

STRATEGY GROUP REPORT OUTLINE

I. Community and Extended Connection - Strategy Group Charge

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.

II. 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?

III. Recommendations

RECOMMENDATION #1 – PROMOTE A CAMPUS-WIDE CULTURE THAT RECOGNIZES, SUPPORTS, CATALYZES, AND CELEBRATES COMMUNITY CONNECTIONS AND PARTNERSHIPS

Context: Community connections and partnerships play a vital role in how faculty develop or deliver curriculum; in how researchers develop and implement research or creative activity; and in how students engage in their learning expectations and activities or explore their own skills and interests. Our connections also help us build relationships to drive UMBC’s economic development mission. Over the past six months, the strategic planning process has provided opportunities for rigorous campus-wide information gathering. Interviews, workshops, and surveys have helped illustrate how pervasive and valued the “culture of connection” is at UMBC. Faculty and students increasingly understand connections as essential to further academic, creative, and career discovery. However, UMBC has not yet reached its full potential in this vital area. University-wide frameworks, structures, practices, and rewards are needed to ensure that this culture is maximized to benefit UMBC faculty, staff, students, and partners, and to elevate the campus as a model for community engagement.

Supporting Objectives/Measures of Success:

- 1) Adopt a common framework of elements of community connections and partnerships that reflects the campus’ shared understanding and best practices in the field (see below)
- 2) Improve and maximize campus accessibility (e.g., meeting spaces, housing, transportation options, parking) for local and international partners(hips) that reflect the University’s framework.
- 3) Build on current campus practices (e.g., BreakingGround funding initiatives, applied learning experiences and transcript notations through the Shriver Center and Career Center) to reward and recognize community connections and partnerships that reflect the University’s framework.
- 4) Recognize engaged scholarship/scholarship of application (as distinct from or in addition to service) in the promotion and tenure process across academic units. Disseminate best practices so that statements contain clear definitions and guidelines based on the University’s framework (See guidelines described by Campus Compact - <http://www.compact.org/initiatives/trucen/trucen-toolkit/trucen-section-b/>).
- 5) Provide professional development for faculty, staff, and students on how to create community connections and partnerships that reflect the University’s framework.

Models/Best Practices

Mississippi State University (peer institution) - Provides workshops on community engagement provided through the Center for the Advancement of Service-Learning Excellence - <http://servicelearning.msstate.edu/>)

DePaul University- provides excellent Faculty Development resources for community engagement by faculty including an Engaged Scholarship toolkit with sample syllabi, workbook, and best practices - <http://steans.depaul.edu/Faculty/development/resources>

University of San Diego- created Committee on Innovation in Community Engagement to teach practice and pedagogy of community engagement. Its goal is to create active learners, to blend skills and information from community and integrate them with the theory and

curriculum of the classroom. Training of faculty and students in pedagogy and theories of community engagement are at forefront of creating partnerships -

<http://www.sandiego.edu/mccasa/course-based/eec/index.php>

The California State University campus at Fresno (CSUF) bases its tenure and promotion practices on the “Boyer Model” of Engaged Scholarship. These policies and guidelines include service learning as a form of innovative pedagogy, professional service to community organizations as a form of recognized service, and community based or participatory research as scholarly activities. The University of North Carolina – Greensboro has also included engaged scholarship in its tenure and promotion guidelines (See: <http://olsl.uncg.edu/community-scholarship/engaged-scholarship-in-promotion-and-tenure-guidelines/>). Also, the University of Washington: http://depts.washington.edu/ccph/pdf_files/CES_RPT_Package.pdf and http://depts.washington.edu/ccph/pdf_files/Developing%20Criteria%20for%20Review%20of%20CES.pdf

***Elements of Community Connections and Partnerships**

The strategic planning process involved rigorous campus-wide information gathering. Through these efforts; faculty, staff, and students shared their deep understanding of the elements required to sustain community connections and partnerships. Our campus’ sense of these required elements aligns with the current literature on university-community partnerships and reflects best practices in the field. While the nature and purpose of individual connections and partnerships vary, the following collectively generated elements can serve to frame UMBC’s definition. These elements are not proposed as evaluative criteria, but as the ingredients to promote institutional understanding, dialogue, and future planning among UMBC’s diverse stakeholders:

- Mutuality:** Community connections and partnerships should have a high level of mutual benefit for each partner.
- Resources:** Community connections and partnerships should be adequately resourced with respect to funding, time, capacity, and considerations of opportunity costs.
- Leadership, Organization, & Stewardship:** Community connections and partnerships require multi-level inter- and intra-organizational engagement to ensure successful, sustained connections and partnerships. Parties should share mutual influence under clearly established operating norms, and an understanding of the high level of stewardship required to achieve authentic, long-term mutual benefit.
- Mission-centered:** Community connections and partnerships should be defined by a clear sense of connection to teaching, learning, research, creative achievement, and/or economic development.
- Generative:** Community connections and partnerships should yield outcomes that neither party could otherwise achieve alone, by balancing synergy with respective autonomy.
- Effectiveness:** Community connections and partnerships should have a mechanism for monitoring and evaluation. Evidenced-based practices should be promoted.
- Integrity:** Community connections and partnerships should value communication, respect, trust and transparency as hallmarks of successful practice.

RECOMMENDATION #2 - CREATE A STRUCTURE AND PROCESS TO ENSURE THAT UMBC DOCUMENTS ITS COMMUNITY CONNECTIONS AND PARTNERSHIPS

Context: Community connections and partnerships exist in almost every division and department. They are well-recognized factors in our growth as an institution, the development of our brand, and most importantly as key tools in achieving our teaching and learning, research, creative achievement, and economic development mission. UMBC should endeavor to be a recognized leader in how it supports and drives the essential national and international connections and partnerships that help us meet our mission as a public research university. Leveraging its culture of connection and being recognized as an institution that actively contributes to the national dialogue on the role of the public university in its community will enhance our reputation and demonstrate alignment with our institutional values, mission, and goals. Therefore, UMBC should create a structure and process to document and characterize community connections and partnerships during the time that they exist.

Supporting Objectives/Measures of Success:

- 1) Establish an online database of current community connections and partnerships. This resource would benefit UMBC in the following ways:
 - a. Identify current areas of activity.
 - b. Highlight gaps and connect possible resources.
 - c. Create opportunities for research and evaluation.
 - d. Reduce duplication of efforts.
 - e. Promote opportunities for future engagement (possible partners for upcoming funding, on-campus visit involvement, etc.).
 - f. Explore opportunities to connect with other institutions of higher education that may have similar interests and goals.
- 2) Identify an individual or organization in the university structure that is responsible for documenting and characterizing community connections and partnerships including:
 - a. Development of a scope of responsibility for this activity that would include requirements and authority to develop and manage the activity; and
 - b. Sufficient resource allocation to ensure success of this activity now and through the term of this strategic plan

Models/Best Practices:

Models for consideration in implementing this recommendation include the following:

Model 1 - UMBC should adapt a model that currently exists at a peer or aspirational peer institution.

For example, The UMASS Amherst “UMASS Worldwide” - <http://www.umass.edu/worldwide/> is an example of a robust campus resource that is increasingly recognized as an institutional resource. Also see the civic engagement opportunities databases at peer institution, Clemson University - <http://www.clemson.edu/campus-life/civic-engagement/>. Similarly, University of Notre Dame- created database EngageND which improves communication and documentation of community engagement activity; collects data on the broad engagement of the Notre Dame faculty, staff and students across the many units on campus; and measures the extent and impact of the university’s work off campus, as well as supports and coordinates engagement.

Model 2 - UMBC should build a model system that leverages existing tools and resources to ensure that it is well integrated and scalable, and to increase the likelihood of institutional acceptance. A model system might be integrated with digital measures (to capture faculty activity), the VIVO research and discovery tool, and/or peoplesoft modules to ensure our ability to draw data that can inform campus dialogue and future policy and practice.

RECOMMENDATION #3 –IDENTIFY STRUCTURES AND PROCESSES TO FACILITATE INFORMATION SHARING ABOUT UMBC’S COMMUNITY CONNECTIONS AND PARTNERSHIPS WITH INTERNAL AND EXTERNAL AUDIENCES

Context: 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. This oversight should be addressed. The current literature identifies communication flow between and among campus members, community partners, and a variety of external audiences (e.g., prospective students, grant organizations, businesses leaders) as critical for successful university-community partnerships. Leading universities are increasingly communicating 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. For example, five of 10 UMBC peer institutions, University of Arkansas, University of Massachusetts, Amherst, Clemson University, Mississippi State University, Oklahoma State University, and two of four of its aspirational peers, University of Connecticut and Stony Brook University are Carnegie Community Engagement Classified Institutions. How universities communicate about community connections and partnerships has broad implications for recruitment, retention, reputation, resource allocation, and revenue enhancement. Thus, the development or identification of structures and processes to facilitate information about UMBC’s community connections and partnerships is warranted.

Supporting Objectives/Measures of Success:

- 1) Establish an ongoing, quarterly, campus-wide communications meeting that brings together all campus communicators to share major university news and initiatives, and to create a pipeline of story sharing across the campus.
- 2) Create a communications “toolkit” that outlines ways in which the campus community can share news across the University and to wider audiences.
- 3) Acquire classification as a 2020 Carnegie Engaged University to communicate UMBC’s commitment to community connections and partnerships to internal and external audiences.

Models/Best Practices:

Models for consideration in implementing this recommendation include the following:

Stony Brook University (aspirational peer), America East Conference, aspirational peer

Stony Brook University’s public relations division is comprised of a marketing team, which includes publications and advertising, media relations, and governmental/community relations. Currently, all three units report to the Vice President for External Relations, but the University is adding a Vice President for Marketing/Communications that will oversee the marketing and media relations groups. The Governmental/Community Relations unit will remain separate. The alumni relations office is part of the Advancement Office at Stony Brook. Stony Brook categorizes its outreach in three ways; university-owned media, earned media (external press) and paid media (advertising). Stony Brook takes all news items and tries to highlight the items in the appropriate venue based on the level of perceived interest and appropriate audience. The communications/media relations content developers meet weekly and discuss stories that they are pursuing and look for opportunities to promote the stories.

The University employs a public relations firm which assists with major national stories and some crisis management matters when needed. Stony Brook has a "Communications Tool Kit" website, which is a one-stop, "how to" shop for the development and production of marketing, print, and Web projects by university departments.

University of California, Riverside, peer institution

The Director of Strategic Communications reports to the Vice President for University Advancement (fund raising and development for the University). The bulk of the communications originate from two areas, strategic communications and student affairs, and marketing and communications. The latter handles marketing for student activities and admissions. Strategic Communications is a 25-person department. It consists of speechwriters for the Chancellor, external media relations (newsletters and magazine), marketing, creative design, video production and web development (videographers, graphic designers, and multi-media specialists). Creative Design services the campus for collateral communications materials. Marketing works closely with the creative team to design, plan, and promote appropriate communications practices. There are another 60-70 communications personnel on campus that work for various departments. There is a council of these professionals that meets on a monthly basis with the objective of producing consistent messages throughout the campus. Despite entering a digital age, print publications are utilized, as are online communications and video items. The University has a news site, which is constantly populated with various stories from around the campus. Strategic Communications is responsible for the home page and the initial secondary pages of the website.

RECOMMENDATION #4: ADVANCE UMBC'S REGIONAL REPUTATION AS A VITAL STAKEHOLDER IN MARYLAND'S INNOVATION ECONOMY

Context: UMBC plays a significant role in economic development and Maryland's innovation community. The first research park at a state institution in Maryland – bwtech hosts more than 120 companies and is seen as one of the state's most vibrant incubation facilities. UMBC faculty are increasingly working with those companies while considering how entrepreneurship might be a logical extension of their work, and/or a potential career path for graduate students who may elect not to seek employment as faculty at other institutions. Moreover, the Alexander Brown Center--largely through the Kauffman Campuses Initiative--has helped faculty create over 70 courses infused with entrepreneurship and has launched a highly successful entrepreneurship minor that is actively directed by faculty fellows appointed by Deans. These programs have in many cases been models for the state, and have shaped practices at other institutions. At the same time, state and University System of Maryland (USM) expectations are growing with respect to technology transfer, business/venture creation, student entrepreneurship activities, and career outcomes for our students. Other institutions with significantly larger resource pools are developing programs and initiatives that represent partnership opportunities and/or threats to our continued success in these areas. The following objectives are offered as steps to secure our competitive advantage in this space while continuing to develop high-value pro-social initiatives and programs that can support UMBC's faculty, staff, and alumni.

Supporting Objectives/Measures of Success:

- 1) Strengthen and grow bwtech based on UMBC's strengths and alignment with state needs and opportunities.
- 2) Use existing metrics (e.g., UMBC graduates employed at bwtech; student internships at bwtech; faculty start-ups at bwtech; occupancy at bwtech; square footage of bwtech) to facilitate awareness, growth, and planning across relevant units on campus.
- 3) Develop strategic plan for entrepreneurship and innovation with faculty, administrators, staff, students, and alumni in collaboration with the Alex Brown Center and Legacy Kaufman programs.
- 4) Identify and execute strategies to support students' interests in technology transfer and pro-social venture creations.
- 5) Seek full participation in MPower, a University of Maryland initiative through which system campuses leverage their strengths to attract exceptional faculty, better serve students, and position the state in a new economic reality (see: <http://mpower.maryland.edu/about/leadership/>).

Models/Best Practices

University of Delaware, Office of Economic Innovation & Partnerships (OEIP)

The mission is to promote and facilitate the commercialization of University of Delaware technologies for the benefit of the public and the university. OEIP includes the Technology Transfer Center (TTC) and the Small Business Development Center (SBDC).

Stanford University, Stimulation of Commercialization Activities on Campus

One of the experimental programs initiated this year was the Stanford Innovation Farm (iFarm) Team program. The iFarm Team program, which draws upon Stanford's culture of innovation and its community of innovators, including students, faculty, alumni, and subject specific

experts, was started to advance the commercialization of selected Stanford inventions. It does so by giving those inventions a boost toward licensability.

Northeastern University, VentureCrowd

VentureCrowd is an online platform designed for universities to connect entrepreneurially-minded talent with untapped university-based technologies to launch new high-tech startups. It is a free university-wide resource designed to promote innovation and create opportunities for students to become successful entrepreneurs. The developers of this website are proud alumni of Northeastern University.

Drexel University, Innovation Neighborhood

Coordination and stimulation of economic development on the campus Drexel University is preparing to launch the inaugural project of the Innovation Neighborhood™ on Market Street, across from the new home of Drexel's LeBow College of Business (Geri C. LeBow Hall) and the University's College of Engineering and School of Biomedical Engineering, Science and Health Systems. The new building represents the perfect Philadelphia address for firms leading the region's energy renaissance. The majority of space will be marketed to commercial, industrial and professional firms interested in the benefits of a Drexel location for collaborating with academic research teams on their core business programs and developing the labor pool necessary for the firms' future success.

RECOMMENDATION #5 - STRENGTHEN UMBC'S POSITION AS AN ANCHOR INSTITUTION FOR THE GREATER METROPOLITAN REGION

Context: As non-profit organizations that bring stability to the communities they serve, anchor institutions are integral to the social, cultural, and economic wellbeing of these communities (See http://usucoalition.org/images/APLU_USU_Foundational_FNLlo.pdf). UMBC currently has a variety of initiatives that highlight its role as an anchor institution in the greater metropolitan region. Some of these initiatives are housed in large centers such as the Shriver Center and Imaging Research Center; some are housed as small centers within departments and programs; while others are sponsored by Athletics. They include but are not limited to: Prove It, Shriver Peaceworker Program, Mapping Baybrook and Mill Stories, Professors beyond Borders, STRiVE, The Choice Program, SUCCESS, Baltimore Ecosystem Study, Bits & Bytes, Project Lead the Way, MDQUIT, and Midday Madness. UMBC also has a variety of educational connections with p-12 schools, districts, and educators as well as economic initiatives that train and employ professionals throughout Maryland. UMBC should build on these connections to strengthen its anchoring role in the surrounding community as well as the greater metropolitan region in a collaborative and socially just manner. To do so, the University must engage critical community stakeholders in an ongoing process of dialogue, action, and evaluation.

Supporting Objectives/Measures of Success

- 1) Building on existing campus bodies (i.e., community relations group), establish a community engagement action team to: a) develop short-term and long-term goals around targeted high impact issues based on the campus' existing strengths; and b) develop, enact, and monitor progress on a community engagement action plan to address specified impact issues.
- 2) Identify and maintain a presence on high value business and community associations (e.g., local chambers of commerce; non-profit community executive boards).
- 3) Secure RISE recognition with Baltimore County to stimulate commercial development (including eateries, coffee shops, etc.) that enriches campus and community life. (A RISE Zone is a geographic area that has nexus (a strong connection) with a qualified institution and is targeted for increased economic and community development. – For more information, see: <http://business.maryland.gov/fund/programs-for-businesses/rise-zone-program#sthash.vJ4BBSwF.dpuf>).
- 4) Expand the existing Campus Information Center (CIC) and its online complement, the Visitor's Guide – (<http://about.umbc.edu/visitors-guide/>) to become a wider "Guest Services Center", providing internal and external stakeholders with a menu of the services and activities the university offers and a "how to" guide of accessibility.
- 5) Strategically leverage increased revenues and community connections with local and regional businesses generated through athletic events, concerts, career fairs, campus commencement exercises, and other arts and cultural occasions at the new campus events center (projected 2017).
- 6) Continue to address novel and important professional development and continuing education needs in Maryland through courses and services provided at UMBC training centers and the Shady Grove campus.

Models/Best Practices

California State University, Northridge is the largest provider of advanced professional education for public sector professionals in the state of California and one of the top three nationally in providing the Master of Public Administration. The university has extensive working relationships with the city and county agencies in the region to deliver programs at their sites, fully online, and in formats focused on serving the working professional.

University of Washington Tacoma has a history of development with its community, including partnerships with both public and private organizations, as well as help from large private donations. As a young campus in the heart of downtown Tacoma, the University has physically developed in conjunction with its surrounding community and has revitalized a formerly abandoned portion of the city. It also leads research that seeks to understand and quantify the sources, pathways, and impacts of chemical pollutants in urban waterways in the Puget Sound region.

Georgia State University (GSU) collaborated to initiate Piedmont Avenue streetscape improvements to enhance pedestrian safety. GSU requested and received federal transportation funds, provided matching funds, and managed the project.

Urban Research and Outreach/Engagement Center (UROC), located in North Minneapolis, links the University of Minnesota in public partnership with urban communities to advance learning, improve quality of life, and discover breakthrough solutions to critical problems. Housed in a renovated 21,000 square foot building (formerly a shopping mall), UROC is home to a wide array of multidisciplinary and place-based University research and outreach programs working in close partnership with local community residents and businesses.

IV. Summary of stakeholder engagement

Winter/Spring Campus Engagement Meetings

Academic Chairs and Program Directors (CNMS)

Academic Chairs and Program Directors (CAHSS)

Academic Chairs and Program Directors (COEIT)

Interactive Gallery, total participation: over 80

Campus Survey

- Faculty/Staff survey: 557
- Student survey: 574

Fall Leadership Retreat

10/22 VP/Deans:

10/29 Dept. Chair/Program Directors:

Fall Campus Engagement Meetings

Academic Planning and Budget Committee

Graduate Student Association

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

Baltimore City Public Schools

Baltimore County Public Schools

Anne Arundel County Public Schools

Montgomery County Public Schools

Howard County Public Schools

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, Ashley W. and Jessica P.

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

Anne Spence, Professor of the Practice/Undergraduate Program Director/Director of Project Lead the Way/Dept. of Mechanical Engineering

Arlene Wergin, Director – International Education Services

Belay Demoz, Director – JCET

Bill LaCourse, Dean, College of Natural and Mathematical Sciences

Career Services Staff

Carlo DiClemente, Professor of Psychology/Director, MDQuit Resource

Center/Center for Community Collaboration /Home Visiting Training Center

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 Peaceworker 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
Tracy Irish, Clinical Faculty MAE, Science and STEM Education
Wendy Martin, Director – Technology Development, Research Administration
Zach Pekor, Project Director, Lakeland Elementary Young Explorers

V. List of strategy group members

CO-CHAIRS: Steve Bradley, Mavis Sanders, Greg Simmons '04

MEMBERS: Terry Aylsworth, Dan Barnhart, Amy Froide, Lori Hardesty, Ellen Hemmerly, Josh Massey '14, Ken Pittman '80, Chris Steele, Chris Swan, Marc Zupan,

CONSULTANTS: Stanyell Odom, Lamar Davis, Damian Doyle '99, Jarrett Kealey, Steve Levy '85, 'Sue Plitt, Arlene Wergin, Tim Hall; (Research Question #2 Special Members: Dave Fink, Entrepreneur in Residence, bwtech@UMBC and Caroline Baker, Assistant Vice President for Careers and Corporate Partnerships)

ADMINISTRATIVE SUPPORT: Susan Mocko

SENIOR ADVISOR: John Martello

VI. Appendices

A. Inventory of baseline data available in Box

- CEC meeting notes
- CEC Research Question Reports
- Campus wide survey results
- Campus Fall/Winter/Spring Meetings notes

B. Process reflections for next planning cycle

The CEC strategy group found the strategic planning process to be a highly effective and inclusive one. The charge to the strategy group was sufficiently structured to provide clear parameters but sufficiently flexible for strategy group members to define and shape the outcome. The process also included sufficient time for the strategy group to participate in campus and community information gathering that was an essential element of the process. The layered approach (i.e. steering committee; co-chair committee; strategy groups) was also seen as highly effective and contributing to a supportive and communicative process. The administrative support and funding for refreshments were also valuable and facilitated group meetings.

Strategy group selection to ensure broad campus representation was extremely beneficial to the process. The CEC strategy was exceptionally strong and productive. Members were very positive in their responses to a query requesting feedback on the process. Some comments received are posted below:

It exceeded my expectations. Through a lot of in depth discussion it really feels as though we have developed a good solid framework for the campus to use going forward to build, grow and explore where they want to take the university in the next decade. I can't point to a single example, but I will say every time the group interviewed members of the campus or surrounding community those opinions were seriously valued and incorporated into the plan. The intent was to try and be as inclusive as possible, which I think is vital to a process like this and is a very difficult task to do in practice.

I was very impressed with the open and honest discussion that took place, and how the strategy group was structured. I think breaking down our charge into smaller questions that could be researched independently then bringing everything back in the last few months to allow a really cohesive vision and plan to form was a wonderful method of approach to the problem. I was very impressed with both the group leadership and members. The discussions were always well attended with solid participation. Everything was discussed and debated in a productive manner, and everyone was given equal voice at the table, regardless of campus title or group role. I think this inclusiveness and the commitment all the group members brought to the discussion elevated the process and its final report.

The efficiency and timeliness of the process execution exceeded my expectations.... The highlight of the initiative was the superior organization and management of the project.

The outcome is about what I expected. I was optimistic about the group and wasn't disappointed. The group was led well and was comprised of a strong group of representatives from around the campus

community. The group maintained a collegial tone throughout the year. While there were disagreements, no one was ever disagreeable. My only hope is that there would be greater participation by every member of the group throughout the year. I recognize that everyone is very busy and that folks participated as much as possible. However, I feel that the outcome would be even stronger with the sustained attention of every member.

The group was not able to incorporate the consulting group (volunteers not included as full members) as much and as formally as we would have liked. How to include this group more effectively throughout the process and across all strategy groups is an area for consideration for the next planning cycle.