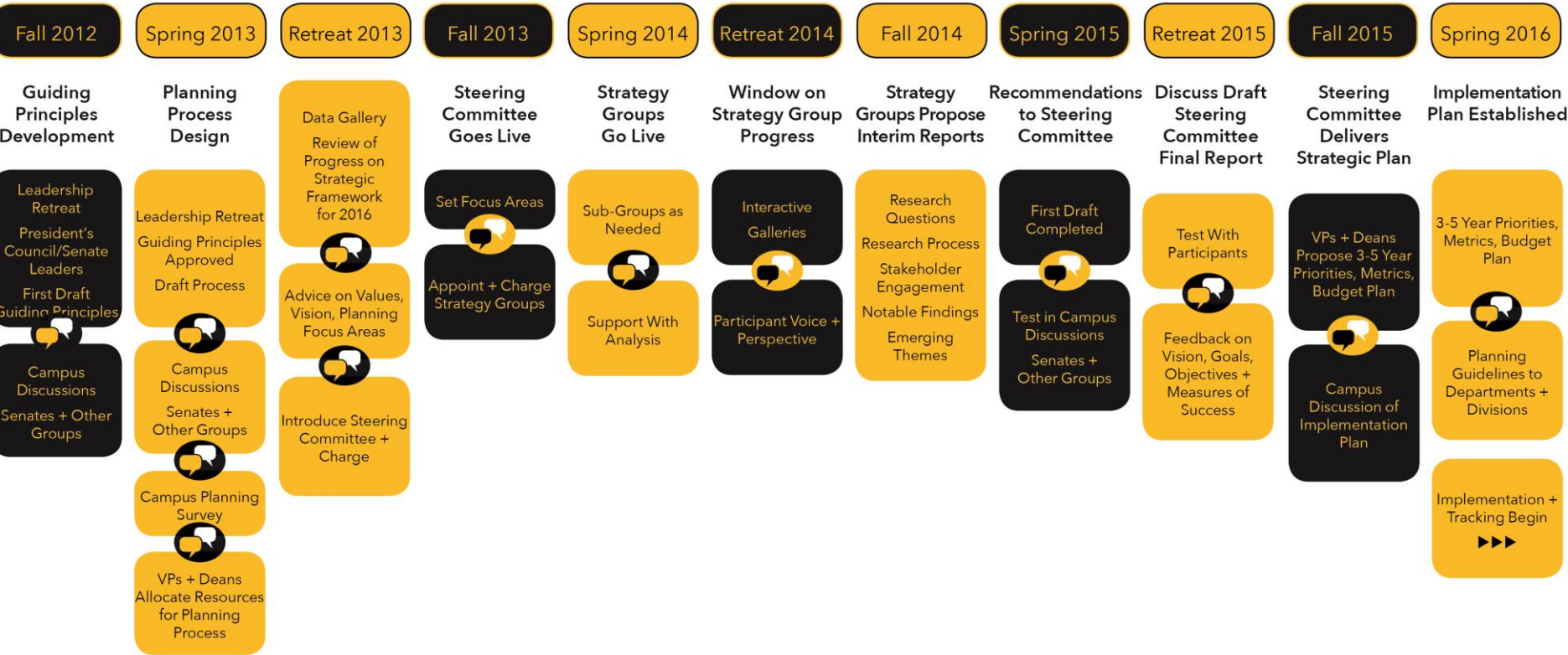
ADVANCING EXCELLENCE

UNIVERSITY RETREAT 2016

OUR UMBC

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Guiding Principles for Strategic Plan Implementation

- Core academic mission & outcomes
- Support the members of our community and honor everyone's potential
 - Enhance financial strength to provide resources necessary to pursue strategic priorities
 - Focus on what needs to happen first
 - Link to our past & look outside the campus boundaries

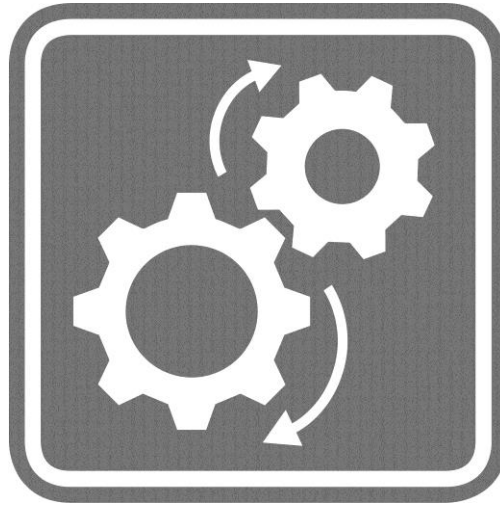
Strategic Plan Focus Areas

- Collective Impact in Research, Scholarship, and Creative Achievement
- The Student Experience
- Innovative Curriculum and Pedagogy
- Community and Extended Connections

Building Momentum 2010-2016



New University
Commitments



Innovations and Improvements



Select Achievements

First Focus Framework

- 1-3 Year Priorities
- Strategic Alignment at Institutional Level
- Strategic Alignment at Local Level



| OUR UMBC: PRIMARY GOALS AND SUPPORTING OBJECTIVES | | FIRST STEPS FY2017 |
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| COLLECTIVE IMPACT IN RESEARCH, SCHOLARSHIP AND CREATIVE ACHIEVEMENT | Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff; developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus. | |
| | 1 Increase national prominence in selected multidisciplinary areas spanning the arts, engineering, humanities, information technology, natural sciences and mathematics, and social sciences. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship. | |
| | 1.1 Vigorously promote a campus culture of multidisciplinary collaboration and multidisciplinary research, scholarship, and creative activity. Continue to encourage multidisciplinary activities by supporting interdisciplinary programs and centers. | |
| | 1.2 Increase communication, information gathering/sharing, and training about opportunities related to scholarship, research, and creative activities. | |
| | 2 Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development. | |
| | 2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity, and excellence. Fully recognize the importance of creative activities, scholarship, and research, and research, technology transfer and commercialization, in hiring and promotion, merit and workload processes, and decisions. | Under various funding scenarios, create 3-5 year plans for hiring, retention, and support of tenure-track and full-time instructional faculty aligned with the strategic objectives of increasing UMBC's excellence in research, scholarship, and creative activity. Increasing the capability of the faculty to develop innovative approaches to teaching and learning to increase student success. Increase national prominence in selected multidisciplinary areas, increasing faculty diversity. |
| | 2.2 Increase research productivity by attracting and recruiting outstanding doctoral students. This requires proactive recruitment efforts including targeted talent identification plans (to incentivize undergraduate students to consider UMBC), better incentives/financial support, as well as additional graduate assistant positions. | |
| | 2.3 Increase incentives for internal and external collaborations by rewarding and recognizing cross-field and inter-institutional partnerships during merit calculations, review periods, and workload policy development. | |
| | 2.4 Align faculty teaching and service expectations with faculty research activity. Efforts should be made to more effectively balance these expectations for research-active and non-research-active faculty by instituting variable teaching and service loads based on research activity, developing opportunities for research-related release time (including time to mentor research by undergraduate and graduate students), and better aligning research profiles with other campus responsibilities. | Review and update, as necessary, UMBC's course conversion guidelines for workload reporting. |
| | Promote UMBC faculty to seek prestigious national and international awards and honors for scholarship, creative activity, and research. Encourage UMBC's faculty research, scholarship, and creative activity to be recognized by the broader community. | |

| OUR UMBC: PRIMARY GOALS AND SUPPORTING OBJECTIVES | | FIRST STEPS FY2017 |
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| INNOVATIVE CURRICULUM AND PEDAGOGY | Develop innovative curricula and academic programs that support and enhance the success of our undergraduate and graduate students and prepare them for meaningful careers, lifelong learning, and engaged citizenship; and thereby enhance our position as a national leader in undergraduate and graduate education. | |
| | 1 Provide exemplary support for educators in creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning. | |
| | 1.1 Enhance the capacity of the Faculty Development Center to provide support for research on and training in best pedagogical practices and transform it into the Center for Teaching Excellence (CTE). | Review and update, as necessary, UMBC's course conversion guidelines for workload reporting. |
| | 1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences. | Complete consideration and creation of new ranks for lecturers and adjunct faculty. |
| | 1.3 Expand opportunities for advancement, prestige, and increased salaries for full-time lecturers. | Complete consideration and creation of new ranks for lecturers and adjunct faculty. Conduct inventory of professional development activities currently available to adjunct faculty. |
| | 1.4 Expand opportunities for advancement and professional development by part-time faculty. | Review and update, as necessary, UMBC's course conversion guidelines for workload reporting. |
| | 1.5 Reappraise and update policy and practice to take into account the amount of faculty time and effort required to develop and deliver active learning and related innovative classroom practice. | |
| | 1.6 Expand campus-wide capacity for graduate education, increasing graduate assistant stipends, providing pedagogical training, and increasing the availability of informal learning spaces. | |
| | 1.7 Develop campus-wide policies and standards for technology use in instruction, including but not limited to online and hybrid course formats. | |
| | 1.8 Provide state-of-the-art learning spaces, both formal and informal, which support both the best of traditional pedagogies and new evidence-based practices. | |
| | 1.9 Reorganize the way classrooms are designed and redesigned to take full account of the perspective of classroom faculty and students with regard to space quality and usefulness. | |
| | 2 Continue to build a culture of academic assessment to support our faculty as the primary drivers of continuous improvement in student learning outcomes. | Advance the development of internal information systems and analytical capability to enhance the tracking of student success and outcomes. Enhance the quality and availability of UMBC's analytical infrastructure through UMBC's data warehouse/REX and through the acquisition of new analytical tools for assessment. Leverage new SSRS/SPRS capability to document and study the outcomes of existing and new interventions that support student success. |

| OUR UMBC: PRIMARY GOALS AND SUPPORTING OBJECTIVES | | FIRST STEPS FY2017 |
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| THE STUDENT EXPERIENCE | Create vibrant, exceptional, and comprehensive undergraduate and graduate student experiences that integrate in- and out-of-classroom learning to prepare graduates for meaningful careers and civic and personal lives. | |
| | 1 Increase degree completion and shorten students' time to degree. | |
| | 1.1 Adopt a more efficient and effective approach to course planning, academic pathways, and scheduling to improve undergraduate and graduate student progression through academic programs. | Perform baseline study of the impact of degree pathways and course scheduling on time to degree, retention and graduation rates to identify problem areas and potential solutions. |
| | 1.2 Expand the amount, type and utilization of informal space on and off campus that is available to students to study together, collaborate on creative work, recreate, socialize, or interact with faculty and staff. These spaces should create opportunities for informal peer-to-peer communication and relationships that increase sense of community, retention, and graduation rates. | |
| | 2 Systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students. | Review and update recommendations of the the Advising Task Force report with particular emphasis on recent developments in technology and analytics capabilities |
| | 2.1 Better define expectations for advisers and peer mentors by examining successful models on campus for replication, and revise standards, training, and support accordingly. | |
| | 3 Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students. | |
| | 3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency. | Under various funding scenarios, create 3-5 year plans for hiring, retention, and support of tenure-track and full-time instructional faculty aligned with the strategic objectives of increasing UMBC's excellence in research, scholarship, and creative activity. Increasing the capability of the faculty to develop innovative approaches to teaching and learning to increase student success. Increase national prominence in selected multidisciplinary areas, increasing faculty diversity. |
| | 3.2 Increase significantly the diversity of tenure-track faculty. | |
| | 3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities. | |
| | 4 Continue to build a campus culture that creates, supports, and expects applied learning experiences that present a wide variety of options for all students (e.g., study abroad, internships, cooperative education, service learning, engaged scholarship, artistic performance, and teaching and graduate assistantships). | Create an inventory of all current applied learning experiences and determine which students do not have the opportunity to engage with an applied learning experience and why. Define an applied learning experience based to student learning outcomes. |
| | 4.1 Increase support and incentives to improve the quality and variety of applied learning experiences so that every UMBC student engages in and reflects on a significant applied learning experience prior to graduation. | |
| | 5 Promote the health and well-being of students as a foundation for academic and life success. | |

| OUR UMBC: PRIMARY GOALS AND SUPPORTING OBJECTIVES | | FIRST STEPS FY2017 |
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| COMMUNITY AND EXTENDED CONNECTIONS | To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region. To 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. | |
| | 1 Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system. | |
| | 1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship. | |
| | 1.2 Identify and support an individual or unit in the University that is responsible for maintaining an inventory of community connections and partnerships (including those involving local and regional businesses) as well as facilitating cross-campus communication and collaboration in this area. Identify structures and processes to facilitate the sharing of this information with internal and external audiences. P.O.C. AA | Focus on and leverage 50th Anniversary activities to increase alumni engagement. |
| | 1.3 Strengthen connections between alumni and the on-campus community that foster alumni success and pride while enhancing teaching and learning, the student experience, and community outreach and development. | |
| | 1.4 Document and communicate UMBC's commitment to community connections and partnerships. | |
| | 2 Advance UMBC's regional reputation as a vital stakeholder in Maryland's innovation economy. | |
| | 2.1 Develop a strategic plan for supporting entrepreneurship, social innovation, and technology commercialization efforts on campus, including means for increased collaboration among on-campus organizations sharing those concerns. The plan should also identify strategies that support undergraduate and graduate students' interests in entrepreneurship, technology transfer, and social venture creation. | |
| | 2.2 Strengthen and grow UMBC's research and technology park, bldg@UMBC, leveraging UMBC's strengths and alignment with state needs and opportunities. | |
| | 2.3 Continue to address novel and important professional development and continuing education needs in Maryland through courses, programs, and services provided by the Division of Professional Studies (DPS) and UMBC Training Centers including UMBC programs offered at Shady Grove. | |
| | 3 Strengthen UMBC's position as an anchor institution for the greater Baltimore metropolitan region. | Advance and coordinate the existing work groups developing an inventory, goals and initiatives relating to UMBC's engagement with critical issues in the Greater Baltimore region. |
| | 3.1 Establish a community-engagement action team to (a) develop short-term and long-term goals around high-priority issues in the Greater Baltimore region that play to campus strengths and (b) develop, amend, and monitor progress on a community-engagement plan to address the targeted issues. | |

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| FOUNDATIONS: RESOURCES | Generate revenue streams to support UMBC's ongoing operations and pursue strategic priorities through intentional, concerted efforts across a number of revenue generation platforms. |
| | Successful completion of \$150-million comprehensive campaign, with a goal of endowment surpassing \$100-million, alumni annual giving participation reaching 7 percent. |
| | Update benchmarking of similar and aspirational advancement organizations to inform investment in front-line fundraising, marketing and communications, and programming/data analytics capacity. |
| | Develop case for comprehensive campaign that is directly linked to strategic goals and priorities. |
| | Strengthen connections between alumni and the on-campus community that foster alumni success and pride while enhancing teaching and learning, the student experience, and community outreach and development. |
| | Document and communicate UMBC's commitment to community connections and partnerships. |
| | Effective management of enrollment and enrollment growth to increase net tuition revenue |
| | Prepare a comprehensive assessment of the opportunities to increase enrollment, and identify action plans, including resources necessary to achieve that growth. |
| | Expand the portfolio of applied and professional master's and certificate programs to address the changing needs of the Greater Baltimore-Washington region. |
| | Maximize the use of current non-academic resources, such as space, services and facilities to provide capacity to serve more students on campus. |
| | Demonstrably improve the efficiency of operations and the effectiveness of mission driven programs and activities, to focus resources on what matters most |
| | Communicate regularly campus-wide regarding the goals and benefits of a robust E&E effort, highlighting campus successes |
| | Provide training to identify opportunities and quantify savings |
| | Continue to capture the unit-level E&E improvements made each year to report significant and substantive improvements |

Retreat Planning Group

- **Lisa Akchin**
- **Richard Byrne**
- **Bob Carpenter**
- **Delana Gregg**
- **David Hoffman**
- **Erin Johnson**
- **Roland King**
- **Amanda Knapp**
- **Leslie Kruger**
- **Connie Pierson**

Retreat Agenda

- Lunch and Keynote: Anirban Basu, Sage Policy Group
- Middle States Visit Orientation
- Data Gallery and Dessert
- Interactive Plenary Session: Moving Forward from Your Space
- Wrap-Up with Provost and President, 50th Anniversary Weekend Preview
- Social Hour