

Academic Excellence: Strategic Initiatives in Colleges, Undergraduate Academic Affairs, and the
Graduate School
University Retreat
Aug. 23, 2017

Responses from the **Graduate School** Breakout Session

Q: What potential do you see for the Graduate School initiatives to shape the UMBC experience for faculty, staff, students, and alumni?

Provide more visibility of what GS has to offer

I think they do a good job. When I was a special student I got a lot of email from the GSA about events.

There is a need for some after-hours office support.

Great potential. UMBC has not embraced the graduate student population. Would look at resources - graduate student lounge, food services, networking opportunities, career development/enhancements- invite prospective to campus.

I think it would be interesting to implement more cross-over from grad school programs to professional studies programs. Many of the professional studies courses available could actually be of use to MS, MA, and PhD students. But none of these populations ever hear about the courses. As an example, as a physics PhD student, I could likely make use of some of the courses in the new Data Science MPS program. But the only reason I even know this is because I happened to see something on the UMBC website about the program.

Q How might you or your department help assure the success of these initiatives?

I can see no way.

Not certain.

Support graduate student participation and build it into the curriculum.

I think that departments need to focus more on selecting and recommending events that could be of direct use to graduate students. Right now such things are all haphazard.

Q: How effective is the Graduate School reaching out to, and connecting with, nonaffiliate students (i.e., no close connections with clubs, organizations, faculty mentors, mainly master's students and early, part-time PhD students that focus on upfront coursework)?

I don't know how effective the Grad School is in this area, but we should recognize that it would not necessarily occur to a new grad student that there's much more to graduate education than coursework and research. As someone at our table said, there are skills that can "sharpen the saw" that will help them in their academic and other careers. Helping them to understand even the fact that there's more could be helpful. (For example, I had no idea what networking was and its benefits when I was a grad student.)

I have no idea since I have rare contact with graduate students.

Retention - not sure how to communicate with them better. We use email to inform about activities, but students don't respond to emails. Not sure reaching out via email is effective. Departments should reach out once a semester to students to check in, but again - email to UMBC accounts is not necessarily checked. Should be personalized rather than mass blasted.

Perhaps finding a better way to communicate with non-affiliated students.

Email, word of mouth, and on campus advertising seems to be the primary mode of communication for the grad school. I think they use these tools consistently but it's not clear how well those students receive that information. On the outreach front, we probably need to discuss/ survey this issue with more of these types of students and figure out how better to support their particular needs.

It is not clear what the GS offers in terms of "reaching out" to 1st year students.

My students do not discuss hearing from the Grad School at all outside of necessary forms or benchmarks that are required.

Not effective. what does the graduate school offer? what do they want non-affiliate students to do?

Retention: It's hard to connect with unaffiliated graduate students as they are spread far and wide. In addition there is little universitywide support for identifying these students. But seems to be the next level for our engagement efforts. What role should faculty play? What should be our expectations of faculty? Are there systems we can use to identify these folks?

Q: Is there a perception, by some students, that they are not encouraged (or even "allowed") to participate more fully in the many professional development opportunities offered to them by the Graduate School?

Educate faculty about the importance of professional development.

I think this perception exists within our grad school culture here. Professional development is something that does tend to be put on the back burner as you get more immersed in your research/classes. Email overload causes lots of students to overlook different things that might be useful to them even if they think it might not be. I think that depts should maybe work better with the grad school, career center, Promise, GSA and another other campus areas to develop opportunities that fit their students needs.

No. There is not a perception that it is not encouraged or allowed. However, it is not clear what is being offered and how it will benefit the wide variety of graduate student needs on campus. There needs to be much better communication on the programs offered. There also needs to be more clear communication from the graduate school on deadlines and documents needed for degree completion.

I have no idea since I have rare contact with graduate students.

Someone at our table talked about successfully running mandatory seminars twice a month within the dept. for the first two years to discuss "soft skills" and the specific profession/discipline using faculty and alumni.

There is a perception that students are not encouraged to participate professional development by his/her faculty/advisor. Some students feel Promise events are geared toward STEM students. Others disagree.

Grad student development -- I think they are encouraged but they often do not engage. Part-time students are encouraged but often do not have time to get involved. People are overwhelmed with email. We need to think of other platforms. Facebook, twitter, instagram? Do program-specific virtual events where students can participate without physically being on campus - Facebook live. Blackboard

collaborate. Record sessions and make available.

I honestly think this is a very difficult problem that is far more granular than even specific departments. Within departments faculty each have their own views on what's "important" for the development of a graduate student. This isn't malicious, and in my experience it usually doesn't look or sound like, "you're not allowed," but has a rather softer feel like, "why are you spending time on that?". I think the best way to improve this is to better communicate the importance of these professional development opportunities to graduate faculty.

Many such GS initiatives are seen as too generic and not useful for specific disciplines.

Some of professional development sessions aren't applicable to specific disciplines.

Responses from the **CNMS** Breakout Session

Q: What potential do you see for CNMS initiatives to shape the UMBC experience for faculty, staff, students, and alumni?

I see the initiatives as dramatically shaping faculty, staff, students and alumni positively. Many of the initiatives connect (i.e., research and teaching), which have the opportunity make a dramatic impact.

I hope the associate dean for research can help to implement broader impact activities that the faculty must do as part of NSF grants.

Great potential.

Partnerships are evident -- curriculum, new majors, living learning communities

Great potential.

High potential. Lots of great interdisciplinary initiatives happening.

Standardized web-based process for ordering, post-award grant management

Given the success that many of these programs have already seen, there is huge potential here to influence the UMBC experience for all. It would be interesting to learn how all these impressive programs are marketed to different audiences. For example, how can a non-CNMS staff person learn more, in order to promote programs outside the University?

I think it's really exciting to have CNMS initiatives to promote student success be written up and published. This is a great way to tell the world about the excellent work we do at our university and a way to contribute to the wider challenges that are facing higher education institutions.

The BUILD program is showing how you can mobilize facilities to help students to expand their experience at UMBC. Students in this group didn't realistically have access to real research experiences given the huge expansion of enrollment in CNMS and the approach of providing "real" research experiences in didactic laboratories (Phage Hunters and others) and the use of team research experiences for BUILD students has expanded access for the second tier of students (below the traditional scholars programs). Expanding these kinds of experiences in all the departments in CNMS can truly bring the experience to 500 not 50 students, as the Dean says.

The CNMS initiatives were incredible! And all of them were specifically associated with the strategic plan areas so the connection was absolutely clear. The potential for these initiatives to shape the UMBC experience for faculty, staff, students and alumni is excellent. Congratulations to CNMS for their embracing the strategic plan areas, embarking on new initiatives and re-inventing existing efforts!

Remarkable achievements!!
Very positive for ug students, both for learning and advising/mentoring, some improvements for faculty. Like the idea of dean for research.
The use of the new life science building to build new initiatives in the life sciences. New Dean of Research needs to help with new grant . We need more graduate student support.
CNMS is the exemplar college on the university!
Pathways and placement to help sets. Find their way into major without hitting roadblocks to the major through prerequisites. Transfer student advising support. Centralized advising for college.
I see CNMS initiatives raising UMBC's profile in the natural sciences and math - two STEM areas it hasn't historically been known for - which will attract more diverse students, staff and faculty over time. I think three new initiatives in particular - ICARE, SMART and the STEM BUILD LLC will help enhance the UMBC experience. I think there's great potential for CNMS to partner more with Student Affairs to support the development of faculty/student co-curricular relationships that will improve the lived experience and retention rates for students - particularly transfers and students from various underrepresented backgrounds.
Q: How might you or your department help assure the success of these initiatives?
My department could significantly impact many of the first priorities listed in the strategic plan. By what mechanism can the department propose new initiatives?
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All initiatives are very inclusive all departments.
RL will continue to partner on LLC development and essential elements to a residential college model
Market opportunities to our advisees; implement ICARE! <input type="checkbox"/>
Would love to see more interaction with bwtech. Please let's us know how to help but I think we may be more successful if we were more prescriptive.
The Dean, VP Research, and department of Chemistry have been very helpful for supporting Chemistry and some institutes over the past 4-5 years. Still, I have colleagues in other departments (Biology) who are using Quicken to manage their grants. CNMS could take what was developed in Chemistry and implement it College-wide. Would save resources, and provide research active faculty with needed support. No need to spend millions on new software... just use what UMBC developed.
The Mosaic Center for Culture and Diversity can help students and faculty within CNMS by providing diversity, inclusion and social justice education resources, support and training that will increase vital diversity competency and cross-cultural communication and interaction skills to navigate our increasingly complex and global society. Contact: Lisa Gray, lisamgray@umbc.edu, 410-455-8478
Having regular conversations with faculty and students about these initiatives and what we can do individually and as a group to contribute to their success.
In Biology we are moving ahead with expanding the number of investigative laboratory courses of the Phage Hunters type. There are ways that this could be implemented in Chemistry, Physics and Math.
My office has responsibility for 7 administrative units. The primary unit that is helping and will continue to help the success of these initiatives is the facilities management office.

Promote participation- (our faculty including me) are involved.

Coordination with math lab and LRC for tutoring for 100 level courses in college. What are faculty seeing, what do they need?

What research area to develop? I'd love to see cryo-EM brought to UMBC. Instrumentation is expensive, but it's considered the next major area of structural and molecular biology and would span interests in multiple departments and institutes. The federal government is supporting equipment purchases nationwide to address growing needs.

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CNMS and other colleges at UMBC should build on our existing collaborations with UMB and expand them. Some potential initiatives could be in areas of interdisciplinary research in sustainability and health disparity.

Other opportunities- more support for graduate student research training, more facilitation of interdisciplinary partnerships in the college.

There should be more emphasis on unit identity and moral and interdisciplinary connections between departments and even colleges.

Majors for students leaving the college CNMS like general BA in science. How will Gates grant funded partnerships continue?

Any opportunities to engage and partner with different Student Affairs departments, particularly the Counseling Center, Career Center, Student Life and Residential Life.

Responses from the **COEIT** Breakout Session

Q: What potential do you see for COEIT initiatives to shape the UMBC experience for faculty, staff, students, and alumni?

Involve financial services in things like collaborative research (PIs from multiple departments)

A strategic alignment is needed because there is currently somewhat a misalignment which can create frictions in the future which can detract from the experiences of the faculty, staff, students, and alumni

Help students pass the gateways ... tutoring.

As an alumnus I would like to see a codified method for engaging the college for a variety of activities including trend analysis in technology, capstone course sponsorship, internship/hiring opportunities and continued education.

I think the Grand Challenges focus is a tremendous opportunity to rally the college and involve other departments (such as mine, International Education Services) to focus on real-world issues that inspire and engage students across disciplines, incorporate diverse perspectives, and provide experience that can lead to increased employability.

The COEIT has the potential to link students and alum to create a more continuous connection between students and graduates.

I see a lot of potential for COEIT to increase UMBC pride based on the cohesiveness of the better student experience and innovative curriculum and pedagogy. There is a lot of room for growth for expanding the academic prowess of students in our department and that needs to come from strong faculty/staff and faithful alumni.

Most funding at GA & RA goes to CS&E department. IS and sister department students don't get in-department funding or jobs. Where in majority of international Graduate students enroll in MS IS program. This fact makes a great hit on their work vs Study balance.

We have a lot of students and continue to grow. Our advising is something that can benefit the University. ABET accreditation fosters self examination and improvement.

As I understand, individual departments have set criteria for completing Goals 1.1-2.5. However, I am not sure about the final milestones or progress at the 1.1.1 level. It would be helpful to have more transparency across the College. Furthermore, some validation of how these decisions were made would be helpful. For instance, how did individual departments set their targeted research funding per faculty member. I think that each department already has peer/aspirational departments, and it would be good to see the available data (for the subgoals - i.e., at the 1.1.1 level) for those peer/aspirational departments. While setting these goals is an important first step forward and the Dean's pressure on departments to help achieve the College goals is expected...some reward structures would be helpful. For instance, if a department meets their outcomes (or shows on- or ahead of-schedule progress towards meeting those goals), it seems like they should be rewarded. Otherwise, the motivation to continue may lessen over time or they may stay focused on individual goals (1.1 vs. 2.1), preventing progress across all aspects of the strategic plan.

There is a lot of potential for the college to collaborate more across departments and across the campus. I think many parts of the college are too focused inward and individuals do not interact enough across disciplines, and more support for students to take our classes would be fantastic.

COEIT tends to be introverted and to not engage as a partner in campus initiatives. Where members of COEIT participate in campus groups, initiatives, and goals; it is often not with the goal of assisting the entire campus community, but instead interest is only in providing benefit to COEIT. The overall college goals don't reflect the service and community engagement that the college already puts effort into. For example, CWIT, FIRST, and the k-12 engagements. In the end, COEIT engages with STEM education, minority success, and its own education and research; but tends to not engage with the rest of the campus community. The college would benefit from thinking beyond its own programs, research, and classes and becoming a more engaged participant in the campus community and surrounding local and state communities. (And if all of these things are being done already, better communications around the things you are doing would be good.)

Great potential. Future use of Civitas to identify students needing assistance and then providing the assistance (tutoring, advising, other resources) will be critical. Requires collaboration across units and faculty involvement.

Initiatives to help faculty, staff, students and alums with industry could help with recruitment, retention and will support UMBC's economic development mission.

Initiatives relating to supporting student organizations and better planning of classes will enhance the student experience and increase four-year graduation.

Tremendous potential. I appreciated the chance to hear from the new Dean. I coordinate the Shriver Living Learning Community, a collaboration with Res Life and The Shriver Center. Each year, there's a growing number of COIET majors, particularly Mechanical Engineering.

The integration between hands on education at all levels with truly critical real world problems not only engages the students but can put the university on the map. The strategic plan is lacking what is special about us at UMBC. We can teach students a different way of approaching engineering. For example, diversity isn't about just solving problems, it's about learning to ask the right questions.

There is great potential, but our table was interested in seeing a more clearly defined roadmap for implementation. Roles and responsibilities were also discussed who is responsible for which initiatives and functions?

Create roadmaps between activities and goals. Fund raising efforts are missing.

Enrollment has grown significantly in the college. How do we ensure their success and our ability to serve them.

Difficult to find time to really think strategically and make significant moves to implement these plans.

The potential impact is high, but collaborative planning is essential.

As COEIT may feed many other colleges due to major change, COEIT initiatives have a large potential to shape student entire career

Identifying potential future major changes more quickly could get more students where they will be successful more quickly and graduate more quickly

As an alumni, I would like to see COEIT have a coordinated effort across the College to engage alumni or to at least let alumni know how they can engage. I am heavily engaged across the University, attending more 20 events per year and supporting both campus-wide initiatives and those for individual programs, ie the Alex Brown Center and CWIT. In the last 2 years when I've had this heavy engagement, none of it has been with IS or COEIT except for 1 happy hour with Engineering & Information Technology that I heard about but did not have a formal invite for, I assume because I was an IS major, not Engineering or Computer Science. The same goes for graduate engagement in this College, as I also have not been engaged through that route.

Q: How might you or your department help assure the success of these initiatives?

I'm not sure... continue to do my job writing grants and training students?

Honestly, I would appreciate more guidance on what I can do in order to help with the strategic plan.

By providing feedback into the re-alignment process

Help identify students

As an alumnus I need to make sure the department/college is aware that I am "out there" and interested in engaging. Perhaps also in what categories I want to be engaged.

Participate in the conversation about the foundational needs, e.g., staff, resources, or support required to effectively succeed in meeting the goals.

We can reach out with hopes of developing cross-departmental goals pertaining to research opportunities for ug students.

As a student, I plan to help by holding the department accountable to their goals and objectives as well as make a point to be a part of the planning and strategizing for further advancement and competitiveness.

- More department funding
- More in department jobs
- Dynamic syllabus design
- DPS should gradually be converted in own department like HCC, Cybersecurity

ensure students receive the respective, timely, and accurate assistance from the staff that serve their needs specifically surrounding payroll onboarding issues.

Reward structures for on- or ahead of-schedule progress.

I can volunteer my time to connect with students, share my UMBC story, and be open to answer questions and respond to student concerns.

I am not in COEIT. My department often provides support to COEIT. We are happy to welcome participation by COEIT in all our initiatives and campus community activities.

Will do our best to provide new resources and encourage areas in which expenses can be reduced (e.g. through implementation of the new Shared Services Center). Communicate early and often about the many changes in financial administration due to implementation of Shared Services, PeopleSoft upgrade, and REX-Finance reporting expansion. Also provide support to ensure research grant compliance.

Bwtech@UMBC houses 130 technology companies, many of which are interested in hiring COEIT students. We are happy to help facilitate this and also would be interested to find connections between companies and faculty. More than half of our companies are working in the area of IT and cybersecurity.

We do a lot of research and our efforts in these areas can benefit the University. We have been instrumental in developing new systems and reports.

As I understand, the Chair of ME Chuck Eggleton expects his new faculty to meet with Shriver Center Director Michele Wolff, as we've worked with many on their NSF Service/Engagement Grants. Continue this trend across departments. In this session, I at at the table with Tim Topoleski, now the new ME Chair. It led to a really great table conversation about faculty hiring, openings, class offerings, etc.

I want to make sure that we have a graduate program that is thoughtful for what we need in for students to be successful not just at research but in the world beyond UMBC. We need to be more thoughtful (academia as a whole) about what students need now and moving forward. The short term includes mentoring, professional development, and team building. The longer term involves I also want to build a trauma research center as part of this. Erin Lavik, CBEE (elavik@umbc.edu)

Hiring faculty that will be interested in supporting Engineering/IT organizations. Hiring faculty with an array of availability.

Reaching out to alumni.

Make sure resources are allocated strategically to meet these goals and plans.

Our department (IES) can facilitate the involvement of diverse experiences and perspectives in the collaboration over Grand Challenges through international partnerships and involvement.

Refocusing the emphasis on rewarding faculty who simply raise money to focusing on rewarding faculty that create projects that address the grand challenges and involve faculty collaboration.

My dept cannot assure success, but can provide data to help measure outcomes and success

I think COEIT alumni can engage with students in a number of meaningful ways. As I said in my above answer, they just need to understand the pathway to do so. Is there opportunity to sponsor events, to provide data, to mentor on projects, etc.

Responses from the **Undergraduate Academic Affairs Breakout Session**

Q: What potential do you see for Undergraduate Academic Affairs initiatives to shape the UMBC experience for faculty, staff, students, and alumni?

Requiring Freshman and Transfer seminars for incoming students. Making it mandatory for all students. Maybe implementing a scholarship option. Creating more cohesion among incoming students. Also

offering more credit for seminars.

More partnerships and communication with alumni to bring together current students and graduates. These relationships could connect students to real world experiences and practical skills to help them be a successful professional. I'm happy to be a point-of-contact on behalf of the alumni board: Andrea Thomson, apthomson1@gmail.com

I believe that there is a lot of potential for Undergraduate Academic Affairs initiatives to shape the student experience. I would love to see academic affairs collaborate with the Division of Student Affairs and Enrollment Management to provide resources and tools that encourages student ownership and accountability.

A continuation of FYS and an exploration of how to continue

I wonder if there are plans for programming targeting first-generation college students.

Everyone should have an interdisciplinary plan for their work (as part of the performance evaluation) or study (as part of our functional competencies).

Expand and provide more deliberate but flexible success initiatives for STEM transfer student success with formative evaluation procedures

IT guy here: Raising awareness of the "new student" perspective of the university. Identifying pain points where improved documentation, interventions, and nudges can help raise awareness not only for students, but for faculty and staff who may be unaware.

Better communication and marketing of initiatives and programs

Great potential - helps to actively engage students and faculty on a meaningful level. Often difficult for students to form a relationship with faculty.

Resources could help UAA reach more students

Great traditions of collaborations across all units at UMBC - it's one of the true strengths...

This division has the opportunity to greatly influence retention and time to degree rates for incoming students -- a key goal of the strategic plan.

It's important to keep faculty and staff in the loop about initiatives, communicating is key and I would like to hear from this office more often. Student experience is a primary goal for many of us and making sure we as faculty relay these initiatives to our students will give them a better experience.

More opportunities for Community, more individualized attention for unaffiliated students. Also more opportunities for UMBC community members to meet to talk about their work and get to know each other for long term interdisciplinary initiatives and collaboration.

The IHU's are invaluable. Would like to see it mandatory for all new students. I think it could have tremendous impact on student success.

I believe that UAA has tremendous potential to shape the experience for faculty, staff, students and alumni. Outside of FYE, I feel that initiatives might not be widely publicized to other areas of the institution. I'd like to see some branding of the academic programs and colleges to develop a sense of community. My true concern is with the huge gap between sophomore/junior retention. These students are leaving and are possibly within a rock's throw of graduation. What initiatives are in place to help these students.

A touch point for so many students. Wish I saw a clearer connection between this division and academic

advising. Surprised that only some but not all of the scholars programs fall under this umbrella.

facilitating connections between the various branches of UAA and academic departments

UAA is the hub that serves as the center of all the areas working together. It plays a huge role in shaping the entire UMBC experience.

I like the idea of UAA being the place where initiatives are born and then threaded throughout campus (what Steve Freeland said but worked through the division as a whole)--otherwise these initiatives aren't sustainable without serious capital investment in the division.

Cross disciplinary and departmental collaboration, increased student preparation & supports benefit the entire community- particularly students and faculty

Serve as a hub for best practices, pilots, unique grant funded programs/opportunities

Make TRS/IHU/FYE course mandatory. Get more staff and alumni involved in teaching these courses.

As an undergraduate student I was not encouraged by my adviser to enroll in a first year seminar. I attended a college preparatory school so I was used to a very individualize curriculum and the large classes were clearly a shock to me. I love this idea of the first year seminars and I wish it had been offered to me as a freshman. I would like to see the UAA making a conscious effort to ensure that the academic advisers are offering these sessions to every college freshmen regardless of their appeared level of college readiness.

Q: How might you or your department help assure the success of these initiatives?

As far as implement a require seminar, I believe current students could really be utilized. Current students could be "teaching assistant" for this seminar. They could receive payment or credit for their time. I believe both the students in the seminar and the "TA's" could really benefit from this. Students would respond better to peers and it could be considered more of a mentoring program. As students, we are UMBC experts and we can relate to students and share our experiences. I would personally love to be a TA for this seminar. I believe I would benefit a lot from it, and I could offer a lot for incoming students.

Carmen Kaarid carmenk1@umbc.edu

I would like to meet with UAA staff to develop programs for recent immigrant students and for all international students. The English Language Institute would like to support programmatic efforts, as well as build support structures (CSI for international students) for new and returning students. Sarah Gardenghi, gardengh@umbc.edu. x56839

I'm a higher education and student affairs professional who sees his role in everything he does to ensuring student success. In my projects, I approach my goals and objectives in making sure that new tools we provide students are useable, student centered, and encourage student learning.

SGA might be willing to co-host an IHU session. In my experience as a student of the FYS and IHU I learned valuable skills about how to develop my personal skills and market myself. It fostered a spirit of community in me and led me to a path to get involved on campus.

The alumni board is starting an informational interview program to engage students and alumni. Does something like this already exist in campus? We would love to partner with UAA and affiliated groups on this initiative. Please contact Andrea!

I would like to teach an upper division INDS course on how to find and tell the stories in data. Possible?
Thx, John Fritz

Create and evaluate more TRS and STEM department collaborations
myUMBC -- the way we reach out to students isn't limited to email. How can we help students help themselves with better tools.
UMBC training centers: leadership training for UAA staff
Continue to offer courses and explore other avenues to offer these experiences to students.
My department (Enrollment Management) looks forward to supporting the CSI and leveraging it to attract, recruit and support more first generation and high-need students.
With new leadership of our unit, I am looking forward to seeing greater collaboration - particularly in strategic partnerships in areas where we have traditionally lacked the ability. Looking forward to increasing our international student enrollment in these kinds of programs; they frequently seem left out of these unique, yet very American, university experiences.
I'd like to expand my office's partnerships with this division. I'm looking forward to talking to Katharine in more detail. Please contact me! Beth Snyder Jones, Associate Vice Provost, Office of Summer, Winter & Special Programs - ejones@umbc.edu
Being in communication with the office and making sure we are more involved in various new initiatives and communicating some of the things we have been doing.
Meeting with people who have the same goals that I do but are from different fields/ departments and talk to them about my work and ask them about their work.
I am providing my information -- as an individual -- not necessarily representative of the department. But I would like to talk about how the Office for Academic and Pre-Professional Advising can work with academic departments to make sure that advising support resources are available (year-round) for students. Tim Cox thcox@umbc.edu.
continued collaboration & interaction
I think it would be great to have the International Education Services new AVP, David Di Maria (dimaria@umbc.edu) to meet with Dean Cole to get on her radar screen re. new international student recruitment opportunities.
reinforcing collaboration with LRC, Honors College, INDS, URA and my department: MLLI (Dr. Omar Ka, Chair: ka@umbc.edu)
SBS works closely with most of the UAA units to ensure that any students' financial issues are resolved quickly so to minimize impact on the students' ability to focus on their academic success.
provide expertise in faculty, assessment, content (I'm already in the Division, so...)
Many alumni connect back through these initiatives, e.g. Scholars programs
I believe the student government association can act as a liaison between the student community and resources offered by the UAA. We engage students on a daily basis outside of their academic affairs so we have the unique position to reach out to students on a peer basis to inform them about the amazing resources our campus has to offer.
Knowing the roles of these units (the handout in session) helps us share with the numerous inquiries received in the president's office
Assist with assessment through my position. Provide more support to CSI/Summer bridge through donations to the campaign.

Q: Regardless of your level of engagement with UAA so far, how might we work together on initiatives like the ones you've just heard about, and other things that UAA does?

Collaborate more intentionally to reduce duplication and create parallel and equitable structures;

Love partnerships with the Honors College! Am happy to build more with OUE re: study abroad and/or how we can work to promote prestigious scholarships. It's the beauty of this institution that these collaborations can happen.

Help encourage faculty to see their role in connecting students to the greater campus community.

Figuring out more/better mechanisms for encouraging FYE participation in a student's SECOND semester - once the student is registering for courses without an advisor literally watching over their transactions.

One thing that is a challenge (largely of staffing and staff time) is how to have better, more organized, and more sustained efforts on both international education across all of the units of UAA.

Office of Financial Aid and Scholarships works closely with Sherman Scholars, Meyerhoff Scholars, Honors College, Meyerhoff, The Women's Center, Academic Standards and Policy and OUE. We work on providing support to recruit scholars, manage and deliver the scholarship dollars to student accounts. We also work closely with Academic Standards and Policy in reviewing student petitions to determine what the impact will be on their financial aid eligibility as well as understanding current policy as it impacts students academic ability to continue to receive aid. We also work with CSI and Winter and Summer programs to assist in awarding aid so students can access these programs.

UMBC Training Centers: leadership training for UAA staff, some sort of learning partnership in cybersecurity

Try to engage more students in process and develop other ways to give this experience to students that are not able to enroll in the class.

Continued collaboration between students affairs and UAA as we seek to engage students both academically and socially. Much of this work is already happening in the Student Success Committee.

Help create policies and practices to support transfer student success and make UMBC a transfer friendly location; engage with Shady Grove more closely to understand the impact of main campus decisions on the USG population

How to increase involvement in CSI and make mandatory a FYE/IHU/TRS course for all students.

how can UAA help more with the needs of departments in areas such as undergrad research, LRC, INDS, LLCs?

There's a bit of disconnect between COEIT "regulations" and academic standards petitions. We should work to streamline these.

Help us with affiliation for computer science students who have a tendency to get isolated.

Nico Washington asked the Budget Office to provide training to reps from all AAOU members. We found this to be an extraordinary experience. We found many of our assumptions challenged and AAOU folks (hopefully) gained more confidence in their budget responsibilities. I think this approach of bringing other departments/units to your folks could yield great results.

I want to see more outreach to Shady Grove students. More work needs to be done to engage these students. I am a Shady Grove student and I didn't even know what UAA was until today. Shady Grove

students need easier access to these programs. Especially the scholars programs. I don't know anyone at Shady Grove who has been awarded a UMBC scholarship or is a scholar for any of the programs. I don't know if it is because they aren't being considered or they don't know or both. Shady Grove students are amazing. We are small in numbers but we are mighty. And we deserve just as much access to UAA as main campus.

How do we work together, better? Answer: REQUIRE other programs within UAA to use other UAA/other resources. I.e. My scholars will now be required to enroll in PRAC through career services.

I'd like to see if we could partner with UAA when planning our SGA retreat to possibly incorporate an educational session on what goes on in UAA and how student can use these resources in regards to their educations as well as their engagement in SGA.

Programs in the Office of Academic Opportunity Programs (AOP) run the gamut from serving 6-12th graders in the community to UMBC students, with the unifying thread that the programs are federal grant funded, and serve student who are low income, first generation or underrepresented minorities.

There is room in the student experience to provide service opportunities for UMBC students to work with the pre-college students.

Additionally, one of the long term focus areas of AOP is first generation student success. This area falls within in OUE and could easily be an area of collaboration and support.

Regardless of your level of engagement...

Student affairs would like to be involved in supporting students in academic difficulties as early as possible- students in difficulties often have multi-faceted problems, and between UAA and SA, there may be comprehensive support strategies that could be established. The case-management approach/persistence committee might be implicated here. Fritzie and Amanda already work closely together- Fritzie will contact Amanda when she sees that students referred to her for SA purposes also have academic challenges. (The persistence committee does include Brittani Brown from SA.)

If some kind of case management approach is employed, project managers for each student being managed would be necessary.

As AVP of IRADS, I look forward to continued collaboration with UAA units for data and analytics. I think that the work of the Student Success and Persistence Committees will help guide and determine how we move forward in best utilize data analytics to support student success at UMBC.

Responses from the **CAHSS** Breakout Session

Q: What potential do you see for CAHSS initiatives to shape the UMBC experience for faculty, staff, students, and alumni?

Since UMBC is primarily a STEM institution, CAHSS is offered a unique breakout opportunity to differentiate. Outside partnerships are key, and offering out of class learning experiences help to put scholarship in practice.

As a campus student leader, I see that there is a great affect for the trickle down effect from faculty/staff then to graduate students and eventually to the undergraduate population. Many of these initiatives are very helpful to these aforementioned fields, particularly in community and extended connections as well as the student experience. These are fields that are very based in culture changes and starting on the

right foot is very important. The integration of a small-department recruiter will be amazing for incoming students who may have stereotypical majors in their mind.

Athletics being thought of and perceived in the same positive light as the entities they perform within CAHSS

Tremendous potential. These initiatives engage all stakeholders.

We should be catalyzing the discussions about what makes a citizen, what is truth, and modeling how to be engaged in hard conversations. It was disappointing that the chart didn't reflect ongoing efforts on race and inclusion and internationalism.

There are very good initiatives of faculty engagement.

The grant funding for some of the intellectually-based groups such as Ethics Bowl are timely considering the success of some of our other intellectual sports, like Mock Trial, Game developers, & the UMBC Chess Program

CAHSS seems to be leading the way for the university in the area of Innovative Curriculum and Pedagogy

A great deal of potential! We are as much a part of the core mission of the university as the STEM fields that are often highlighted. We are not simply the "seekers of truth" but we help students develop critical skills--analysis, thinking, writing, reading, speaking--that are vital to success across fields.

I see the potential for CAHSS to be a leader at UMBC to show how curriculum can be more interactive and practical for students to not only gain the skills they need in the future but also the opportunities to impact their communities now. In essence, I think that it is the responsibility of CAHSS to spearhead this effort to ensure curriculums balance theory and practical applications, as well as teach students cross-cultural skills, empathy, and critical thinking.

As a student majoring and minoring in three different CAHSS programs, I am often frustrated to see the social division between STEM and CAHSS at UMBC. This division often discourages CAHSS students to do research as they feel it'll be less valued. It looks like the budding initiatives might not only prove this wrong but also give students more confidence in their pursuing of CAHSS research.

We can become the campus model for supporting our faculty in the area of teaching and innovative curriculum development. This will benefit our students.

Q: How might you or your department help assure the success of these initiatives?

The Erickson School would love to work with CAHSS students to develop their skill set, and offer a unique overlay to any degree. We've been working very closely with James Hamilton thus far in order to foster recruiting and advising efforts. I will be working with Undergraduates specifically--please contact me at cokeefe@Umbc.edu.

As a representative of the SGA and Student Life, we can assist with consistent check ins and discussions that will be had within departments that should happen outside of the University Retreat. We can assist in areas where it seems that OSL and SGA are more student engagement and experience aspects, and engage more in Research development and curricula initiatives.

By continuing to provide applied learning experiences within our service units (e.g. commonvision & Event & Conference Services)

As an alum, I will continue being engaged with current students and with the programs. I will also encourage fellow alumni to get involved.

As a leader of The Retriever, UMBC's student run newspaper, I feel there should be more outreach to the community in our efforts. I would personally love to partner with CAHSS in our efforts.

Follow up Contact Info

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Engage in cross departmental projects with faculty and graduate students, especially in interdisciplinary research

The Dance Department is interested in presenting the work of alumni

I am part of a number of initiatives intended to meet these goals. In particular, I have been part of the Difficult Dialogs conversations intended to support and retain a more diverse faculty and to help with difficult issues that come up in the classroom space. I think more support from the CAHSS to continue these conversations is needed, as well as a stronger presence of faculty dealing with these issues across campus.

Work even closer with the Dean and good folks in CAHSS

Psyc is collaborating with DPS to develop a new graduate certificate through ISD in course design and learning science

Through the classes we teach and the research we do.

Make sure we are communicating within our department and our colleagues outside of the department to make sure everyone is sharing the what the college is doing to support the goals of faculty, students, and staff.

Ensure that budget office continues to work closely with CHASS business managers to ensure budgets reflect the college's strategic objectives

Q: Where do you see your unit (department, program, center, or division) and yourself in relation to the CAHSS multi-year objectives and initiatives?

Aging services offers a unique opportunity for experiential learning and development with any social sciences field. We see ourselves growing in recruiting and marketing.

I see myself and my unit as highly supportive of CAHSS goals and very active in advancing them, especially in the area of civic engagement. We have been quite reflective on a number of these issues. But I also see us as being distrusted, especially in the area of increasing faculty diversity. CAHSS policies, though well-intentioned, appear to hold us back more in reaching and competing for the top underrepresented candidates rather than empowering us in that effort.

Shriver Center is excited to be a part of the expanding civic engagement and community based service learning programs at CAHSS...The MPS and Public Humanities programs are exciting multidisciplinary programs in development. These will ensure that civic engagement and community based service and learning are built into the higher ed fabric at UMBC.

Alumni involvement

We have started working with James the new recruiter/advisor and will continue to build a partnership, as we also have a new staff member who is focused on recruiting & advising. Also very interested in the Community Leadership Masters, both content and how it is marketed & recruited. It is a unique Masters. The Management of Aging Services is also a unique major.

While there are many opportunities and groups (e.g. Interdisciplinary research) across the college and institution, it can be difficult to get faculty within departments involved.

I see my unit represented strongly through the innovative curriculum/pedagogy/assessment. One area that I am not seeing represented is the university priority of "internationalization". UMBC 's strategic plan includes the following priorities that deal with global or international education and research: 1) The Student Experience: "Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students;" 3) Collective Impact: "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;" 4) Community and Extended Connections: "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." This focus on international/global connections does not appear as strongly as other areas in the CAHSS strategic plan or in future hiring initiatives.

My department is reaching out to excellence in music performance in the greater Baltimore area and bringing it to the Linehan Concert Hall, thru coordination with Event Planning, OIA, and others.

Expand opportunities based upon what faculty are doing within departments

I see myself and my department as active participants in the CAHSS multi-year objectives and initiatives. Our departmental goals are well aligned with the CAHSS goals, but we could do more. It's very inspiring to see the list of objectives and see how much has been done and how well thought-out future plans are.

my department has plans to a)reach out to under-represented minorities to increase those who pursue phd degrees and as part of this b)recruit students from high school to pursue our major with a view to subsequent phd work.

In the Economics department, I think there needs to be more thinking into the overall curriculum path of Economics majors. Currently, the classes are very theoretical, but as a student I sometimes feel like I'm not gaining applicable skills that I can apply. I can explain things, but I don't know what to do with the knowledge I have. The Economics department needs to do a lot more in terms of advising, creating spaces and finding community spaces which our students can connect to, and striking a balance in classes between theory and practicality. In Global Studies, I would be most excited to see how the department continues to develop spaces, labs, and community connections to allow students to gain new, different experiences.

Visual literacy is a key form of communication in the twenty first century. My unit can lead in finding innovative means of creating connections across groups with different abilities, political convictions and life experiences.

Our unit (OIA) supports CAHSS in marketing and communications, development, and alumni relations.

Public humanities.

There is power in information. One of the ways in which Student Affairs departments can support the initiatives of CAHSS is through dissemination of information and knowledge about all the wonderful work happening in CAHSS. Many students interact with the staff of Student Affairs and we can share what is happening, increase the excitement around the CAHSS initiatives and encourage the students to get involved and play their own individual roles.

Public humanities, community leadership, cross disciplinary and interdisciplinary, GWST difficult dialogues series, coordination of efforts with Shriver and working with community partners

I see The Retriever hopefully helping and partnering in whatever CAHSS needs to further your initiatives.

Greater tie-in's to the Student Experience area

DANCE department's future plans for curriculum and faculty hiring connect to goals of the Strategic Plan.

Q: What are you and your unit already doing in these areas?

I serve on an interdisciplinary committee (IAAC) and we do have some interdisciplinary research going on in our department.

Recruiting, advising, and using communities on campus to foster these efforts. Establishing relationships with professors in the field.

DANCE department is working on some course re-design to add more diverse foci within specific courses

We have been leaders on campus in thinking about innovative and "close the loop" assessment techniques to continually make improvements to our curriculum.

Staying engaged and involved

As mentioned, we just added a position to focus on UG Recruiting & Advising.

Student recruitment committee

Getting grants, doing research.

The Erickson School is going to be adding an Accelerated BA/MA.

Not seeing as much connection to Global Studies except the word global

developing a usable inventory of our diverse community partnerships and projects could be so helpful in our work...and also impressive in the scope of what we're already doing with our surrounding communities (particularly in Baltimore)

My department has a substantial grant proposal under review which aims at recruiting under-represented minorities into post-baccalaureate programs which will then lead to pursuing phds.

Various faculty in our department are involved in these initiatives.

I know the Economics department has been working on offering lab spaces to its students that allow students to use tools like STATA and other econometrics softwares. Seeing as these are important both for research and graduate school, it is important to expand those spaces.

Engaged in raising visibility of faculty, departments and events (with intended impact on recruitment) and raising funds for specific projects and initiatives.

Research in the area of health disparities is my key focus, and seeking external funding for that research is one of my main goals. However, the current funding environment is poor for gaining sufficient support. In addition, my department has been very involved in diversity initiatives in terms of the postdoctoral fellows for faculty diversity and strategic hiring to increase diversity.

Same as above

Public humanities, community leadership, cross disciplinary and interdisciplinary, GWST difficult dialogues series, coordination of efforts with Shriver and working with community partners

The Retriever is working towards more UMBC community outreach and events.

