OUR UMBC A Strategic Plan for Advancing Excellence

FINAL DRAFT
STRATEGIC PLANNING STEERING COMMITTEE FINAL REPORT
November 24, 2015

TABLE OF CONTENTS

PREFACE

As the University's 50th anniversary approaches, our UMBC community focuses with this plan on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

The plan is directional and broad, providing a focused, complementary set of goals, strategies, and recommendations to guide faculty, staff, students, and alumni as we further UMBC's

evolution as a nationally and internationally recognized public research university. The plan addresses four focus areas selected by the UMBC community as fundamental elements of academic excellence:

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

Wide participation across the campus characterized each major phase of planning activity, from the "planning to plan" design stage (2012-2013) to stakeholder and best practices research (2013-2014) to strategy group recommendations (2014-2015). A set of Guiding Principles for Planning, developed by the campus community and endorsed during the 2013 University Retreat, established standards for the process addressing such areas as analysis, campus engagement, alignment with UMBC's mission and vision, and fit with University System of Maryland (USM) and state goals.

Faculty, staff, undergraduate students, graduate students, and alumni were represented on the 24-member Strategic Planning Steering Committee (SPSC) and in the four strategy groups charged to research and develop the recommendations central to the plan. There were more than 70 opportunities for members of the campus community, including representatives of each of the shared governance groups, to provide feedback via surveys, face-to-face gatherings, and online. Across these varied methods, more than 5000 community engagement interactions occurred through the process. Feedback from these interactions was steadily summarized and shared with the SPSC.

The plan's recommendations are supported by extensive institutional and external research conducted by each strategy group. This summary document provides links to full narratives that discuss the background research and reasoning that informed each group's conclusions.

The process also included assessment by a Foundations Work Group of elements necessary to effectively support current activities and enable advancement in the areas of: people, facilities, resources, information technology, and sustainability. Opportunities and challenges identified by this group of internal, subject-matter experts complement many of the strategy group recommendations in this draft report. The valuable work of this group is available to inform implementation.

Plan implementation is the responsibility of the University's Council of Vice Presidents and Deans, reporting to the provost and the president, and working in consultation with the campus community and shared governance groups. The Council will develop multi-year operational plans, link planning to budget, and provide a transparent process for periodic progress reports and tracking. It is important to note that while this report stops short of recommending particular operational action items, it does include measures of success that can be utilized for monitoring progress toward objectives and for continuous assessment.

By design, the plan does not use current or anticipated resources to limit UMBC's vigorous pursuit of inclusive academic excellence. At the same time, those who worked on the plan were mindful that both people and financial resources are critical to achieving goals. Forward momentum in the focus areas depends upon strong enrollments, continued improvement in student success, and growth in research funding, strategic partnerships, and alumni engagement. Also, by design, the plan does not set any enrollment targets. Enrollment is considered to be an asset to be strategically managed to achieve objectives.

Finally, consistent with a campus culture that emphasizes innovation and broad engagement in the rapidly changing world around the university, the plan's goals and objectives do not preclude pursuit of other opportunities that emerge.

STRATEGIC PLANNING STEERING COMMITTEE MEMBERS

Co-Chairs

Philip Rous
Provost and Senior Vice President for Academic Affairs
Bruce Walz
Professor and Chair, Emergency Health Services
Chair, Academic Planning and Budget Committee

Members Representing Shared Governance Groups

Max Barnhart
SGA Representative
Dottie Caplan
President, Non-Exempt Staff Senate
Executive Administrative Assistant, College of Natural and Mathematical Sciences

Dan Miller
President, Graduate Student Association
Sarah Shin
President, Faculty Senate
Professor, Education and Co-Director, M.A. TESOL Program
Laila Shishineh
Past President, Professional Staff Senate
Assistant Director, First Year Experience

Additional Members

Stephen Bradley
Associate Professor and Graduate Program Director, Visual Arts
Phil Farabaugh
Professor and Chair, Biological Sciences
Aryya Gangopadhyay
Professor and Chair, Information Systems
Tyson King-Meadows
Associate Professor, Political Science and Acting Chair, Africana Studies
Kim Leisey
Associate Vice President, Student Affairs
Vanderlei Martins
Associate Professor and Graduate Program Director, Physics
Carole McCann
Professor and Chair, Gender and Women's Studies
Yvette Mozie-Ross '88
Vice Provost for Enrollment Management and Planning
Mavis Sanders
Professor, Education
Lynne Schaefer
Vice President, Administration and Finance
Gregory Simmons '04
Vice President, Institutional Advancement
Karl Steiner
Vice President, Research
Jack Suess '81 '95
Vice President, Information Technology and Chief Information Officer
Claire Welty
Professor, CBEE and Director, Center for Urban Environmental Research and Education

Ex Officio Members

Robert Carpenter
Co-chair, Middle States Steering Committee
Bennett Moe '88
Past President, Alumni Association Board
Ken Pittman '80
President, Alumni Association Board

Strategy Group Co-Chairs

Stephen Bradley
Associate Professor and Graduate Program Director, Visual Arts
Aryya Gangopadhyay
Professor and Chair, Information Systems
Devin Hagerty
Professor, Political Science, and Program Director, Global Studies
Jeff Leips
Professor, Biological Sciences
Kim Leisey
Associate Vice President, Student Affairs
Carole McCann
Professor and Chair, Gender and Women's Studies
Mavis Sanders
Professor, Education
John Schumacher
Associate Professor and Graduate Program Director, Sociology and Anthropology
Greg Simmons
Vice President, Institutional Advancement

Senior Advisors

Experienced subject-matter experts serving as consultants to strategy groups

Lisa Akchin
Associate Vice President and Assistant to the President
Michael Dillon
Associate Vice Provost, Institutional Research, Analysis, and Decision Support
Peter Henderson
Senior Advisor to the President
John Martello '76
Vice Provost, Professional Studies and Chairman/CEO, UMBC Training Centers
Patrice McDermott
Vice Provost, Faculty Affairs

Antonio Moreira
Vice Provost, Academic Affairs
Julia Ross
Dean, College of Engineering and Information Technology
Julianne Simpson
Assistant Director, Planning
Valerie Thomas
Associate Vice President, Human Resources
Charlene Uhl
Director, Budget and Resource Analysis
Nico Washington
Assistant Provost, Financial Management

Technical Assistance Team

Staff supporting planning process engagement and communications

David Hoffman
Assistant Director of Student Life--Civic Agency
Roland King
Communications Manager, Campus News and Community Engagement
Amanda Knapp
Assistant Vice Provost, Academic Standards and Policy Administration
Leslie Kruger
Executive Administrative Assistant, Office of Institutional Advancement
Connie Pierson
Director of Institutional Research
Jill Wardell
Manager of Workplace Learning and Wellness
Dinah Winnick
Director of Communications

UNIVERSITY MISSION

Adopted by the University System of Maryland Board of Regents December 2010

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate

and professional study, entry into the workforce, and community service and leadership. UMBC emphasizes science, engineering, information technology, human services, and public policy at the graduate level. UMBC contributes to the economic development of the state and the region through entrepreneurial initiatives, workforce training, K-16 partnerships, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

UNIVERSITY VISION

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

HOW TO READ THIS REPORT

This report provides a concise summary of strategy group recommendations in four focus areas:

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

Links in each section allow readers to access supporting material from strategy group reports (the "narrative") detailing each group's research process, findings, stakeholder engagement, and conclusions.

The **primary goal** set by the Strategic Planning Steering Committee in its Charge to Strategy Groups appears at the beginning of each report.

Strategic goals within each focus area are numbered to facilitate reference only. The numbering does not infer priority.

Each **objective** is identified first by the goal with which it is aligned and second by a number representing sequence. For example, the objective designated 1.1 is the first objective under the first goal in the focus area.

Measures of success are indicated in *italics* following each objective. The measures of success are designed to be indicators of our progress and should not be confused with the goals. Measures are not ends in themselves. Goals remain paramount, and whether they are achieved will require holistic consideration beyond any particular measure.

Red **"tags"** following objectives indicate the type of investments related to the objective.

P = Investment in People

F = Investment in Facilities

T = Investment in Technology

R = Investment to generate new Resources

AA = Investment in Analytics and Assessment

CC = Investment in Communication and Community

An important note about language: "student" or "students" should be read as inclusive of all UMBC students. Recommendations related to a particular group of students, such as undergraduate or graduate students, are noted as such.

STRATEGY GROUP RECOMMENDATIONS

COLLECTIVE IMPACT IN RESEARCH, SCHOLARSHIP, AND CREATIVE ACHIEVEMENT

Primary Goal: 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.

Supporting material for this focus area is [here](#).

Strategic Goals

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.

2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

3. Position UMBC faculty to win prestigious national and international awards and honors for scholarship, creative activities, and research and grow UMBC's funded research portfolio to achieve annual research expenditures that consistently place the university among the top 150 institutions in the nation.

Supporting Objectives

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. CC

> *Review and implement recommendations of the 2015 UMBC Task Force for Interdisciplinary Activities.*
>
> *Significantly increase the number of multi-investigator and interdisciplinary research proposals and projects.*
>
> *Increase the number and success of large and targeted small-scale external proposal submissions and increase the diversity of funding sources (e.g., federal, non-profit, private).*
>
> *Significantly increase the number of high-impact interdisciplinary publications and creative activities.*
>
> *Continue to develop and support meaningful and sustainable research collaborations with the University of Maryland, Baltimore (UMB) through such initiatives as seed programs, joint research symposia, and collaborative grant applications.*
>
> *Promote relationships between faculty and the UMBC research and technology park (bwtech@UMBC) to increase the economic development potential and impact of UMBC's faculty-led research initiatives.*

1.2 Increase communication, information gathering/sharing, and training about opportunities related to scholarship, research, and creative activities. P CC

> *Significantly increase internal and external partnerships and collaborations that enhance the university's reputation and achievement as a research university.*

> *Position UMBC faculty to win prestigious national and international awards and honors and promote their nomination for fellowships and awards from professional societies.*

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 where appropriate, technology transfer and commercialization, in hiring and promotion, merit and workload processes, and decisions. P

> *Develop faculty and staff recruitment processes and plans that engage the university and academic units in active recruitment through sustained participation in professional associations, campus presentations by emerging scholars, and targeted outreach efforts.*

> *Support the establishment of Communities of Excellence through strategic partnerships and cluster hires.*

> Support *significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.*

> *Increase hiring and retention of research-active faculty.*

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. P

> *Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.*

> *Increase the number and quality of applications for UMBC doctoral programs.*

> *Increase the number of doctoral degrees awarded.*

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. P

Develop new opportunities for faculty to work with a wide range of federal and state agencies, foundations, private industries, and community partners to access new funding sources and/or significant access/impact to communities and audiences. P

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 priorities with other campus responsibilities. P AA

Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

3.1 Improve infrastructure and support for research, creative activities, and scholarship by investing in state-of-the-art research facilities and equipment such as shared instrumentation, studio space, and library resources. As research infrastructure is improved and expanded, add qualified technical staff to support research laboratories, studios, arts venues, the library, grant support (pre- and post-award), etc. F T P

Increase the investment in and utilization of campus resources available to support research-active faculty.

Enhance the capacity and capability of both administrative and technical staff supporting research activity through dedicated hiring and professional development.

THE STUDENT EXPERIENCE

Primary Goal: 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.

Supporting material for this focus area is [here](#).

Strategic Goals

1. Increase degree completion and shorten students' time to degree.

2. Systematically improve the quality and consistency of academic advising and mentoring of undergraduate and graduate students.

3. Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

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).

5. Promote the health and well-being of students as a foundation for academic and life success.

Supporting Objectives

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. AA T

> *Reduce time to degree.*
>
> *Increase student satisfaction with availability of required courses and efficient progress through academic programs.*

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. F CC

> *Increase peer-to-peer and faculty-to-student interactions as measured on the National Survey of Student Experience or a similar survey.*
>
> *Increase the number of alumni, students' family members, and others who are not students, faculty, or staff visiting the campus and its surrounding areas.*

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. P

Increase student-success measures and student satisfaction tied to advising and mentoring, including retention and graduation rates.

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. CC

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

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. P CC

Upon graduation, students report applied experiences as an important part of their education at UMBC.

In graduate and professional school applications and in hiring processes, UMBC graduates can clearly articulate skills and knowledge obtained through applied experiences.

Employers, internship/cooperative education hosts, and graduate and professional school evaluations indicate that UMBC graduates have been able to apply skills and knowledge.

5.1 Improve student services to significantly increase students' satisfaction with hours, availability, and responsiveness of services used and needed by undergraduate and graduate students, including access to off-campus services, venues, and social opportunities. P T CC

Measure and increase student satisfaction with student services and availability of services outside of normal business hours (i.e., during evenings and weekends).

5.2 Improve support for undergraduate and graduate students who feel overwhelmed and experience anxiety as a result of academic and career insecurity and poor emotional health. CC

Measure and increase support for students' emotional health and "academic safety."

5.3 Improve the promotion of campus activities (such as athletic, social, cultural, and performing arts events) to faculty, staff, and students in an energetic, holistic, and comprehensive fashion. CC

> *Increase the number of students, faculty and staff who are aware of and attend campus activities.*
>
> *Increase the number of students (particularly first- and second-year resident students) who are on campus for at least part of the weekend.*

5.4 Work to increase students' pride in UMBC to higher levels. CC

> *Students can articulate and demonstrate pride in UMBC.*
>
> *The campus community indicates understanding of, and support for, the role of athletics and recreation in increasing the level of pride and visibility for UMBC and building community that impacts student success.*

INNOVATIVE CURRICULUM AND PEDAGOGY

Primary Goal: 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.

Supporting material for this focus area is [here](#).

Strategic Goals

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.

2. Continue to build a culture of academic assessment to support our faculty as the primary drivers of continuous improvement in student learning outcomes.

Supporting Objectives

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).   P T AA

>*Establish a new Center for Teaching Excellence with mission, budget, appropriate stature, and effective programming that significantly increases faculty-development activities and participation in CTE programming by full- and part-time faculty, as well as undergraduate and graduate teaching assistants.*

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences. P

>*Steadily grow the ratio of full-time to part-time instructional faculty.*

>*Reduce the number of first- and second-year undergraduate courses taught by part-time faculty so that at least 70 percent of all such courses are taught by full-time faculty.*

>*Steadily grow the diversity of full-time faculty.*

1.3. Expand opportunities for advancement, prestige, and increased salaries for full-time lecturers. P

>*Increase the number of ranks available for full-time, non-tenure-track faculty consistent with professional development and shared governance opportunities provided to tenure-track faculty.*

1.4 Expand opportunities for advancement and professional development by part-time faculty. P
>*Establish consistent structures across campus for part-time faculty salaries and rank.*

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. P

>*Develop course assessment, evaluation, and assessment systems that recognize the potential risk taken by faculty and especially tenure-track faculty in developing innovative approaches to teaching and learning.*

>*Reappraise and revise faculty-workload policies to take into account the greater investment of faculty time and talent required to implement innovative approaches to teaching and learning.*

1.6 Expand campus-wide capacity for graduate education, increasing graduate assistant stipends, providing pedagogical training, and increasing the availability of informal learning spaces. P

> *Across campus, establish standards for graduate assistant stipends and benefits and measures for ensuring appropriate funding levels.*

1.7 Develop campus-wide policies and standards for technology use in instruction, including but not limited to online and hybrid course formats. T

> *Establish policies relating to development and delivery of hybrid and online courses and the effective use of technology for instruction.*

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. F T

> *Invest in the renovation, redesign, and creation of learning spaces that support state-of-the-art teaching and learning.*

> *Create private-public partnerships that assist in funding the updating of classrooms and informal learning spaces and the construction of a new classroom building devoted to the support of active learning and other state-of-the-art instructional 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. F AA

> *Measure and increase levels of faculty and student satisfaction with the quality, utility, and availability of classrooms and informal learning spaces*

2.1. Develop a robust internal information system and analytical capability that tracks student success and outcomes throughout students' careers at UMBC and beyond. The system should use broadly defined and comprehensive success measures determined through campus-wide discussions that take into account academic performance and competencies, student engagement on campus, and overall well-being. The success measures should be utilized in academic advising and be tied to student learning outcomes, teaching modalities/facilities, and support periodic academic-program review and biannual assessment processes. Employ information systems and analytics to establish campus-wide standards for interventions to support student success throughout students' careers at UMBC. T AA

> *Develop and implement an internal information system and analytics to track and improve student success and establish campus-wide standards/best practices for interventions to support student success throughout students' careers at UMBC.*

Continue to gain recognition by USM and the Middle States Accreditation Board of UMBC's use of assessment as a tool of accountability and continuous improvement.

Establish campus-wide standards/best practices for evidence-based interventions that support student success and are implemented, as appropriate, at the university, college, and department levels.

Increase UMBC's national standing as a research university that demonstrates excellence in both undergraduate and graduate education.

Increase student success as shown by all measures, including student retention, graduation rates, and time to degree.

2.2 Develop a robust internal information system that tracks the number, quality, and utilization of formal and informal teaching spaces in relation to course offerings. T AA

Develop classroom utilization reports and a classroom inventory that are validated by, and shared with, stakeholders.

Increase classroom utilization rates toward national benchmarks.

Measure and increase the extent to which UMBC's inventory of instructional spaces aligns with current and future teaching and learning modalities employed by faculty.

COMMUNITY AND EXTENDED CONNECTIONS

Primary goal: 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.

Supporting material for this focus area is [here](#).

Strategic Goals

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.

2. Advance UMBC's regional reputation as a vital stakeholder in Maryland's innovation economy.

3. Strengthen UMBC's position as an anchor institution for the greater Baltimore metropolitan region.

Supporting Objectives

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. CC

> *Increase the number and quality of community connections.*

> *Increase engaged scholarship and learning.*

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 CC AA

> *Create an inventory of community connections and partnerships together with improved communication, information sharing, and collaboration in this area.*

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. CC R

> *Increase alumni engagement and giving.*

> *Increase alumni mentoring opportunities and partnerships led by alumni.*

1.4 Document and communicate UMBC's commitment to community connections and partnerships.
AA CC

> *Apply for classification as a 2020 Carnegie Engaged University.*

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. CC R

Increase activity by faculty, staff, undergraduate and graduate students related to entrepreneurship, innovation, technology transfer, and commercialization.

2.2 Strengthen and grow UMBC's research and technology park, bwtech@UMBC, leveraging UMBC's strengths and alignment with state needs and opportunities. F R

Increase existing measures of the economic impact of bwtech@UMBC (e.g., square footage leased, total direct and indirect employment, tax revenue generated, sales).

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. R

Increase the number of and enrollment in undergraduate, graduate, and non-credit programs offered by DPS, UMBC Training Centers, UMBC's main campus, and UMBC at Shady Grove.

3.1 Establish a community-engagement action team to (a) develop short-term and long-term goals around high-impact issues in the Greater Baltimore region that play to campus strengths and (b) develop, enact, and monitor progress on a community-engagement plan to address the targeted issues. CC AA

Develop and establish goals for community engagement in the Greater Baltimore region and a UMBC plan to advance those goals.

3.2 Identify and maintain presence in strategically selected business and community associations. CC

Increase UMBC's involvement and visibility in business and community associations.

3.3 Pursue with Baltimore County the designation of a Regional Institution Strategic Enterprise (RISE) Zone to support expansion of university-sponsored economic-development activities. R

Secure a Baltimore County RISE Zone designation.

3.4 Use campus facilities (such as the campus event center) to leverage community connections and, where appropriate, to increase revenue. R

Increase community connections and, where appropriate, revenue generated by campus facilities.

3.5 Improve students', employees', and visitors' ability to know about and find campus services and activities of interest to them, using face-to-face, print, electronic, and online resources. CC

Expand the Campus Information Center and its online complement, the Visitor's Guide, to create a more comprehensive "Guest Services Center."

SUMMARY OF PLANNING PROCESS AND COMMUNITY PARTICIPATION

Members of the President's Council and leaders of campus senates met once in fall 2012 and again in spring 2013 for retreats focused on how to implement and evaluate an effective strategic plan. A national expert on strategic planning from the Harvard Graduate School of Education helped facilitate the process. The committee reviewed the history of strategic planning at UMBC and created a timeline for implementing the next plan. The timeline was designed to be shared with the wider campus community. Part of the retreat agenda was also devoted to creating a set of guiding principles for the planning process consistent with UMBC's core values. Also in spring 2013, a survey was fielded to solicit feedback from students, faculty, staff, and alumni about their views on UMBC's vision statement so as to evaluate whether it should be updated.

These initial steps guided establishment of the Strategic Planning Steering Committee (SPSC) charged to lead the planning process. The committee is co-chaired by the provost and the chair of Academic Planning and Budget Committee. Participants include five representatives from shared governance bodies (faculty senate, two staff senates, and two student senates), seven faculty members representing a diverse set of departments and programs, four vice presidents, two alumni (ex officio members), and two additional administrators. The committee is supported by 11 senior advisors and a technical assistance team.

These steps in "planning to plan" were shared with and reviewed by the campus community at the annual campus retreat held in summer 2013. Results from the spring survey were also were shared at the summer annual retreat, and led to a decision to update the vision statement as

part of the strategic planning process. The annual retreat also provided an opportunity to introduce the SPSC, and its charge, to the larger campus community.

Along with introducing the campus to the new strategic planning process, a goal of the 2013 annual retreat was to evaluate how well UMBC met the goals of its previous strategic plan, "Strategic Framework for 2016." Annual retreats are attended by approximately 200 campus leaders. A significant part of the retreat was devoted to an interactive data gallery where participants reviewed posters and provided feedback on them to data docents responsible for each poster and to scribes who took notes of comments concerning each poster. The gallery had 36 posters broken into five sections, one for each of the five supporting goals and objectives identified in the Strategic Framework: student body size and composition; faculty size and composition; program and curriculum development; management, organization, and staffing; and external relations with the Baltimore region and beyond. The gallery conveyed the data and analysis needed for an evidence-based discussion of how well UMBC did in accomplishing each goal of the framework.

Throughout the Fall 2013 semester, members of the SPSC facilitated discussions about vision, language, and planning focus areas under consideration with a variety of faculty, staff, student, and alumni groups. The provost attended nearly every session as an active listener. Discussion participants were provided advance background reading, "Vision Elements" and "Focus Areas Under Consideration," for context. Thirty-five conversations sessions were held, involving nearly 800 members of the campus community.

Feedback from these meetings helped the SPSC develop a draft vision statement that was shared with the campus in spring 2014. The feedback also guided the committee in selecting the four areas that would constitute the focus of work for four established strategy groups. Four members of the steering committee were asked to co-chair each of these strategy groups. In addition, four more faculty members were asked to join the SPSC as co-chair for each strategy group. [Charges](#) were developed for each group. The provost and co-chairs selected members for each group. Sub-groups were formed to research particular areas and bring back recommendations. Strategy groups were charged with delivering their recommendations by April 2015.

To support these efforts the Office of Institutional Research, Analysis, and Decision Support (IRADS) coordinated the development of an environment scan that included documents and data relevant to the planning process. IRADS provided these groups additional analysis as needed. A Foundations workgroup was also established to review five key foundational areas

in order to determine how we continue to build a successful future for UMBC. The key areas are: people, resources, facilities, technology/business practices, and environmental sustainability. A review of the status of each area was conducted to assess history, strengths, "pain points," and opportunities.

The summer 2014 campus retreat provided campus leaders the opportunity to review the progress of each strategy group and to provide feedback. An interactive gallery included posters for each of the four strategies groups that showed their goals, committee memberships, research questions, and stakeholder maps. The gallery also included a section focusing on the foundation group's progress as well as a section devoted to continuing the dialogue on vision and values. As in previous years there were multiple means for participants to provide feedback to the co-chairs and others about what was presented. Additionally, the retreat had breakout sessions where co-chairs facilitated highly interactive sessions using active learning techniques to give participants ample opportunity to engage more intensely with the work of particular strategy groups. Post-retreat survey feedback showed the approach was very successful.

Strategy groups and subgroups met with multiple groups, campus constituents, and offices in fall 2014 to solicit feedback as well as get assistance with their research. Additional data and analysis were obtained from IRADS and the foundations group. Also, a survey was developed with questions from all four areas that was sent to students, faculty, staff, and alumni. Summarized results from those surveys were shared with the strategy groups. During the fall co-chairs met with the SPSC several times to provide progress updates.

The strategy groups delivered their recommendations to the steering committee in spring 2015. The reports included a narrative that explained how the committee came to each recommendation, including which stakeholders they engaged during the deliberation process. Each recommendation included measures of success. The strategy group reports were shared with the campus on the provost's website.

The SPSC met twice in the spring to review the reports. During the first meeting members reviewed all four reports to parcel the recommendations into strategic goals versus supporting objectives. In the second, they worked in small groups to made make recommendations on how to best align the goals, objectives, and measures of success.

The steering committee reviewed the first draft of the plan in July 2015. Changes were made to the plan based on its feedback, and the draft plan and supporting documentation will be

discussed at the campus retreat in August. Feedback from these discussions will inform the content of the final plan due by December 2015.

GLOSSARY

Academic safety -- A condition where students are challenged but not overwhelmed by their coursework, where they have adequate resources to help them succeed in their classes, and where they have a balance in their lives among schoolwork, work, family, student activities, and social life. Typically requires identifying students who are struggling; providing them with the resources they need, such as academic and mental-health help; and assisting them, if needed, to identify alternative academic/career directions.

Anchor institution -- A nonprofit institution that once established tends not to move location and has the potential to contribute greatly to its community through such means as employment, wealth and human capital building, and cultural and recreational opportunities.

Communities of excellence -- Groups of faculty, staff, and students that leverage existing strengths to address the difficult problems and questions of our time through interdisciplinary research and effort. Such communities both have impact on the world beyond the university and offer distinct and innovative educational opportunities to students.

RISE Zone designation -- A geographic area designated by a Maryland county or Baltimore City in conjunction with the Maryland Department of Commerce that has a strong connection with a qualified institution, such as a university, and is targeted for increased economic and community development. The purpose is to access institutional assets that have a demonstrated history of commitment to economic development and revitalization in the communities in which they are located. Qualified institutions and local governments develop a targeted strategy to use the institutional assets and financial incentives, including possibly real property tax and income tax credits, to attract businesses and create jobs within the zone