

## Responses from **Academic Affairs--Analytics & Reporting Breakout Session**

**Q: What are the most important questions that analytics can help you to answer?**

I am a GPD and would love to have an easy way to get up-to date information about my program. This could be the dashboard, or automatically generated reports / alerts about who is currently in my program.

I also struggle to understand who is about to time out after taking leave. Receiving a report / reminder about this once registration opens would be great in order to help me reach out to my students.

What factors are most important in determining student success (graduation)?  
Which factors have greatest bang for the buck for impacting graduation?

What is the profile of UMBC students who study abroad? How do we diversify that population?

1. Pay attention to transfer students. All transfer students. Shady Grove students too.

How do we balance academic quality with access in the admissions process?

Why do international students choose UMBC? How can we diversify that population?

Are new initiatives helping our students (especially regarding D/F/W rate)?

It would be helpful reporting various student performance/success measures, to distinguish between transfer students versus those who started higher ed at UMBC, and also for intermediate and upper level courses, between those who started with intent to do my major versus those who started out in other majors including in other colleges.

How satisfied are international students with their experiences at UMBC? What interventions could we make to better assist that population?

What contributes to student success that can be applied to instructional design and efforts.

What barriers exist at UMBC that inhibit students progress (courses, scheduling, money, gateway) and how can we work with departments to address these barriers. What do we do with courses taught by adjuncts?

At-risk students and gaps in services utilized; insights on who we are not reaching. This could also give a red flag for a problem course if many students have failed a particular course.

Can we use analytics to develop dynamic checklists for students that help them perform the tasks they need to online and if they don't, direct them to resources or trigger outreach to them.

What courses impact major changes?

How a student is progressing (or not) in other classes overall, and how that impacts or might impact their performance in a particular course.

How do students' self-reported work habits, like class attendance, regular reading, timing of starting work on papers, and visits to prof or TA, contribute to course and university-level academic success? How

often are students using resources we provide? I'm sure interested in evaluation of Writing Center use on achievement. If you get post grad data, it would be neat to see what courses in major most predict post grad success. It would also be good if you could inform students about optimal work hours or extracurricular commitment regarding impact on grades.

Anything related to how students can be retained.

1) What populations of students are attending diversity and inclusion programs sponsored by their academic departments versus those sponsored through student support and Student Affairs departments?

2) What are the populations of students who join various categories of student organizations (particularly in terms of their reported racial, ethnic, gender, national origin, disability status and sexual orientation/gender ID, and other demographic statuses)?

Analytics can inform us about trends and patterns of which we should be aware. It moves us in directions based on information beyond stories.

What contributes to student success that can be applied to instructional design and efforts.

**Q: What ethical principles should we adopt as we answer those questions?**

Continue not to sell student data! Continue to keep data anonymized.

What would you do if you knew the answer to your question?

Should you tell the student what you know?

How do you share insights with students or faculty?

Protecting student identity is always a core issue.

Ask thoughtful questions, rooted in a vision/plan

Avoid bias through training and capacity development.

Be guided by inquiry, not by efficiency-based interventions. Take efficiency away as a goal. Companies focus on efficiency, institutions focus on effectiveness in service of larger visions.

We have to recognize that data is just part of the story. We can never lose sight of the fact that we are dealing with people.

Maintaining security with individual information of students and faculty.

Are we collecting any information that is not necessary and/or egregious? Also, can we make sure to maintain the appropriate level of confidentiality and anonymity.

a)respecting student privacy b)maximizing access to success opportunities for all students ---that is avoid as much as possible limiting success treatments just to random treatment groups. c)providing open access to info as much as possible.

Don't assume you know what is interest of the student. Enrolling in classes you don't know how you will pay for may not be in their best interests.

The risk of student oriented analytics is the well established tendency to attribute cause to the characteristics of the students.

How students are put in touch with resources empathetically so as to encourage students without causing harm. How do we make this part of the UMBC message?

Some students have privacy concerns and think that watching them so closely is somewhat "big-brotherish."

Ensure we don't exclude populations that aren't always part of the conversation or fail to do the necessary extra work to help students who have special needs (disabilities, immigration, language, etc).

Who should have access to the analytics tools?

The student's right to privacy is paramount and she should be informed that data is being gathered and analyzed, and they should be able to opt out if they wish. This is especially the case because corporations are gathering and processing this data for the university.

Finding mindful, supportive ways to invite students, staff and faculty to self-identify demographically and add to our state/federal census data that we already collect.  
Emphasizing the importance of viewing data (particularly student data) intersectionally versus broadly

## Responses from **Academic Affairs--Diversity Breakout Session**

**Q: What additional approaches would you recommend UMBC could consider to advance faculty diversity and inclusive excellence?**

Continue to develop and perfect current practices more than trying to develop new initiatives; do not force one strategy or practice on departments, be more flexible dependent on discipline situation/numbers/practices.

Search process improvements in CAHSS:

- generate more interest from URM candidates in the recruitment phase
- applicants must provide a statement about their commitment to inclusive excellence
- a rubric is required for evaluating applicant commitment to inclusive excellence
- the screening process has been revised: on-site conference interviews are no longer done; instead, all non-in-person interviews are done via Skype to ensure that inability to attend conferences does not disadvantage some candidates
- require all search committee members to attend some kind of implicit bias training
- funds have been allocated to allow for recruitment of URM faculty candidates at conferences

Good work on recruiting but we need to think more about retaining strong faculty, especially after tenure (our group mentioned that this happens in some departments). These faculty are desirable but can be a "money" issue. We need to put more effort/focus into this area.

Also focus on retention and faculty development of diverse faculty. For example, workshops on becoming tenured; encourage participation in Black faculty and staff assoc. and allow this to count towards tenure.

Consider intersectionality between class and underrepresented minorities and what we offer to come and teach at UMBC.

I really think we have to consider community for our diversity hires. I don't think that those we have hired and lost really felt like they had support. Plus, we have to acknowledge that they are sought after by other schools so we may have to do more financially to support them.

Successful recruitment of URM faculty is one thing; retaining recruited URM faculty (esp. participants in the postdoc pool) is another matter, and requires different strategies. One initiative for the URM postdoc pool is to continue to ensure that hosting departments provide a mentoring plan for URM postdocs, and explain how the postdocs are effectively incorporated into their department.

But these initiatives won't retain faculty who leave UMBC just after they get tenure, which seems to be one place UMBC is vulnerable to losing URM faculty. So faculty at this point in their careers need as much attention as the postdocs/v. early career URM faculty.

Greater additional focus on retention efforts, so those great people we recruit feel fully integrated, be successful, and want to stay. And continue to promote more inclusive recruitment.

Many institutions fail to recruit Native American/Pacific Islanders because their recruitment strategies fail to account for the needs of place-based populations. One suggestion is to partner with tribal colleges on twinning programs.

We need to focus on retention of faculty and seeking to make our community all on the same page when it comes to inclusion.

All departments should have STRIDE training for their faculty ... not just for search committees, but for all faculty. Search Committees should have a 3-year term to build consistency, and to work together toward faculty diversity. Departments should have databases of potential diverse faculty whom they've met at conferences, and invite to engage with UMBC. STRIDE training for mentoring so that more diverse faculty can be retained.

Assistance in preparation of contract renewal/tenure documents might help in some departments, where faculty may not get as much support as they could use. Untenured faculty should be comfortable enough to raise questions and concerns about the review and tenure processes, so they can be addressed early and dealt with.

How do colleges/deans ensure that departments are helping connect new diverse faculty to the department, to resources, to make sure faculty are retained. Do we look at diversity of lecturers and adjuncts? Affiliate research faculty?

UMBC should do more to leverage its national reputation for student diversity and facilitating URM success in STEM to recruiting URM faculty. My experience is that strong URM faculty candidates are attracted to UMBC because of its reputation for advancing student diversity success.

We need to recognize the intersections of ethnicity and class in how we support and fund diverse faculty and postdocs. Not everyone can count on middle class families to help financially with grad school or the transition to faculty status

Work on a plan for retention of faculty. Concentrate on what issues faculty face at UMBC in the department at the probationary review.

There seems to be a great disparity among schools regarding diversity hiring processes. For example, CAHSS prohibits search committees from performing pre-interviews at professional conferences. It isn't clear if other schools have similar restrictions. If such restrictions are to continue, there should also be greater attention paid to the specific requirements and needs of the professional disciplines and adjustments or exceptions made accordingly.

Speed up the process of approving faculty searches. Delays make it harder for us to compete for best candidates. Review College hiring regulations. I suspect some of my college's, though well-intentioned, will have a perverse effect on our ability to compete for the best under-represented candidates. Our prohibition on using conference's interview service leaves us out of THE place to recruit. It is also makes our process less efficient. Please also look into retention issues. Consider in marketing to promote underrepresented faculty's opportunity to be mentors to our very diverse and exceptional groups of scholars.

For reporting and statistical purposes, might also include our affiliate faculty in the big Cs such as JCET...JCET has maintained a stable of diverse, international faculty here at UMBC for the past 17+ years...numbering from 30-50 - many of which are international.

Require STRIDE training for more faculty, consider making this mandatory for ALL faculty. This is necessary for hiring hiring and mentoring faculty and graduate students.

Require diversity statement from all applicants.

Have STRIDE provide mentoring training for faculty to help support junior faculty

Consider standing faculty hiring committees rather than re-assembling search groups each year.  
Consider requiring STRIDE member (from a different department) on search committees.

We need to build with regard to faculty and faculty diversity the depth of understanding we have in student data warehouse

How do nonresident aliens fit into the data on faculty race and ethnicity? It is problematic to exclude this population if we are truly focused on diversity and committed to having faculty to whom our students (immigrant and international) can identify. It is equally problematic to have this population choose race and ethnicity options created within a US historical/cultural context because it skews data that we are trying to use to address issues of equity. See IPEDS/NCES or the Federal Register 59226 for details. If nonresident aliens are included as a subcategory, then nationality could be something worth monitoring since it would allow us to focus on issues of equity at a global level.

Improve the number of methods for identifying and recruiting diverse faculty  
Allow interaction with people in person at conferences  
Identify places offering broad access to diverse groups for recruitment

- 1) Better leverage our connections with McNair, Meyerhoff, Sherman, and other sponsored scholarship program alumni to recruit them after they've attained their PhDs elsewhere. Could be accomplished through an intentional partnership with faculty mentors, Student Affairs staff and Alumni Relations staff.
- 2) In addition to search committee chairs, require Implicit Bias training for all department chairs, search committee chair members and set a strong, university leadership-driven expectation for all tenured faculty to attend.
- 3) Engage all Community-Based Faculty Groups in helping to spread the word to their personal networks about open tenure-track positions across the university.
- 4) Training/advising search committee chairs and departmental faculty in using non-traditional recruitment strategies that are culturally responsive and specific (Ex. posting announcements with community partners and organizations as well as target pop-focused professional associations like Baltimore/DC area churches, synagogues, temples, Leaders of a Beautiful Struggle, Baltimore Racial Justice Action, Hispanic Outlook, Insight in Diversity, Diverse Issues in Higher Ed, etc.)
- 5) Encourage department chairs of the largest departments to institute anonymous 360 degree climate assessments (develop something comparable, but less risky for small departments).
- 6) Begin using "self-identified" when talking about various diverse faculty to avoid labeling people when promoting various recruitment and retention efforts.
- 7) Begin collecting data on faculty who self-report as having disabilities and add disability status when discussing and promoting faculty diversity initiatives.

Focus on department climate!! And not just for faculty--if the staff of URM status in a particular department are experiencing bias, the faculty won't stay either.... See departments as a whole community

Please include non-tenured track faculty in the conversations. They face our students as much - or more - than the tenured faculty. Their voices should be included.

Create pathways and supports for students in Balt City.

## Responses from **Institutional Advancement** Breakout Session

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

Very, very exciting to have it as part of the plan to have education abroad as part of the fundraising plan. Thank you, thank you, thank you!

There is a shift to the donation of need rather than personal history, such as donating because of their alma mater. However, particularly for students that made an impact to the University that may want to see the legacy they left rather than the experience they had - especially for the SGA and eventually

(seb). Faculty and Staff perhaps in the advising they had and connections they had on student success and outcome.

High but sounds like more work on the ground is needed to get the "stories" out to all potential stakeholders. Student or faculty ambassadors in gap areas?

The OIA can be more connected with students to ensure a long-term relationship once the students graduate.

Even stronger linkage to athletics

Staff and faculty giving? Participants in license plate program? Can we tell a story on this?

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

We are very happy to partner with Institutional Advancement for both the study abroad and for international student outreach.

The SGA has yet to create an alumni event after the 50th Weekend and particularly reach out when we would like a speaker. We can definitely create an alumni event with current and alums on impacts and experiences of the changes to this Campus. We can also work with OIA to figure out an endowment fund for our academic student organizations rather than pulling funds from the Student Activity Fee.

Connecting bwtech companies to student groups and complementary fund raising initiatives could be useful. Build a greater sense of loyalty and passion for UMBC, not just a great place to work and find students.

So much of our alumni tie-in is through student organizations and student experiences, how can we tie those channels into our fundraising opportunities? How can we community build given that the traditional routes for fundraising are things we don't have (i.e., major athletics)

Elevate visibility and success of student orgs

I can volunteer my time to support the OIA events that link students and alumni.

Continue to work in strong partnership with OIA

Continue to partner with USG's Advancement Option

We are doing a Gritstarter for Service-Learning's quest to help students cover transportation costs to get to their sites. This session helped me better understand the importance of telling our story, sharing impact, and creating ways for others to see themselves in the solution.

**Responses from Administration & Finance, information Technology Breakout Session**

**Q: What potential do you see for Administration and Finance and/or the Department of Information Technology initiatives to shape the UMBC experience for faculty, staff, students, and alumni?**

Be has heard me say this hundreds of times: let us use electronic copies of receipts as backup for all financial transactions. I know why we can't, but want to keep bringing it up in case something changes in the future. (Trisha Wells)

Could we have one security access form that covers everything on the UMBC 101 training topics? Right now there are a bunch of forms that go to many places.

I think you can bring a more data-driven approach to decision making by making the UMBC community more aware of some of the analytics tools that are available.

Many things are already being done or are planned that will shape the UMBC experience. An additional process that could be streamlined (made electronic) is the Performance Management process.

These two divisions touch every person who is on campus or wants to come to campus. Their initiatives are moving in the direction of making each person's experience less stressful, more efficient, and more positive. Frees up people to focus on other things critical to their purpose for being on campus.

I see great potential for Admin and Finance and IT initiatives to shape the UMBC experience for everyone on our campus. The small, incremental improvements add up to big changes.

I would love to see REX training for non-financial reporting. A lot of us need student data for federal reporting.

Streamline on-boarding to systems. While we have single sign on, there are numerous permissions that have to be granted for each component which is confusing and makes it difficult to efficiently on board employees.

Can be frustrating to know we have a tool (e.g., DocuSign), have staff trained but roll out is so slow.

Really important as far as making sure we provide students the tools for instance to plan his/her higher education career. Also to compliment with these tools innovative business processes for faculty and staff to use in order to help students.

Huge up potential

Very high potential. It is refreshing to see manual processes being automated.

DoIT is one of the few areas of campus that has a lens into every department business process. Keep using this unique perspective to identify synergies and opportunities for efficiencies.

Better access to reports and information.

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

I'm a tester and early adopter of most of these initiatives! Keep up the good work!

I might help assure the success of these initiatives by communicating these initiatives with people in my department.

My teams are participating in these initiatives.

?

Attend training. Promote and direct people to the new tools and resources. Recommendation: UMBC 101: offer something like this for existing staff and faculty.

Each department should be knowledgeable of innovations in the respective areas that will increase efficiencies.

Volunteer to participate in a pilot group

The work of A&F and OIT are critical to the success of the strategic plan. There should be articulated goals for the Foundations Workgroup. It is sometimes mentioned, but it not highlighted as being an important part of the our success.

My using this type of data we are better able to maintain funding sources.

We actively follow and implement all new initiatives from Administration, Finance and DOIT. We are very supportive of streamlining and increasing accuracy and efficiency.

First to be aware as an individual and a department of the new initiatives going on at UMBC. Knowledgeable of the new initiatives going on in respective areas. Also as much as possible be open to

offer assistance to pilot new initiatives. Make appropriate audiences aware of the new initiatives you are doing in your home department.

More training and communication about changes

Give feedback on how they work and any issues with them. Tell compatriots how good they are and how they have streamlined workflow.

Use information for planning.

**Responses from Student Affairs Breakout Session**

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

The tracking of student engagement is huge! This will allow us to focus our resources more strategically on those students who are not being touched.

Student engagement is huge. Having a large athletic presence will only drive school pride and excitement.

I find that all of the initiatives presented will shape the UMBC experience for all groups.

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I'm really excited about everything I learned in this session - how will depts outside of Student Affairs be able to take advantage of the featured events or the tickets? Will there be a training or info session so that we can contribute our work to the efforts while not necessarily being at the student affairs table?

Excellent - great information to tell students and parents - build community with all parties.

These initiatives will allow our diverse campus to begin the integration process. Students don't tend to deviate from their specialized groups. This will help.

I think that many of the initiatives being taken could impact the experience of students in a very positive way. However I question how well these initiatives are targeting graduate students. I have noticed in my time here at UMBC that many graduate students are completely unaware of the types and breadth of resources available to them. For example, many graduate students seem to believe that the career center is only a place to have your resume reviewed.

Alumni will be excited to learn of the progress, data mining and strategic initiatives in SA. I believe more alumni will be engaged with attending events with the new tickets website and will strengthen their overall engagement with the campus as a whole.

Using myUMBC is a great tool. As a student, I am on this five or six times a day. This is the best place to access students and I am looking forward to going home and using this Events feature.

I would love to see more outreach to the Shady Grove students. We don't get access to main campus events too much. I know we can come, but I don't always feel like we are welcomed. I would love to see more engagement for Shady Grove. Maybe UMBC could have a shuttle come to Shady Grove and bring students to main campus for big events. I would love to come to more events but I always worry about getting here, paying for parking, and not knowing anyone because all my friends are at Shady Grove.

It becomes the experience students and then alumni remember from being at UMBC

These initiatives will help create a more vibrant campus community in which students, faculty, staff and alumni can have shared experiences. Also, they will improve UMBC's connection to alumni and the greater community.

Not sure how to use the data on ID swipes.

It would be very helpful to understand what types of jobs our graduates get.



- Centralized ticketing is great move
- Excited abt event centre, needed 1.
- Removing the walls and bridging the two entities is super great idea.
- events page will centralize and simplify the event goin on campus.

Highly appreciate the efforts, students affairs has put across.

I see great potential for collaborative activities between STEM departments/Colleges and student affairs to reduce stress levels and support improved student retention. I would love to help focus on transfer student engagement strategies as they require additional attention.

Attendance scanning could help us track the interface between Academic and Student Affairs, e.g, when student orgs invite faculty and staff to participate in activities and events

I see great potential for collaborative activities between STEM departments/Colleges and student affairs to reduce stress levels and support improved student retention. I would love to help focus on transfer student engagement strategies as they require additional attention.

Broader involvement in events can help facilitate more campus community. Making events easier to find will help.

I see tremendous potential. As important it is to focus the UMBC experience for students, it is also crucial to shape the experience for faculty, staff and alumni. The more we are connected to the institution --- the more of an opportunity that we all have to share that retriever pride.

I see the Division of Student Affairs has having an important role in shaping the UMBC experience for faculty, staff, students and alumni. Initiatives to encourage students to be involved and stay engaged I believe are important to ensuring that students learn outside the classroom.

Student Affairs is a critical and necessary partner. Integrating information on the work of the units with the student information in REX will help us gauge the impact of initiatives.

I am so impressed by the statistics shared by the Career Center. They re supporting a lрге percentage of students and helping them to achieve great outcomes. The plans to have major campus partners collaborate around event planning and promotion also has the potential to greatly improve the student experience in learning how they can participate in campus life. I also think the efforts to see which students are not engaging in student life has great potential in finding ways to support those not currently being supported.

I loved everything that was discussed here - especially the barcodes on the red cards, the digital ticketing platform and the one stop events calendar. The theme I observed is improving engagement by getting closer to students is spot on. A myUMBC events app that includes the events calendar and ticket purchase options for would be a great touch.

Building community and facilitating engagement! What important work! I'm so impressed especially with the work that Brittany and Ken are doing with analytics, and find this statistics-driven model of assuring the most efficient use of resources and programming to be tremendously powerful. I think that facilitating these experiences also provides opportunities for campus community members to connect in ways that they might otherwise not have done, such as a faculty member and a staff member recognizing a mutual interest by attending similar events that can lead to productive partnerships.

Many of the initiatives will be very helpful in student recruitment and retention--enhancing the sense of vibrancy on campus, that there's a "there" there.

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

We (Enrollment Management) can continue partnering with Student Affairs to begin building school pride and spirit before students arrive for orientation and for classes by providing UMBC gear and other UMBC items prior to students matriculating. We want students to get accustomed to wearing UMBC gear early in their careers.

At the Erickson School, we will promote events during our Careers in Aging Week in order to utilize the ticketing system as well. Ideally, we could take this software to track engagement with our program, but we will also use Career Services to track graduation rates from our program.

My office includes 7 different units, The primary ones that could help are the bookstore, facilities management and procurement.

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My department and I can help with assisting with data collection and analysis with REX.

Promote activities and ease of registering and participating. Students can truly be informed.

I would like SGA to collaborate with (se), The Game Room, Athletics, and other stakeholders to determine the featured events.

In IES, we can help spread the word and facilitate engagement of international students and faculty, to help them develop a greater sense of belonging and engagement with their American home. Many visiting researchers/scholars and sometimes students struggle to feel truly integrated into the community, so there is plenty of opportunity for partnership in these arenas!

We also greatly appreciate our existing partnership with the Counseling Center and UHS, and look forward to continue to develop these relationships and partnerships to support international student mental and physical health.

Sharing news and updates about the ticketing website, event center, and all the great events happening on campus.

As a student, I would try my hardest to get students at Shady Grove engaged.

The alumni board would love to partner with the career center to set up info interviews and job shadowing opportunities between students and alumni. Please contact me: Andrea Thomson, Alumni association Board, [apthomson1@gmail.com](mailto:apthomson1@gmail.com)

My area is directly engaged in event presentation and ticketing — we're working closely with Ken and others on the events initiative.

...? Not sure how faculty can contribute to these efforts.

I represent 200 EKTA - Indian Grad Student Org.

Collaborating with Student Affairs and sharing our perspectives can be a untouch side of the hill for Student Affairs.

EKTA would love to work with you, i have ideas in mind to increase engagement & awareness of things going on campus.

Sponsor collaborative planning activities each semester to plan ways we can promote activities and opportunities in academic settings

Continue to encourage the development of the whole student, in and out of the classroom

Sponsor collaborative planning activities each semester to plan ways we can promote activities and opportunities in academic settings

Publicize events page among students;

I would like to work with Student Affairs to talk about the points of visual pride. Academic Advising is thinking about creating a signature event (or just add to the institutional culture) surrounding Academic Pride. I am Tim Cox, Associate Director in OAPA, and I can be reached [thcox@umbc.edu](mailto:thcox@umbc.edu). .

I believe the Division of Enrollment Management (Registrar's Office, Advising, and Admissions) can assure the success of these initiatives by involving student affairs in our initiatives around student degree completion and retention.

Partnering on data analytics

I am interested in learning more about the Student Success Committee mentioned on one of Dr. Brown's slides. Our work in the Center for Women in Technology is very focused in this area and I would be interested in our being a part of that conversation campus-wide. Contact: Cindy Greenwood, cindyg@umbc.edu, 455-3881.

## Responses from **Research Breakout Session**

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

Partnerships with government & industry to develop & expand the research footprint

Give better credit for Arts and Humanities grants and fellowships  
Berlin Prize: Rebecca Boehling Fall 2016  
Berlin Prize: Kate Brown. Spring 2017

UMBC is a research university and these initiatives are important for the campus community to fulfill their research targets

Developing research infrastructure so faculty can compete for funding in the current environment, particularly in grant writing.

There seems to be a lot of focus on cybersecurity-based partnerships and planning going on right now (external partnerships, and perhaps internal efforts), but the organized effort behind the other grand challenge areas identified in the COEIT strategic plan (health, energy, and environment) is not clear. I wonder if the VPR's office can work to bring together stakeholders in these areas to pursue larger efforts/proposals. With the changing federal funding climate, perhaps it also makes sense to bring an organized front to research-active State agencies like MDA, MDE, MDNR, and others. I think that these activities will also align with the strategic research initiatives identified by COEIT (not sure about the other colleges)

Building the research profile is central to having strong enrollment in graduate programs. Students are attracted by faculty research areas but first they have to know to look at us. The same is true about attracting and retaining excellent faculty. It is important that alumni have opportunities to stay connected by finding connections to faculty research.

Research is the education that teaches and benefits all of us. A lot of what we're doing across the university takes on challenges where people feel stuck and feel like they don't know where to start. We can help to provide opportunities for people to take on these problems while learning and building their capacities for new challenges.

increasing focus on interdisciplinary activities; need additional staffing and every aspect of the research infrastructure support to do the current research and connect faculty to more research opportunities; students doing research should have more direct support - \$\$ and admin. support. potential for identifying students for their research capacity and building infrastructure to support them; need more computing and tech support for "tinkering" - coming up with new avenues for research in digital humanities, creative arts etc.

These research initiatives provide the financial support for faculty and students to accomplish their research goals. Not sure how they tie to staff and alumni.

They have great potential to impact the faculty, students, in my department and already do. I'd like to see more opportunities for inter-campus collaborations in the arts and humanities. UMB is not a logical partner for us but there is potential with other USM schools.

- UMBC is a place that empowers students to make discoveries (from a student representative)
- faculty see it as a characteristic of UMBC to provide research experiences for students
- one potential drawback to increasing research programs is that highly research active faculty may reduce their teaching load, which could negatively impact students, particularly undergrads
- important to weigh the prioritization of teaching and research as the campus grows (need to review tenure policies)
- how do we prioritize research AND teaching at the same time

Okay but need resources, training, direct funding

Research can give students opportunities for deep learning, helping them to assess what they would like to do in graduate school. It also gives them good experience for graduate school. A distinctive claim for UMBC is the incorporation of undergraduates into research. It supports students in their connection can bring alumni into the university, and can allow faculty to build successful, satisfying careers.

More opportunities for undergraduate students to engage in research and create their own.

- Inviting program managers to come on campus and talk
- Qualified PhD students can increase experience for that one we need to increase
- Encouraging graduate students to publish in good journals
- Seed initiatives have little effect because of the small budget
- Fellowships to ensure that PhD students have funding
- A focus to get into rankings is necessary

Are there ways to increase staffing or other resources to give faculty more time to dedicate to both research and teaching?

Great potential for those who fall into the initiatives--less clear impact on others.

As a junior faculty member, the START and UMB-UMBC collaborative grants (both of which I was honored to receive) have been very helpful in growing my research program. They have also allowed me to mentor many undergraduate students. We could use some new structured programs to bring together interdisciplinary collaborations on campus.

More recognition and support for the research that is not in STEM; increased support for Rachel Brubaker who plays an integral role in securing success for CAHSS research funding. Looking at how corporations might be interested in the research of historians, sociologists, anthropologists etc for their corporate needs.

There's potential but a mismatch with part time students and MPS focus.

It all starts with having a sufficient number of externally funded, research active faculty to provide space, resources and mentoring for students.

More interdisciplinary projects (for instance, humanities and technology) can result in more commercial opportunities. Research initiatives can help attract companies to the research park which will enter into research collaborations (funding) and hiring of students.

Rainmaker to canvas for opportunities based on faculty expertise

better funding of graduate students will help attract qualified students to the campus, which in turn would shape their experience.

Research is woven into all aspects of the UMBC experience. Faculty who lead the research often use students who learn about research and participate in the development and creation of new ideas and technology in their field or across multiple fields. Staff administrative support of research adds value to the process by enabling faculty to spend more time on their science and less on administration. Often

alums are key stakeholders in taking the technology out to the commercial sector, or are collaborators after graduations.

Postdoctoral fellowships!!!!

Research should be an essential part of each faculty's mission, and supported by university infrastructure. Grant writing takes longer than writing a paper yet if the grant doesn't get funded then faculty get no credit for writing it. In the current culture it is common to have to resubmit several times before getting funded.

Greater and more opportunities for an individual researcher and by extension, UMBC in general to gain national and regional recognition for their research. Good publicity can go a long way to increasing the overall merits of the university as a research institution. More collaboration, particularly with umcp and UMBC would be beneficial and really help USM as a whole. More attention on the graduate student experience.

Graduate student fellowships and recruitment of graduate students; encouraging program managers to visit UMBC to discuss opportunities; increase in seed funding for research; determine the criteria for national and international rankings and try to improve UMBC's ranking.

As research faculty, I would LOVE to see us hire some rainmakers: people who would be familiar with the specific research niche of a certain number of research faculty, who can find uniquely targeted funding opportunities. It is not enough to get blanket untargeted grant announcements--there must be (mustn't there?) dozens of funding opportunities that are specific to my niche that would not come across the desk of a general office, but I don't have the time to find them. It's prohibitively challenging in this funding climate to conduct research, teach, train students in the lab, serve our department and university and ALSO pound the pavement for novel sources of funding. Please help! :-)

Lots of potential among part time graduate students (particularly PhD students) to be more engaged in research initiatives. Need for tighter linking between

improve the national and international rankings by looking at the criteria  
graduate student fellowship and PhD student recruitment  
invite NSF and DoD program managers to campus  
encourage graduate students to publish results in quality archival journals

Research needs to be more at the core of the experience of everyone on the campus. Right now it feels, especially in Arts and Humanities, that teaching comes first and research "if there is time" once the semester begins. This would transform the culture--there has to be a way to better balance this.

Ability to teach courses in faculty members research areas. This will make research central to the core mission of the university.

We desperately need more funds to help us give undergraduates more productive research experiences. This would help us as well as the students. I think the best way would be to get more funds for graduate students, who can train undergraduates and increase their productivity.

UMBC has definitely built up its reputation as a research institution, particularly cultivating this culture among undergrads. I feel that the same effort should be put into preparing and supporting grad students as they secure funding for research. I also would love to see more informal sharing of research on campus so that we can have a better sense of what research faculty and students are doing.

There is a need for greater staff resources related grant management within the colleges and departments. A "Research Shared Services Center" type of concept.

There also is a need for middle level resources to spur collaboration and to help researchers to achieve their results. For example, we have researchers with ideas, but they need a "maker space" to collaborate with colleagues and develop solutions. A place where people from multiple colleges can come together to discuss and develop shared projects.

There also is a need for research support staff to help bridge the gap between researchers with ideas and campus systems. For example, we have good IT resources and great researchers, but we need

someone in the middle to translate the research needs into the available resources. Programmers and high performance computing people to help researchers take advantage of technical capabilities on campus. Also, providing technical specialists to aid in the development of digital humanities.

Finally, we need to put renewed focus on maintaining regulatory compliance across campus. One bad act can set back the whole institution.

We can start with undergraduate research - right now, it seems that undergrad research is an individual endeavor; that is, undergrads need to be convinced or recruited for research. UG research should be encouraged as an integral part of our culture, and facilitate UG's meeting research mentors.

The idea that undergraduates drive a majority of research on campus isn't really true in the sense that only a small proportion of undergraduate research ends up being published. This is largely because the students don't have the free time to follow through on the research they're doing. An initiative that would seek to improve on the productivity of undergraduate research would have a huge effect on campus productivity as a whole. Money should be made available to allow faculty to engage students more effectively. This money could be allocated at the departmental level to allow departments to organize their department undergraduate researchers to improve their commitment to research and to improve the rate that students actually publish. This is an organizational problem as much as anything else because having each faculty member organize the research of his undergraduates independently is inefficient and probably results in students not producing as much as they could.

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

We provide the raw research data and literature necessary for research to be undertaken

Proactively submit info to you

By being creative in research and fostering a research culture

In my opinion, fostering more interdisciplinary collaborations both within UMBC and outside UMBC would increase funded research.

I think departments can be key players in identifying the individual faculty to be involved with organized planning for federal and state opportunities. Furthermore, to continue to grow our research program, I think that we need to focus on recruitment and branding efforts, such as REU programs and real international partnerships that result in high student recruitment.

Post/advertise research opportunities. Tell UG's to seek out mentors.

I want to build a center for interventions to treat trauma. We have all the pieces here. (elavik@umbc.edu)

Helping to provide stories that can be profiled. Representing the university at disciplinary conferences rather than just representing our individual labs/research programs.

Develop opportunities for faculty to learn of research opportunities and make connections and collaborations.

My department (Visual Arts) is already very active in research and pursuing funding opportunities both internally and externally. It would be helpful to have a half or full time research staff position that could assist faculty in finding more external funding, for example with companies.

-- continuing to build corporate partnerships and attract corporate research funding in partnership with Research office

Resource sharing and information; understand resources across units

We can support faculty when considering applying for grants and fellowships, celebrating their successes, and include efforts in annual evaluations.

Diversify the research projects available so that more students get the opportunity to participate in research. Encourage research faculty to work with and support undergraduate students.

Aligning our departmental goals with research
More collaboration between UMBC research groups
We are participating
I and my colleagues in my department will continue to publish and submit grant applications to external funding sources.
We think the question should be flipped- what role can the VPR play in assuring the inclusion of support for research in CAHSS.
GSA intends to Make connections with MIPAR and other offices that could provide information for how grad students can go about secure funding in different ways.
Stop wasting \$ on faculty development aimed at renewing inactive faculty. Or show us data indicating that those efforts actually work. I don't see them working. Instead, focus on recruiting and retaining new faculty, and providing better support for the active faculty you already have.
Grant support would be helpful for faculty achieving more success. Also a more comprehensive post doc system could result in increased grant funding and create additional tech commercialization. Continue to be proactive (e.g., site mining) to identify interdisciplinary projects.
Help automate the rainmakers job
departments need more support from the graduate school to identify and attract the best students, given the competition for those students.
As an administrator, I help assure the success of our research initiatives by assisting the OVPR not only support the day to day operations of the research at UMBC, but also help design and implement the necessary infrastructure necessary to support UMBC's growing research enterprise.
I am excited about the prospect of developing thematic interest groups and small C centers around themes in the social and behavioral sciences (not restrictive to them) as a means of promoting new faculty success in developing collaborative research and success in grant funding.
In terms of improving productivity in undergraduate research (and training of undergraduate researchers) our department has decided to have a staff member focus on coordinating the undergraduate research program to complement staff members who have responsibility in undergraduate research and graduate training and research.
More quality grant proposals...not just quantity. The departments need a more active role on proposal preparation and in mentoring of new researchers and in quality control of their science in such proposals
Identify areas where collaborative research makes sense and encourage/reward these collaborative initiatives.
not much connection between depts. and the upper administrative research initiatives; depts. don't all have the business managers to make more research projects happen - they also don't have the money to release faculty to do more research.
More grant writing support would help faculty be more successful
encourage faculty and graduate students to do more research create a research culture
Reach out for more interdisciplinary research projects; ensure that faculty have the opportunity to teach their research area, not just undergrad core subjects
Hire lecturers to teach basic foundational courses so that tenured and tenure track faculty can teach in their research areas.

