OUR UMBC

A Strategic Plan For Advancing Excellence

STRATEGIC PLAN IMPLEMENTATION INVENTORY OF ACCOMPLISHMENTS
AUGUST 2019

Dear Members of the UMBC Community,

I am pleased to share this Inventory of Accomplishments related to implementation of UMBC's strategic plan. Organized around the goals and objectives under each of the four focus areas outlined in Our UMBC: A Strategic Plan for Advancing Excellence and the priorities identified by the Foundations Work Group, this Inventory shows the progress we have made over the last three years and our priorities for the next two.

As we enter the fourth year of implementation of our strategic plan, I hope you will join me in celebrating the substantial progress we have made so far and continuing our work to advance our institutional mission.

None of this would have been possible without your engagement, hard work, and commitment.

Thank you for all that you do for Our UMBC.

Philip J. Rous

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Provost and Senior Vice President for Academic Affairs

The Student Experience

Strategic Goal 1: Increase degree completion and shorten students' time to degree.

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2021
1.0 *Increase degree completion and shorten students' time to degree*			• Made substantial progress on examining data and taking action toward Undergraduate Student Success Committee goals. (UAA)	• Launch the Office of Academic Advocacy. (UAA) • Establish an Academic Success Center (ASC). (UAA) • Implement a university wide academic intervention program utilizing academic advocates to assist students who have ≥ 4 overall course repeats. (UAA) • Implement a 90-hour degree audit check and inform advisors and students. (UAA) • Develop a mandatory 2 credit first year experience course. (UAA) • Expand pilot for the Senior Degree Completion Initiative. (UAA) • Evaluate and implement 5-6 recommendations from the Undergraduate

				Student Success Committee's focus area groups. (UAA)
1.1 *Improve course planning and scheduling*	• Launched Undergraduate Student Success Committee and Persistence Committee. • Made policy changes to help students complete their degrees in a timely manner (e.g., requiring students to have completed, or be enrolled in, all degree requirements to participate in the commencement ceremony). (UAA)	• Base-funded and completed installation of analytics tools focused on student progression and success. (Provost; DOIT) • In collaboration with college deans, began the development of college-level dashboards for monitoring student progression. • Implemented tracking of co-curricular engagement and targeted interventions for non-engaged students. (SA) • Undergraduate Student Success Committee began identifying metrics for evaluating student success over time. (UAA) • Launched "Finish 15" campaign to support retention and timely graduation of students. (EM) • Joined Council of Graduate Schools Ph.D. Career Pathways project and the Coalition for Next Generation Life Science. (GS) • Promoted use of data by graduate program	• Nearly completed studying impact of degree pathways and course scheduling on time to degree, retention, and graduation rates. (DOIT) • Made substantial progress on creating undergraduate and graduate program committees to improve course planning and scheduling. (COEIT) • Began identifying bottlenecks in course planning and scheduling and working with departments to design interventions. (CAHSS) • Nearly completed assessing impact of "Finish 15" initiative on time-to-degree. (EM) • Began curriculum integration of study abroad to better align study abroad with major course requirements. (IES) • Made substantial progress on providing data support for Space & Scheduling Review	• Institutionalize the MATH 104 pathway for non-STEM majors. (CNMS) • Develop initiatives for the COEIT undergraduate and graduate councils. (COEIT) • Provide more information to students on the Visual Degree Audit. (DOIT) • Continue assessing impact of "Finish 15" campaign. (EM) • Continue promoting usage of new Degree Planner tool. Assess impact of Degree Planner usage on advising experience and time to degree. (EM; DOIT) • Implement PS FLUID platform to allow for improved student self-service experience including course registration. (EM, DOIT) • Continue work on curriculum integration of study abroad (IES). • Form Graduate Education Task Force. (GS)

		directors to track student performance. (GS) • Implemented online study abroad database to facilitate searching for study abroad programs using central directory. (IES)	study. (IRADS) • Nearly completed identifying barrier courses and student at-risk characteristics. (IRADS) • Completed 2nd round of alumni and graduate student surveys and identified career outcomes for PhD alumni. (GS) • Posted enrollment, graduation and career outcomes data for biomedical sciences programs on GS website. (GS)	• Complete 3rd round of alumni and graduate student surveys. (GS) • Provide workshop for faculty on graduate survey outcomes. (GS) • Post career outcomes data for postdocs in biomedical sciences on GS website. (GS)
1.2 *Improve use of informal space*		• Piloted StudyTree to support virtual study groups and supplemental learning. (DOIT) • Created additional informal gathering space for students in Arbutus by launching OCA Mocha, a student-driven project. (SA)	• StudyTree was canceled after validating the pilot with LRC and students. (DOIT)	• Establish "The Learning Collaboratory" under STEM BUILD 2.0. (CNMS) • Repurpose hallway in Meyerhoff Building to serve as an informal study space. (CNMS) • Continue revision and updating of informal and formal spaces. (COEIT) • Deploy TutorTrac to better schedule tutoring sessions. (DOIT) • Conduct an inventory of public & instructional

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				space in the Library & Gallery & review relevant use guidelines. (Library) • Update the Retriever Learning Center to enhance collaborative technologies. (Library)

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
2.1 Improve academic advising and mentoring	• Formed Advising Task Force to review the 2008 Advising Work Group Report and make new recommendations with focus on assessment, technology, and use of analytics. (Provost; EM) • Developed Visual Degree Audit (Degree Donut), a new advising tool that will make it easier for students and faculty to quickly see if students are on track to complete the requirements for their degrees and certificates. (DOIT) • Established MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students. (IRADS)	• Advising Task Force delivered its report with recommendations. (Provost; EM) • Implemented new advanced data analytics infrastructure (CIVITAS) and began deploying the new tools in support of our Undergraduate Student Success Committee and Persistence Committee. (DOIT; IRADS) • Implemented Visual Degree Audit (Degree Donut) for students and advisors. (DOIT; EM) • Developed new Student Advising Planner (Degree Planner), designed to support student advising and academic planning. (DOIT; EM) • Create co-curricular dashboard to track co-curricular engagement and target interventions for "non-engaged" students. (SA) • Piloted a new advisor training program. (OAPA)	• Began reviewing and implementing Advising Task Force recommendations. (Provost; UAA; EM) • Nearly completed implementation of Student Advising Planner (Degree Planner). (DOIT; EM) • Began creating undergraduate and graduate program committees in COEIT to improve academic advising and mentoring. (COEIT) • Made significant progress on implementing new PreMed program under Science and Math Advising Resource Team and restructuring professional advising. (CNMS) • Made substantial progress on launching a full advisor training program. (OAPA) • Launched "The Major Event" in Fall 2018, which helped students learn about programs at UMBC. (OAPA) • Made significant progress	• Fund and pilot some of the recommendations put forth by the UgSSC Advising and Graduation focus group. (UAA) • Continue implementation of pre-med program restructuring with the hire of a Health Professions Coach. (CNMS) • Restructure SMART (Science and Math Advising Resource Team) to include peer advising and transfer advising. (CNMS) • Develop initiatives for the COEIT undergraduate and graduate councils. (COEIT) • Add to advising staff. (COEIT) • Improve communication and documentation on why using the Degree Planner is important. (DOIT)

		• Added a staff member to focus on advising freshmen and transfer students in the Sherman STEM Teacher Scholars Program. (UAA) • Implemented STEM Transfer Student Success Initiatives. (CNMS) • Implemented BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk. (CNMS) • Increased participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship. (UAA; EM)	on developing Advising Dashboard. (IRADS)	• Create a guide for orientation. (DOIT) • Launch a mechanism for parents to track student progress. (DOIT) • Continue promoting usage of new Degree Planner. Assess impact of Degree Planner usage on advising experience and time to degree. (EM) • Continue development of advisor training program. (EM) • Develop Academic Advisor Career Ladder. (EM; HR) • Apply to participate in the next cohort of the NACADA and Gardner Institute Excellence in Academic Advising. (EM; UAA) • Create space for international students to access academic, career, immigration and other forms of advising from IES staff. (IES) • Develop a pilot peer mentor program for UMBC students on the autism spectrum. (SDS)

				• Continue to develop Advising Dashboard and support analysis of advising and advocacy efforts. (IRADS) • Improve career mentoring by faculty. (GS)

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
3.1 Promote global and cultural competency in students		• Supported faculty and students to apply for and receive Boren, Fulbright, Gilman and other prestigious awards for research and applied internship experiences abroad. (IES) • *U.S. News* featured UMBC as one of its "Top Universities for International Students," a new list of U.S. universities that have a particularly strong commitment to supporting international students. • UMBC was the only U.S. institution to be named a finalist for a PIEoneer Award in the category of international student support. • Joined the American Council on Education 2018-2020 Internationalization Laboratory. • Joined the Maryland International Education Consortium (MIEC), an initiative designed to advance international education in the state of	• Nearly completed expanding Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls. (SA) • Made significant progress on participating in the American Council on Education 2018-2020 Internationalization Laboratory. (IES) • Participated in MIEC retreat. (IES) • Made substantial progress on developing an updated vision for diversity and inclusion in COEIT. (COEIT) • Expanded New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad". (EM; IES) • Transitioned Study Abroad Fair to Global Opportunities Fair. (IES) • Participated in inaugural Times Higher Education	• Implement UMBC junior STEM Abroad program in Biological Sciences. (CNMS) • Act on the goals to advance COEIT's success in diversity and inclusion and empower the college's new Diversity and Inclusion Committee. (COEIT) • Complete the revisioning process for CWIT. (COEIT) • Implement Terra Dotta software for IES to support study abroad. (DOIT) • Implement Terra Dotta ISSA software to manage international students and scholars. (DOIT) • Increase participation in "Dawg Days Abroad" and assess its impact on student cultural competency. (EM; IES) • Finalize five-year strategic plan for comprehensive internationalization. (IES) • Investigate partnership with the University of

		Maryland. (IES) • UMBC became a member of various international organizations, increasing its global presence. (IES) • UMBC signed various agreements with foreign universities to develop additional global opportunities for faculty and students. (IES; Provost)	Global Impact Rankings Survey to demonstrate UMBC's involvement in global community. (IRADS)	Porto (Portugal) for shared online chat reference service for students (Library). • Improve use of Digital Measures for faculty activity reporting on community engagement and global activity. (IRADS; DOIT) • Implement and assess new curriculum across first year halls. (SA) • Pilot new program for transfer, commuter, and "adult" students. (SA)
3.2 *Increase tenure-track faculty diversity*	• Continued numerous faculty diversity initiatives and linked them to 5-year faculty hiring plans. • Converted all 3 Postdoctoral Fellows for Faculty Diversity (Cohort III) to tenure-track positions. (CAHSS) • Launched a new five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation. (CAHSS; Dresher)	• Hired 7 new Postdoctoral Fellows for Faculty Diversity (Cohort IV). (Provost; Colleges) • Hired 1 new Natural Sciences Pre-Professoriate Fellow. (CNMS) • Obtained institutional membership to the National Center for Faculty Development and Diversity. • All candidates for full-time faculty positions submitted statement about experience with/commitment to fostering inclusive excellence. (CAHSS)	• Completed 10 more searches from the multi-year hiring plan. (CAHSS) • Completed searches for the next cohort of Pre-Professoriate Fellows. (CNMS) • Began conducting searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity. (COEIT) • Converted current Postdoctoral Fellows for Faculty Diversity and Pre-Professoriate Fellows to tenure-track positions. (CNMS) • Received NSF grant: *The*	• Develop a program for increasing faculty diversity in the arts, parallel to the postdoctoral fellowship program. (CAHSS) • Hire 2 Pre-Professoriate Fellows in Chemistry and Physics. (CNMS) • Convert a Pre-Professoriate Fellow to tenure track Assistant Professor. (CNMS) • Convert an URM visiting assistant professor in Math and Statistics to tenure track Assistant Professor. (CNMS) • Participate in the NSF - AGEP Promise Academy

		• Required all faculty involved in searches to participate in STRIDE facilitated conversations at relevant stages of search. (CAHSS) • College deans reviewed demographics of pools at every stage of search before department may proceed with vetting at that stage. (Colleges) • Streamlined university procedures related to hiring of international faculty requiring immigration support. (IES) • Brought 49 international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program. (IES)	*AGEP Alliance State System Model to Transform the Hiring Practices and Career Success of Tenure Track Historically Underrepresented Minority Faculty in the Biomedical Sciences.* (GS)	program. (CNMS) • Hire our first Pre-Professoriate Fellow. (COEIT) • Meet applicant goals for all faculty searches. (COEIT) • Hire 2 faculty librarians from diverse backgrounds. (Library). • Identify and fix employee data quality issues. (IRADS) • Develop comprehensive Faculty Information System that better captures faculty data and activity. (IRADS) • Implement recruiting, onboarding, professional development of postdocs in biomedical sciences as part of NSF AGEP grant. (GS)
3.3 *Research effect of staff diversity on student experience*		• Established a new position, Director of Inclusion, to assess and respond to issues related to staff diversity and student experience. (SA)	• Made substantial progress on assessing staff diversity and student experience. (SA)	• Provide research and survey design support. (IRADS) • Implement and assess Inclusive Hiring Tool Kit. (SA) • Identify key partners for student climate assessment. (SA)

Strategic Goal 4: Continue to build a campus culture that creates, supports, and expects applied learning experiences that present a wide variety of options for all students (e.g., study abroad, internships, cooperative education, service learning, engaged scholarship, artistic performance, and teaching and graduate assistantships).

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
4.1 Improve applied learning experiences	• Posted nearly 8,500 job and intern opportunities on online job board, UMBCworks, and coordinated 697 employer visits, an increase of 9% from the previous year. (CC) • Enabled 6,500 students and alumni to participate in career counseling, on-campus interviews, internship placements, and career fair attendance (CC). • Surveyed the Class of 2017 and found that 80% of 2017 graduates had used Career Center services during their time at UMBC. (CC) • Surveyed 2016 graduates and found that 84% of students receiving undergraduate degrees had engaged in applied learning opportunities while at UMBC (CC).	• Received a $1.3M grant from the Sloan Foundation to support students through scholarships, mentoring, research experiences, and entry into Ph.D. programs in Economics. (CAHSS) • Merged two extant Applied Learning Work Groups and created shared charge. (SA; UAA; Shriver) • Created ongoing fund for small grants to student organizations that promote applied learning experiences. (CAHSS; CNMS; COEIT; Provost) • Increased Applied Learning Experiences requirement in the Sherman STEM Teacher Scholars Program. (UAA) • Joined the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at	• Administered the Maryland Technology Internship Program (MTIP). (SA) • Nearly completed determining composition of Applied Learning Work Group. (SA) • Launched new University Business Internship Program. (A&F) • Made substantial progress on developing a plan for student lab in social sciences. (CAHSS; OIA) • Doubled the number of UMBC faculty-led study abroad course offerings. (IES) • Launched "Dawg Days Abroad". (IES; EM) • Made substantial progress on requiring 1 school-based Applied Learning experience annually in the Sherman STEM Teacher Scholars program. (UAA)	• Continue the University Business Internship Program, with 6 interns selected for the 2019-2020 academic year. (A&F) • Implement next steps determined by the Applied Learning Work Group. (UAA; SA) • Implement the Comprehensive Learning Record (CLR) project. (DOIT) • Increase participation in "Dawg Days Abroad" and assess its impact on student cultural competency. (EM; IES) • Develop assessments of education abroad programs. (IES) • Develop the First Destination Survey to assess service/applied learning. (IRADS) • Administer MTIP and assess its impact. (SA)

		UMBC. (IES) • Continued supporting students to win national and international awards for applied learning and study abroad experiences. (IES) • Doubled the number of UMBC faculty-led study abroad courses. (IES)		• Develop applied student learning labs on campus. (CAHSS; Library; OIA)

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
5.1 Improve student services	• Updated the wireless network on campus, installing 2,000 new wireless access points. (DOIT) • All new undergraduate students participated in a financial literacy introductory session as part of our mandatory new student orientation program. (EM) • Provided graduate students with financial literacy training as part of the professional development series offered by The Graduate School and the PROMISE AGEP. (GS)	• Implemented myUMBC personal posts for billing communications. (A&F) • Expanded monthly payment plan to include all existing charges for the plan semester. (A&F) • Re-wrote "billing and payment" content in the New Student Orientation Advising and Registration Guide to better communicate these processes. (FAS; A&F) • Updated the billing and payment sections of the Student Business Services website. (A&F) • Continued to offer financial literacy introductory session as part of our mandatory new student orientation program. • Provided Financial Smarts Cash Course to hundreds of students. • Continued to provide graduate students with financial literacy training. (GS) • Launched new	• Made significant progress on phased renewal of residential facilities. (A&F) • Piloted "Financialsmarts Grant". (EM) • Piloted "MyBudgetCoach". (EM). • Made significant progress on improving student services at USG. (DPS) • Made significant progress on implementing an online immigration case management system for international students. (IES) • Hired an additional advisor. (IES) • Deployed Registration Guide for students. (DOIT) • Completed SA 9.2 upgrade. (DOIT) • Launched EAB Transfer Portal. (DOIT)	• Continue phased renewal of residential facilities. (A&F) • Foster collaboration between the Engineering & Computing Engineering Program, COEIT Undergraduate Student Services and the Departments. (COEIT) • Support recruiting and sustaining graduate students with the assistance of the COEIT Graduate Council. (COEIT) • Update wireless (1200 access points) in the academic core of campus. (DOIT) • Implement Electronic Data Interchange to streamline processing of transfer credit review. (DOIT) • Automate processing of AP credit scores for orientation. (DOIT) • Launch new Scholarship Retriever portal. (EM; OIA) • Pilot Financial Literacy Program Specialist position. (EM)

		• educational software for students on sexual misconduct, alcohol and other drugs, including opioid education. (HR) • Leveraged existing IT resources (e.g., DocuSign, RT) to enhance usability of online student services forms and expedited processing. (EM, DOIT) • Launched a social media campaign to increase students' access to information related to advising. (OAPA)		• Include community outreach and engagement in student services offered by IES. (IES) • Further develop student resources on the IES website. (IES) • Develop protocol for responding to student emergencies abroad. (IES) • Create a MindSpa space in the Library. (Library) • Double the size of laptop program for students. (Library) • Develop student and family orientation to promote student health and success. (SDS) • Continue to improve student services at USG. (DPS)
5.2 *Support students who feel overwhelmed*	• University Health Services received three-year accreditation from the Accreditation Association for Ambulatory Health Care. • Developed and hosted the first statewide training on risk assessment and threat management for higher education professionals in	• Added psychologist to Counseling Center. (SA) • Began a study to explore implementation of a recovery house. (SA) • Improved support for graduate students who are feeling overwhelmed. (GS)	• Made significant progress on discussing graduate student mental wellness in GPD meetings. (GS)	• Improve advising for students. (COEIT) • Hold campus-wide symposium on graduate student mental wellness. (GS)

	Maryland. (SA)			
5.3 *Promote campus activities to faculty, staff, and students*	• Made a positive impact on faculty, staff, and students by launching a new campus-wide recreation wellness initiative. (HR) • Recorded 200,000 visits to the RAC in the past year.	• Increased targeted marketing of campus events through online events hub and coordination of scheduling. (SA) • Procured management services for the Event Center. (A&F) • Celebrated Women's Center's 25th anniversary. • Offered discounted student rates for basketball games, concerts, and student life events throughout the year. (A&F) • RAC renovation planning and design underway. (A&F) • Developed intercultural development workshops and simulations for faculty and staff. (IES; HR) • Launched University Tickets application to provide common ticketing system for all events.	• Expand promotion of arts and culture events to students. • Made calendar enhancements to myUMBC to support events, especially weekend events. (DOIT) • Enabled all student organizations to have myUMBC groups. (DOIT)	• Complete renovation for RAC for recreation, food pantry, wellness, and health education. (A&F; SA) • Design and build new facility to house Health Services and Counseling Center. (A&F) • Extend myUMBC groups to faculty and staff. (DOIT) • Expand IES social media presence. (IES) • Improve marketing of student support services. (SDS)

		(DOIT)		
5.4 *Increase students' pride in UMBC*	• For the eighth consecutive year, *Kiplinger's Personal Finance* named UMBC a "Best Value College"*.* • The *2017 U.S. News & World Report Best Colleges Guide* ranked UMBC in the top five on its closely-watched most innovative schools list, joining Stanford, MIT, Arizona State University, and Georgia State. • *Princeton Review* again selected UMBC as one of the nation's top universities for undergraduate education. • UMBC was named an outstanding workplace for the seventh consecutive year by the *Chronicle of Higher Education*, recognized as an "honor roll" university in nearly every category.	• UMBC's men's basketball team defeated the University of Virginia 74-54 in the NCAA men's basketball championship tournament, becoming the first No. 16 seed to defeat a No. 1 team in the tournament's history. • Set two attendance records for campus events – the men's soccer match vs. Maryland (over 3,700) and the opening of the Event Center (over 4,700). • Produced UMBC's first-ever Rhodes Scholar, Naomi Mburu '18, chemical engineering. • Promoted Black and Gold pride at campus events. • UMBC was recognized again as a higher education trailblazer in major publications, including the *U.S. News & World Report*, *Times Higher Education*, *Forbes*, and *The Princeton Review*. • Piloted Study Abroad Ambassador Program, in which selected study abroad participants highlighted their global	• Expanded Study Abroad Ambassador Program to fall and spring semester. (IES)	• Produce college annual report and improve college internal communications. (COEIT)

		learning experiences via blog posts and social media. (IES)		

Collective Impact in Research, Scholarship, and Creative Achievement

Strategic Goal 1: Increase national prominence in selected multidisciplinary areas spanning the arts, engineering, humanities, information technology, natural sciences and mathematics, and social sciences. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship.

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
1.1 Promote multidisciplinary research	• Secured renewal for Center for Research and Exploration in Space Science and Technology (CRESST II). (CNMS) • Launched Accelerated Cognitive Cybersecurity Lab (ACCL) with IBM Support. (COEIT) • Hosted our fifth UMBC Research Forum on Campus, focused on "Reimagining Aging Research." This event brought together researchers from diverse areas of expertise, including sociology, biology, information systems, and public policy. (OVPR; Erickson) • Secured renewal for Center for Research and Exploration in Space Science and Technology. • Established an Education Partnership Agreement with the Department of the	• ILSB construction and planning in progress. • Dedicated new Earth and Space Institute in Physics Building. (CNMS) • Created new Center for Social Science Scholarship. (CAHSS; Provost; OVPR) • Launched the Center of Accelerated Real Time Analytics (CARTA). • Hosted our sixth UMBC Research Forum on "Public Humanities and Health Justice." (OVPR; Dresher) • Completed searches for 13 positions on multi-year hiring plan, including several in key research areas (health equity, early childhood education in urban environments). (CAHSS) • Faculty Senate approved	• Completed 10 more searches from the multi-year hiring plan. (CAHSS) • Hired Associate Dean for Research and Faculty Development. (CNMS; COEIT) • Hired an Executive Director for the Center for Cybersecurity. (COEIT) • Created a new Engineering and Computing Education Program. (COEIT) • Working with AAAS, promoted dialogue among faculty, students, and staff at the interface of science and faith. (CNMS) • Hosted our seventh UMBC Research Forum on "Immigration and Mobility in Higher Education," in partnership with the Center for Social Science Scholarship	• Implement Convergent Research Initiatives (CRI). (CNMS; OVPR) • Organize and host Research Forum and GRIT-X. (OVPR) • Establish *International Cybersecurity Center of Excellence (INCS-CoE)* with partners in Japan, UK and the US. (OVPR) • Expand joint goals developed under *Institute for Trusted Space Systems (ITSS)* and include UMBC's Earth Space Scientists in ITSS. (OVPR) • Establish new Cyber/AI Core for ICTR and include UMBC life sciences faculty in ICTR initiatives. (OVPR) • Create joint UMBC faculty appointments with UMB. (OVPR)

	Navy, Naval Surface Warfare Center, Carderock Division, focusing on collaborations in cybersecurity and additive manufacturing.	changes to Faculty P&T procedures to better recognize interdisciplinary research and teaching. • Piloted CoLab, a new interdisciplinary summer internship program. (Provost; Dresher) • Continued to expand UMBC's international research partnerships through collaboration with academic institutions around the globe. • Continued to support interdisciplinary research collaborations through the UMBC-UMB Seed Grant Program.	(OVPR; CAHSS) • Held the third GRIT-X event. (OVPR) • Launched the Center for Democracy and Civic Life. (CAHSS) • UMBC became one of six Charter Members in the *International Cybersecurity Center of Excellence (INCS-CoE)*. (OVPR) • Created the *Institute for Trusted Space Systems (ITSS)* in partnership with APL. (OVPR) • Established partnership with UMB's *Institute for Clinical & Translational Research* (ICTR). (OVPR)	• Improve use of Digital Measures for faculty activity reporting on community engagement and global activity.(IRADS; DOIT)
1.2 *Increase research opportunities through better communication and training*	• Partner with VART on 1-year Lynda.com pilot. (DOIT)	• Provided proposal writing support to researchers. (COEIT) • Provided workshops on preparing grants and staff support for faculty working on proposals. (CAHSS; Dresher; MIPAR; CIRCA) • Hosted IBM-UMBC Day on Campus to highlight research and educational partnership. (COEIT; OVPR)	• Made substantial progress on exploring ways to leverage Federal Work Study Program to support more diverse student participation in undergraduate research. (UAA; EM) • Added Nvivo qualitative research software for use by social science faculty and graduate students. (DOIT) • Provided support to	• Implement NSF Career award workshops. (CNMS) • Implement NIH RO1 workshops. (CNMS) • Support social science faculty interest in data science. (DOIT) • Continue leveraging Federal Work Study to support more diverse student participation in undergraduate research.

		• Lynda.com pilot discontinued but DoIT works with Baltimore County Public Libraries to offer free access to BCPL's subscription to any UMBC student, faculty or staff. (DOIT)	Center for Social Science Scholarship Nvivo training. (DOIT)	(EM) • Enhance internal and external visibility of research-related events. (OVPR) • Connect researchers with international funding opportunities and program officers (IES).

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
2.1 *Increase diversity in research-active faculty*	• See – The Student Experience 3.2.	• See – The Student Experience 3.2.	• See – The Student Experience 3.2. • Issued rfp for Convergent Research Initiatives. (CNMS; CAHSS; COEIT; OVPR)	• See – The Student Experience 3.2. • Implement Convergent Research Initiatives (CRI). (OVPR)
2.2 *Recruit outstanding doctoral students*		• Worked with OVPR and OIA to promote graduate student contributions to research. (GS) • Preserved value of GA-ships by covering increases in tuition remission and health insurance. (GS) • Continued to build graduate assistant pipeline for research support by creating six new base funded TA/GA positions across the colleges.	• Made substantial progress on improving yield of admitted doctoral students. (GS) • Made substantial progress on increasing the competitiveness of GA-ships. (GS) • Made significant progress on participating in Coalition for Next Generation for Life Sciences (CNGLS) project (IRADS). • Made substantial progress on building graduate assistant pipeline for research support. (GS).	• Support recruiting and sustaining graduate students with the assistance of the COEIT Graduate Council. (COEIT) • Utilize ILSB to highlight the opportunities for interdisciplinary research. (OVPR) • Continue CNGLS participation. (IRADS) • Continue to build graduate assistant pipeline for research support (GS). • Continue to improve yield of admitted doctoral students. (GS) • Continue to increase the competitiveness of GA-ships. Implement 2% COLA on GA stipends. (GS)

				• Explore possibility of university fellowships for top incoming doctoral students. (GS)
2.3 *Recognize research collaborations during merit calculations and workload policy development.*				• Re-open discussions to explore related issues, opportunities. (OVPR)
2.4 *Institute variable teaching and service loads based on faculty research activity*		• Continued discussions and advocacy with USM for changes in USM faculty workload policy.		• Re-open discussions to explore related issues, opportunities. (OVPR) • Develop comprehensive Faculty Information System that better captures faculty data and activity. (IRADS)

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
3.1 Improve infrastructure and support for research	• Secured a record $99.2M in extramural awards in FY2017, an increase of 16% above the prior year. (OVPR) • Completed inventory of current core research facilities and solicited input regarding future research infrastructure needs. • Awarded Strategic Awards for Research Transitions (START) and Summer Research Faculty Fellowships (SURFF) to support 24 UMBC faculty as they pursue new areas of research with the goal of securing external funding and support. • Building on previous year's success, secured another Major Research Instrumentation (MRI) award from the NSF to expand the university's High-Performance Computing Facility. • Added resources for the Library to maintain current level of subscriptions. • Launched GRIT-X –	• Secured $85.5M in extramural awards in FY2018. (OVPR) • Funded increased cost of library serials. • Allocated $3.2M in start-up funding for new tenure-track faculty. • Secured yet another Major Research Instrumentation (MRI) award from the NSF to expand the university's High-Performance Computing Facility for faculty research. (CNMS; DOIT; OVPR) • Purchased and began installing small Hadoop cluster to support data science research. (DOIT) • Upgraded New Media TV Studio to support HD technology. (DOIT) • Hired staff to support PI[2] visualization facility. (DOIT; OVPR) • Continued awarding Strategic Awards for Research Transitions (START) and Summer	• Secured $90M in extramural awards in FY 2019. (OVPR) • Secured Major Research Instrumentation (MRI) award from NSF. (COEIT; DOIT; OVPR) • Awarded START and SURFF to support 24 UMBC faculty. (OVPR) • Issued rfp for Convergent Research Initiatives. (CNMS; CAHSS; COEIT; OVPR) • Applied for dedicated faculty lines for CRI initiative. (OVPR) • Made substantial progress on supporting identified research infrastructure priorities. (OVPR) • Began base-funding a core facilities infrastructure fund. (OVPR) • Nearly completed creating Office of Center Awards Management (OCAM). (OVPR)	• Continue to advocate for base funds for Center for Social Science Scholarship. (CAHSS) • Continue to advocate for full base funding of grants officer in Dresher Center. (CAHSS) • Expand KPIF (Keith Porter Imaging Facility) and MCAC (Molecular Characterization and Analysis Complex). (CNMS). • Support CARTA on IBM Center of Advanced Studies. (DOIT) • Implement Major Research Infrastructure (MRI) award to create a Data Science facility in COEIT. (DOIT) • Develop resources related to responsible administration of research projects abroad. (IES) • Coordinate effort to improve UMBC's standing within global academic rankings. (IES)

| | Global, Research, Innovation, Trends, Excellence" to highlight research and creative achievement.

• Launched PI^2 Immersive Hybrid Reality Lab, helping students and faculty to interact with data visually. (COEIT) | Research Faculty Fellowships (SURFF) to support faculty.

• Implemented New Faculty Awards initiative. (Provost; CAHSS; COEIT; CNMS; OVPR)

• Expanded REX reports to include grant funds and ability to drill down to salary information. (A&F)

• Developed and initiated COEIT staff professional development program to improve research infrastructure and support. (COEIT)

• Provided Summer Research Assistance Program. (CNMS)

• Added software licenses for NVIVO and Stata to support qualitative research. (DOIT; CAHSS)

• Supported development of MapTu software. (DOIT; IRC)

• Launched Kuali Research to provide web-based administrative support for proposal and budgetary needs. (OVPR) | • Made significant progress in providing operating funds for the Center for Cybersecurity. (COEIT; OVPR)

• Made substantial progress on providing operating funds for the Earth and Space Institute. (OVPR; CNMS)

• Completed search for Executive Director for Cybersecurity Initiatives. (OVPR; COEIT)

• Began base-funding operating funds for the Center for Social Science Scholarship. (CAHSS)

• Began base-funding grants officer in Dresher Center. (CAHSS)

• Created faculty and staff advisory councils to the Dean to improve infrastructure and support for research. (COEIT)

• Made significant progress on launching IBM Watson access for research in cybersecurity. (DOIT)

• Made substantial progress on developing a secure research environment for sensitive research. (DOIT)

• Nearly completed Kuali | |

			Research implementation. (OVPR) • Made substantial progress on institutionalizing International Field Research program. (IES)	

Innovative Curriculum and Pedagogy

Strategic Goal 1: Provide exemplary support for educators in creating state-of-the-art undergraduate and graduate curricula delivered through innovative and effective approaches to teaching and learning.

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
1.1 *Increase capacity of the Faculty Development Center (FDC)*	• Upgraded FDC Administrative Assistant to Program Coordinator. • Graduated first cohort of Active Learning, Inquiry Teaching (ALIT) Certificate faculty – 14 CNMS, COEIT faculty. • Began first cohort of INNOVATE (CAHSS) faculty.	• Graduated first cohort of INNOVATE faculty – 9 CAHSS faculty. • Supported to date 36 projects on innovative teaching and learning through the Hrabowski Fund for Innovation, managed by the FDC.		• Expand FDC with support from the NSF-IUSE (Improving Undergraduate STEM Education) grant. (CNMS) • Establish the foundation for a *Center for Advancing Learning and Teaching*. (Provost)
1.2 *Increase size and diversity of full-time faculty and their engagement with first- and second-year students*	• See – The Student Experience 3.2.	• See – The Student Experience 3.2. • Provided faculty workshops on difficult conversations in the classroom. (CAHSS) • Implemented new Pedagogy and Teaching Grants program to help faculty improve teaching. (CAHSS) • Established Science Education Research Unit (SERU) to promote scholarship in STEM pedagogy. (CNMS)	• See – The Student Experience 3.2.	• See – The Student Experience 3.2. • Introduce library research to first year students. (Library) • Assess disability among faculty. (ADS)

1.3 *Support full-time lecturers*	• Faculty Senate approved proposal for a new third rank for lecturers (Principal Lecturers).	• Established new third rank for lecturers (Principal Lecturers).	• Received Board of Regents approval for the Principal Lecturer rank. (Provost)	• Implement the Principal Lecturer rank. (CAHSS; COEIT; CNMS; Provost)
1.4 *Support part-time faculty*		• Supported professional development of three adjunct faculty members through a new Adjunct Faculty Excellence Award. (Provost) • Faculty Senate recommended the creation of a third rank for adjunct faculty (Adjunct III).	• Received Board of Regents approval for the Adjunct III rank. (Provost)	• Complete college-level plan for supporting and sustaining success of part-time faculty. (COEIT) • Implement the Adjunct III rank. (CAHSS; COEIT; CNMS; Provost)
1.5 *Update policy to reward faculty who practice innovative pedagogy*				• Adopt policies that incentivize faculty to lead courses abroad. (IES)
1.6 *Improve graduate education*		• Implemented Three Minute Thesis competition and provided workshop on how to communicate science effectively. (GS) • Began identifying a director for the Center for the Integration of Research, Teaching, and Learning (CIRTL). (GS)	• Made substantial progress on launching CIRTL. (GS)	• Promote participation in CIRTL and provide pedagogical training for graduate students and postdocs. (GS)

| 1.7 Develop policies for use of technology in instruction | • Implemented online course evaluations. (IRADS) | • Supported faculty in digital blended learning with focus in applied master's program areas. (DPS; DOIT; GS) | • Optimizing the design and quality of our online and digital blended programs and providing greater visibility to these programs substantially underway. (DOIT; DPS; GS) | • Expand support for faculty training and accessibility as part of the Blackboard Ultra upgrade. (DOIT)

• Identify 15 courses with DPS to redesign for launch in Spring 2020. (DOIT)

• Consider GEP change requiring at least 3 credits to be taken online. (DOIT)

• Develop guidelines for faculty to determine course accessibility; promote use of Blackboard Ally & Panopto technologies for students with disabilities (SDS).

• Identify course type and classroom type typologies for systematically identifying technology in instruction. (IRADS).

• Add fully online options with select programs. (DPS)

• Identify key online and digital blended programs and provide greater visibility to these programs. (GS; DPS; DOIT) |

1.8 *Invest in state-of-the-art learning spaces*		• Upgraded two lecture halls and ten classrooms, including four active learning spaces. (DOIT; Provost) • Renovated six classrooms in Sondheim and Sherman Halls and converted them to active learning classrooms. (Provost; A&F) • Replaced, upgraded, or refurbished all tablet-arm chairs in registrar-scheduled classrooms. (A&F) • Repainted numerous registrar-scheduled classrooms with roller blinds and ceiling tiles replaced. (A&F) • Surveyed all lecture halls to develop multi-year plan for renewal. (A&F) • Piloted use of cloud services in new data science courses in Information Systems and Computer Science. (DOIT)	• Equipped and installed active learning classrooms in ILSB. (DOIT)	• Complete Part 1 and 2 program for Sherman Hall renovation. (CAHSS) • Implement classes in the ILSB. (CNMS) • Begin planning for a new STEM-related building focused on computing and design. (COEIT) • Renovate teaching spaces in the library and expand Digital Media Lab. (Library)
1.9 *Incorporate faculty and student input in classroom design*		• Faculty and student input gathered as part of Instructional Space & Scheduling Review study. (Provost; A&F)	• Began evaluating faculty surveys on completed classroom renovations. (Provost) • Nearly completed additional renovations in	• Begin planning for a new STEM-related building focused on computing and design. (COEIT) • Conduct survey on faculty and student accessibility

			Sondheim and Sherman Halls. (A&F) • Nearly completed installation of 11 new active learning classrooms and laboratories in the ILSB. (A&F)	(SDS). • Continue evaluating faculty surveys on completed classroom renovations. (Provost)

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
2.1 Better track student outcomes	• Appointed Associate Provost with analyst support in collaboration with IRADS. (Provost) • Conducted training on Civitas analytics. • Deployed EAB Academic Performance Solutions. (Provost, A&F, DOIT) • Piloted Math/Math Lab and accounting.	• Launched Persistence Committee to identify and help students at high risk of not persisting. (DOIT) • Implemented Visual Degree Audit (Degree Donut) for students and advisors. (DOIT; EM) • Piloted Blackboard Predict to enhance the First Year Intervention (FYI) program and give faculty automated early-warning system for students. (DOIT; UAA) • Implemented Aleks for math placement testing and saw 290 students (out of 1600) increase their placement by at least one level, with 155 increasing by at least two levels. (DOIT; DNMS; UAA) • Launched Student Learning Assessment Advisory Committee. (CNMS) • Participated in USM Faculty Workload working group to develop new system of data collection that will better reflect faculty activity related to	• Made significant progress on expanding assessment and analytics to better track student outcomes. (UAA; DOIT) • Participated in USM Faculty Workload working group to develop new system of data collection. (IRADS)	• Expand analytics to track the male and first-generation student graduation achievement gap. (UAA) • Refine analytics for freshmen and transfers in need of support. (UAA) • Implement modified math placement testing to increase validity of results. (CNMS) • Establish Quantitative Reasoning Unit to assist students/lecturers in foundational math courses. (CNMS) • Build a case management system and specialized reports to support the Academic Advocates. (DOIT) • Incorporate library data into campus-wide learning analytics. (Library) • Share data on retention and graduation of students with disabilities. (SDS) • Implement data collection process for new USM Faculty Workload Report

		student outcomes. (IRADS)		for reporting in fall 2020. (IRADS) • Continue redesign of cohort table for more flexible tracking of student progression and outcomes. (IRADS) • Continue improving REX reporting for tracking student outcomes. (IRADS)
2.2 *Better track use of instructional spaces*		• Completed documentation of seating capacity, type, technology for teaching labs, open labs, and conference rooms where courses are scheduled. (A&F) • Verified seating capacity for all classrooms in PeopleSoft. (A&F) • Instituted new REX guided reporting to understand usage of specific classrooms. (A&F; IRADS) • Instructional Space & Scheduling Review study underway (A&F; Provost).	• Made substantial progress on evaluating recommendations from the Instructional Space & Scheduling Review study and developing action plans. (Provost)	• Review recommendations from Instructional Space and Scheduling Review Task Force with the campus shared governance and implement final action plans approved by the Steering Committee. (Provost) • Continue improving REX reporting for tracking use of instructional spaces. (IRADS)

Community & Extended Connections

Strategic Goal 1: Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
1.1 *Adopt a common framework for connecting with community*		• Began discussions with Faculty Senate Executive Committee about incorporating community-engaged scholarship into University policies.		• Improve use of Digital Measures for faculty activity reporting on community engagement and global activity.(IRADS; DOIT)
1.2 *Coordinate outreach by identifying a unit at UMBC responsible for facilitating community connections*				
1.3 *Strengthen UMBC's connections to alumni*		• Received a $1M commitment from an alumni couple to support CNMS initiatives. • Piloted alumni scholarship for UMBC alumni enrolling as new master's degree and certificate students.	• Made significant progress on engaging with alumni with measurable goals for alumni information updates, event attendance, social media sharing, volunteering, giving, and hiring. (OIA) • Made substantial progress on evaluating and enhancing alumni scholarship. (OIA)	• Continue to engage with alumni with measurable goals for alumni information updates, event attendance, social media sharing, volunteering, giving, and hiring. (OIA) • Reach out to international and education abroad alumni. (IES) • Reinvigorate the Friends of the Library group. (Library)

| 1.4 Communicate UMBC's commitment to community connections | • Launched the Art of Transformation (AoT) project to address the challenges faced by residents of Baltimore. (IRC)

• Sponsored Light City Baltimore festival.

• Continued preparing local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program. | • Continued to lead the USM in the Maryland Charity Campaign, raising more than $237,000, with over 50 percent of UMBC community members contributing.

• Began developing our self-study for the Carnegie 2020 Community Engaged Campus designation. (CAHSS; Shriver; Provost)

• Continued sponsoring Light City Baltimore festival (OIA; CAHSS).

• Launched a "Math Coach" program at Lakeland Elementary Middle School. (UAA)

• Staff, students, and faculty continued to play a leadership role in Breaking Ground Imagining America. | • Nearly completed establishing the Bunting Family Community Engagement and Experience Endowment to support students in the humanities. (OIA)

• Applied for Carnegie Community Engaged Campus designation. (CAHSS)

• Continued Math coaching at Lakeland. (UAA) | • Work with administrative units to address issues and gaps identified through Carnegie application process. (CAHSS)

• Continue Math coaching at Lakeland. (UAA) |

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

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
2.1 *Develop a plan to support entrepreneurship, social innovation, and technology commercialization*	• Contributed significantly to TEDCO's Maryland Innovation Initiative (MII), with a 50% application success rate over the past five years resulting in 28 awards for a total of more than $2.8 million since 2012. • 5 MII Awards for $680,000 secured in FY 2017. • Launched Express License Agreement to facilitate economic development. (OVPR)	• Contributed to TEDCO's Maryland Innovation Initiative (MII) over the past six years resulting in 31 awards for a total of more than $3.2 million since 2012. • 3 MII Awards for $380,000 secured in FY 2018. • Provided Entrepreneurial Skillset Training for new faculty with Training Centers. (CNMS) • Participated as full partners in launch of USM's Momentum Fund—designed to prove early-stage risk capital for emerging USM-related start-ups. • Introduced several bwtech@UMBC companies to fund management.	• One UMBC-related start-up secured Momentum Fund resources in 2019. (OIA)	• Continue to use the Momentum Fund to recruit entrepreneurs and companies into bwtech, and streamline our processes to participate in Momentum Fund transactions. (OIA) • Pilot a Summer Entrepreneurship Research Experience for Associate Professors. (CNMS) • Create a "Maker Space" in the Library & Gallery. (Library)
2.2 *Grow bwtech@UMBC*	• bwtech@UMBC is home to more than 130 early stage and established companies in cybersecurity, clean energy, and the life sciences.	• Launched an international cybersecurity incubator in partnership with Maryland Commerce (iCyberCenter@bwtech). • Enabled 164 UMBC students and 146 UMBC alums to work at bwtech companies in the first six	• Made significant progress on forging partnerships that will grow bwtech@UMBC. (OIA)	• Work with Baltimore County and State officials to explore opportunities to expand bwtech@UMBC. (OIA) • Hire a new executive director of bwtech to provide strategic and tactical leadership. (OIA)

		months of FY 2018.	
2.3 *Meet Maryland's workforce needs through professional development and continuing education programs*	• Increased undergraduate enrollment at the Universities at Shady Grove (USG) by 12 percent from Spring 2016 to Spring 2017. • Added new programs at USG, including the Raptor to Retriever Program to support students from Montgomery College to complete their bachelor's degrees.	• Received MHEC approval for BS in Translational Life Science Technology. (CNMS; DPS) • Revamped MPS programs in Applied Biotechnology. (CNMS; DPS) • Launched MPS programs in Data Science, Technical Management, Entrepreneurship, Innovation & Leadership. (DPS; CNMS; CAHSS; COEIT)	• Launched BS in Translational Life Science Technology. (CNMS; DPS) • Began developing BS in Engineering Program, computing programs, and professional master's. (COEIT; DPS) • Developed MPS in Community Leadership. (CAHSS; DPS) • Made substantial progress on exploring ways to help APL employees to enroll in our graduate programs. (GS) • Began integrating non-credit education at Training Centers and for-credit master's and certificate programs. (DPS; GS) • Began developing workforce training programs by leveraging the new core facilities in the ILSB. (CNMS; Provost; DPS)	• Implement a Lower Division Certificate (LDC) for allied Health Students. (CNMS) • Complete rollout of CS at Shady Grove. (COEIT; DPS) • Plan for ME at Shady Grove. (COEIT; DPS) • Support the Greater Washington Partnership Generalist Badge. (DOIT; COEIT) • Continue integration of credit and non-credit program pathways. (DPS)

Strategic Goal 3: Strengthen UMBC's position as an anchor institution for the Greater Baltimore metropolitan region.

Supporting Objectives	2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
3.1 Establish a community-engagement action team	• BreakingGround, UMBC's campus-wide civic engagement initiative, has supported nearly 70 innovative courses and community projects since its 2012 launch.			
3.2 Establish relationship with select business and community associations	• The Choice Program at UMBC was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore.	• Established Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood. • Partnered with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center. • Implemented a professional development program for math teachers at Lakeland Elementary Middle School and expanded it to four other schools in Baltimore. (UAA) • Offered courses in the Lion Brothers Building. (CAHSS) • Continued working with Walters Art Museum.	• Made significant progress in developing partnerships with other arts and culture organizations in Baltimore. (CAHSS) • STEAM Center continued. (UAA) • Expanded math professional development work to a total of 6 schools. (UAA)	• Continue the STEAM Center partnership with Northrop Grumman Foundation. (UAA) • Grow math professional development work to two more schools. (UAA) • Leverage international connections via Maryland Sister State Partnerships, Baltimore Sister City Partnerships and Rotary (IES).

		(CAHSS)		
3.3 *Pursue Regional Institution Strategic Enterprise (RISE) Zone designation*		• bwtech North and South received Rise Zone designation.	• Made substantial progress on pursuing additional state tax incentives in General Assembly. (OIA)	• Pursue additional state tax incentives and related programming in General Assembly. (OIA)
3.4 *Use campus facilities to promote community connections*	• Offered Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus. (DPS). • UMBC was among 10 institutions selected by AAC&U nationwide to establish "Truth, Racial Healing, and Transformation" campus centers focused on developing leaders in support social of racial and social justice.	• Opened the UMBC Event Center. • Enhanced the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshops. (DPS)	• Made significant progress on enhancing the Office of Extended Learning to offer year-round non-credit programs. (DPS) • Made significant progress on partnering with International Admissions at UMB to provide prerequisite English training courses. (DPS)	• Develop cultural programs that link international students to local community members. (IES) • Utilize the Library facilities for engagement with the community through presentations and lectures. (Library) • Continue enhancing the Institute of Extended Learning. (DPS) • Continue to partner with UMB International Admissions. (DPS)
3.5 *Better communicate availability of campus services and events to community*	• Developed a website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources. (CAHSS) • Purchased a new campus-wide ticketing system that will show how many students have attended UMBC's ticketed events.	• Reorganized Student Life and Commons staff under one department, Campus Life, with positive results. (SA) • Developed a Diversity & Inclusion website to share our institutional values, resources, and policies. (OIA)		

	(DOIT)			

Foundations

Goal 1: Effective management of enrollment and enrollment growth to increase net tuition revenue.

2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
• Produced our largest-ever graduating class, with 2,472 bachelor's, 88 doctorate, 631 master's, and 124 post-baccalaureate certificate recipients. • Supported students to degree completion through a number of initiatives, including the Senior Degree Completion Fund, which provides micro-grants to support seniors in their last year of study. (EM)	• Various enrollment growth initiatives are in place throughout UMBC, including Summer/Winter programs, new programs, certificates, and degrees, and transfer student success initiatives. • Welcomed our largest-ever class of entering undergraduates (nearly 1,800 freshmen and 1,200 transfer students) in Fall 2017. Representing the best of Maryland and beyond, the new freshmen had an average GPA of above 3.8 and competitive test scores. • Produced one of the largest graduating class, with 2,470 bachelor's, 94 doctorate, 665 master's, and 121 post-baccalaureate certificate recipients.	• Made significant progress on leveraging visibility of NCAA Tournament to expand student recruitment in out-of-state and international markets. (OIA; UAA) • Supported transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool. (DOIT; EM) • Made significant progress on coordination of international recruitment initiatives. (IES; EM; GS; DPS; OIA) • Conducted graduate tuition pricing study through outside consultant. (GS) • Made significant progress on educating graduate program faculty on the need to grow enrollment. (GS) • Nearly completed launching Public Humanities minor program. (CAHSS)	• Develop a campus wide Strategic Enrollment Plan. (A&F; EM) • Fully engage with the campus wide Strategic Enrollment Planning Process, and leverage the new campus brand initiative to expand regional, out-of-state, and international markets. (OIA) • Enhance undergraduate admissions applicants' experience by centralizing content and providing visualization of application/admission status. (EM; DOIT) • Launch Transfer Portal to enhance prospective transfer student information, engagement and pre-enrollment experience. (EM; DOIT) • Evaluate Customer Relations Management (CRM) solutions for Undergraduate Admissions. (EM; DOIT) • Leverage outcome of the ACE Internationalization Lab and marketing consultant work to enhance international recruitment, enrollment and retention. (EM; IES; GS; DPS; OIA). • Continue to optimize use of

		• Made significant progress on launching Arts Entrepreneurship program (minor track within ENTRE minor). (CAHSS) • Made substantial progress on launching Human Context of Science and Technology certificate program. (CAHSS) • Launched certificates in Philosophy. (CAHSS) • Made substantial progress on launching MAE in Computer Science Education. (CAHSS) • Nearly completed launching undergraduate major in Middle Grades Science. (CAHSS)	financial aid to recruit, enroll and retain students and to realize optimal net tuition revenue. (EM) • Develop communications plan and outreach activities for newly admitted international students. (IES) • Establish new international partnerships that support enrollment growth. (IES) • Develop UMBC's capacity to compete for fully and partially funded international students. (IES) • Create online and print resources that can be used to recruit international students. (IES) • Establish procedures to facilitate enrollment of full-pay, non-degree students in programs with capacity. (IES) • Develop options for donors to support global engagement initiatives. (IES) • Support Strategic Enrollment Planning work. (IRADS) • Participate in Strategic Enrollment Planning and develop a comprehensive graduate enrollment plan. (GS) • Continue educating graduate program faculty on the need to grow enrollment. (GS)

Goal 2: Successful launch of $150-million comprehensive campaign, with a goal of endowment surpassing $100 million and alumni annual giving participation reaching 7 percent.

2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
• The UMBC endowment reached more than $87.5 million in FY 2017. • Raised more than $92 million toward meeting our $150 million goal. • Raised more than $14.5 million in gifts and pledges in FY 2017. • Celebrated UMBC's 50th anniversary. • Launched Grit and Greatness Campaign. • Our alumni giving reached a 5-year high in both participation and dollars raised in FY 2017. • Successfully concluded two multi-year processes – strategic planning and accreditation.	• The UMBC endowment reached more than $96 million in FY2018. With existing pledges from several of our largest donors, the UMBC endowment will exceed $105 million. • We are more than 70% of the way toward meeting our $150 million campaign goal. • Built awareness and excitement about Grit & Greatness: The Campaign for UMBC. • Held UMBC's first Giving Day ("Black & Gold Rush") on February 28. This 24-hour online fundraiser resulted in gifts from more than 1,000 donors totaling almost $100,000. • Saw significant increases in giving from alumni, faculty and staff, and parents. Overall, giving was up by 41% in revenue and donors were up by 13%. • Collectively, alumni have already given or pledged more than $6 million to the Grit & Greatness Campaign, already surpassing the $3.3 million total from alumni in our previous campaign. • Secured gifts totaling over $1.75 million to support undergraduates in the arts and humanities. (OIA)	• Nearly completed meeting UMBC's ambitious campaign goals. (OIA) • Began leveraging analytics to drive regional and national alumni engagement and major gifts strategies. (OIA) • Made significant progress on collaborating with colleges and divisions to develop meaningful cases for support that will inspire sustained philanthropy for UMBC community. (OIA)	• Build on $121 million raised to date towards $150 million campaign goal. (OIA) • Develop "digital roadmap" to provide strategic framework for divisional technological and data analytlic decision making. (OIA) • Leverage business analytic tools and third-party tools to improve fundraising pipeline management and reporting. (OIA) • Continue to collaborate with colleges and divisions to develop meaningful cases for support that will inspire sustained philanthropy for UMBC community. (OIA)

Goal 3: Demonstrably improve the efficiency of operations and the effectiveness of mission-driven programs and activities to focus resources on what matters most.

2016-2017	2017-2018	2018-2019	Next Steps for 2019-2020
• REX Finance began providing updated financial and payroll reports using the REX data warehouse. (A&F; DOIT) • Communicated regularly the goals and benefits of E&E. • Provided training to identify opportunities for savings. • Continued to capture unit-level E&E improvements made each year. • UMBC's carbon emissions have been lowered by 17% since joining the President's Climate Leadership Commitment in 2007. During the same period, our built space has increased by 9% and student enrollment has increased by 20%, making the overall decrease in carbon emissions even more significant. • The Climate Action Steering Committee oversaw efforts to reduce UMBC's carbon emissions. • Continued to provide Green Office training and certificate program with staff, the Eco Ambassadors education program and Sustainability leadership program for students, and the annual	• Upgraded PeopleSoft Finance from version 8.9 to 9.2 and moved all financial reporting to REX. (A&F; DOIT) • Purchased new software (Cloudlock) to support security in the cloud and meet USM audit requirements. (DOIT) • Released MyUMBC version 4, which promotes events and community and provides new tools for departments to streamline and improve communication to students. (DOIT; SA; EM) • Rolled out EAB-APS to the college Deans to assist with resource allocation and performance monitoring. (DOIT) • Began transition of financial operations to shared services. (COEIT) • Completed multi-year review and reallocation of operating, adjunct faculty, and graduate assistant funds across CAHSS. (CAHSS) • Developed inaugural training for new Department Chairs and Program Directors. (CAHSS; Provost) • Piloted business and financial analytics to support decision	• Made significant progress on implementing web-based scholarship platform to announce private-donor scholarships to UMBC students, leveraging time and expertise in OIA and Enrollment Management/Scholarships Office. (OIA) • Upgraded PeopleSoft SA from version 9.0 to 9.2. (DOIT) • Purchased Cisco WebEx conferencing system for use across campus. (DOIT) • Implemented State of Maryland System Personnel System for employees to get access to benefits. (DOIT) • Launched Docusign initiative to move paper forms online. Now have over 60 forms online, including Graduate contracts and Graduate Health. (DOIT) • Completed procurement process for new graduate application system. (GS)	• Introduce the web-based scholarship platform to students and academic partners. (OIA) • Conduct first triennial review/recalibration of operating, adjunct faculty, and graduate assistant funds developed in 2017. (CAHSS) • Pilot HR analytics to support shared service center HR needs. (DOIT) • Improve use of Digital Measures for faculty activity reporting on community engagement and global activity.(IRADS; DOIT) • Develop a multi-year plan for our analytics infrastructure and third-party vendors we want to use through the analytics roadmap. (DOIT) • Building on work of Instructional Space & Scheduling Study, establish implementation workgroups to review and assess recommendations. (EM, Provost, A&F) • Leverage Docusign, ImageNow, Qubo, PS Workflow and other business solutions to further automate business processes. (EM; EOIT)

Sustainability Across Disciplines workshop with instructors.	making and assess the impact of our planning decisions. (DOIT; A&F) • Streamlined international undergraduate admissions process via Value Stream Mapping activity. (IES; EM; ELI)		• Launch DocuSign process for GA appointment letters, tuition remission forms and health insurance forms. (GS) • Launch new graduate application system. (GS)