

November 10, 2003

TO: The UMBC Community

FR: Arthur Johnson
Provost

RE: *Strategic Framework for 2016*

I am pleased to share with the campus the *Strategic Framework for 2016*. This document, developed through many months of thoughtful, productive discussion and analysis among members of the Planning Leadership Team, will guide UMBC's short-term and long-term planning and resource allocation.

The *Strategic Framework for 2016*, which follows below, was introduced to the campus at the University Retreat this past August. Since then, the Planning Leadership team has solicited, received, and carefully considered feedback from a wide range of groups and individuals including campus governance groups, academic department chairs, and administrative leaders. This feedback substantially informed and improved the document. An annotated copy of the document showing this feedback and the revisions made in response is on the Provost's website at <http://www.umbc.edu/provost/frameworkrevisionoct15.pdf>.

The framework is a living document that will evolve with the campus during the next thirteen years. It is intended as a guide, not an implementation plan, and therefore lacks specifics. As a campus community and in our departments, we must still identify the steps we will take to begin to implement each of the major and supporting goals in this document. In consultation with campus governance groups, the Planning Leadership Team is now focusing on the first steps the campus will take toward our goals for 2016. I look forward to your active involvement as we write the next chapter in UMBC's success.

UMBC: AN HONORS UNIVERSITY IN MARYLAND
STRATEGIC FRAMEWORK FOR 2016

ABOUT THE *STRATEGIC FRAMEWORK FOR 2016*

During the past five years, the Planning Leadership Team (PLT) has guided the campus through an evolving strategic planning process. This has resulted in 1) development of a campus vision to be known for integrating research, teaching and learning, and civic engagement; 2) commitment to pursue excellence in undergraduate education, graduate education, and research and 3) ongoing efforts to more closely match resource allocation and strategic priorities.

We have made progress in implementing the recommendations of planning task forces focused on six strategic issues: enrollment management, advising, continuing education, UMBC's development as an honors university; the research environment and culture, and student life. However, it is clear that both internal and external developments require us to engage in a new stage of planning. The need for additional planning is driven, in large measure, by the success we have had in moving toward our strategic goals. Our enrollments, Ph.D. production, and research funding have developed more rapidly than our faculty, staff, and physical infrastructure, and this has triggered appropriate concerns about the relationship between growth and resources. While we have made substantive steps to address strategic priorities in the past five years, we know that even in years when the campus received relatively large increases in State appropriations our budget did not adequately support our vision and goals. Now, in an environment of declining State funding for higher education, it is clear that public universities must develop new management and funding models to support future progress and that UMBC must be even more intentional in its planning and decision-making.

The achievements UMBC will celebrate at its 50th anniversary in 2016 will be built on the goals established in this plan. This planning effort will lead us to the Middle States review, guide the fundraising case for support for the next capital campaign, and provide direction to the campus well into the future. The *Strategic Framework for 2016* is intended to guide the campus' short-term and long-term decision-making. It is not an implementation plan. As a campus community, we must still identify the steps we will take to implement the framework's goals and objectives. Over the next several months, the PLT will identify the initial tasks necessary to move toward each of the major and supporting goals in this document. Processes for pursuing each objective will be spelled out in cooperation with the appropriate campus constituencies and governance organizations, and measures will be identified so that we can monitor progress toward achieving the goals of 2016. Clearly, the engagement of the entire campus community will be necessary to realize the achievements that will distinguish UMBC at its 50th anniversary in 2016.

OUR MISSION

UMBC is a dynamic public research university integrating teaching, research, and service to benefit the citizens of Maryland. As an Honors University, the campus offers academically talented undergraduates a strong liberal arts foundation that prepares them for leadership and community service, graduate and professional study, and entry into the workforce, as well as a continuing engagement with learning and with the world. At the graduate level, UMBC emphasizes science, engineering, information technology, human services, and public policy. UMBC supports the social and economic development of the State by contributing to an educated, informed, and creative citizenry; by the public service of our students, faculty, and staff; and through initiatives in K-16 education, workforce development, entrepreneurship, and technology commercialization in collaboration with public agencies and the corporate community. UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

OUR VISION

UMBC: An Honors University in Maryland seeks to become the best public research university of our size by combining the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university. We will be known for integrating research, teaching and learning, and civic engagement so that each advances the others for the benefit of society.

STRATEGIC POSITIONING

We are a distinguished research university with a deep commitment to undergraduate education.

MAJOR GOALS

PROVIDE A DISTINCTIVE UNDERGRADUATE EXPERIENCE

Strengthen UMBC's performance as a research university that integrates a high-quality undergraduate education with faculty scholarship and research through a distinctive curriculum and set of experiences promoting student engagement, such as seminars, study groups, research opportunities, mentoring, advising, co-curricular learning experiences, and exposure to diversity.

CONTINUE TO BUILD RESEARCH AND GRADUATE EDUCATION

Pursue growth in Ph.D.s granted, faculty awards, publications, scholarly activities, creative achievements, and research grants and contracts in order to strengthen the culture of UMBC as a research university and continue to rank in a prestigious cohort of research universities.

SUPPORTING GOALS AND OBJECTIVES

1. Student Body Size and Composition

Tie future growth in enrollment to available resources through explicit measures to be defined. These might include revenue per student, student-to-faculty ratios, and staff metrics, and be adjusted to reflect program or unit mission, department capacity, and curriculum.

1a. Achieve undergraduate enrollment goals through increased retention of enrolled students, giving priority for admission to first-time freshmen, and more selective admission of transfer students.

1b. Increase graduate student enrollment to 25 to 30 percent of the total student enrollment (headcount) and the number of graduate degrees awarded by increasing the enrollment of talented and diverse domestic Ph.D. students, the retention rate of Ph.D.s, the funding available to support Ph.D. students, and the number and attractiveness of applied master's degree and certificate programs.

1c. Develop differential tuition for graduate programs either in response to the market or to recoup expenses in high-cost programs.

1d. Within the context of a high-cost mission, increasing tuition, and intense competition for high-quality students, assess UMBC's scholarship and financial aid policies in terms of their budgetary implications and impact on increasing the quality of students and their diversity (especially socio-economic).

2. Faculty Size and Composition

Develop a multi-year faculty hiring plan that specifies the number and mix of faculty needed to reduce vacancies, prepare for retirements, meet enrollment pressures, and advance UMBC's teaching and research missions.

2a. Develop a faculty hiring plan that recognizes the need to hire faculty to support a research mission and the quality of instruction. Such a plan would, for example, address the specific increase in the number of faculty (especially tenured/tenure-track faculty) and the amount of start-up support necessary.

2b. Be proactive in retaining productive faculty members and enhancing faculty development efforts.

2c. As faculty vacancies do occur at UMBC, authorize an equal number of searches within a year in the same department or in others, so that the total faculty count does not decrease due to faculty attrition.

2d. Set aside up to 20 percent of the positions in annual hiring pools for opportunistic hiring and cross-disciplinary or interdisciplinary hiring to promote program development, excellence, and diversity.

2e. Encourage plans to hire multiple faculty in “clusters” to support cross-disciplinary or interdisciplinary work in related subject areas. This would involve the commitment to hire multiple faculty members in a multidisciplinary field that crosses department lines.

2f. Assess opportunities to broaden the fund sources for faculty start-up costs beyond DRIF.

2g. Acknowledge that part-time and full-time non-tenure-track faculty and graduate teaching assistants are important to UMBC’s teaching mission and develop proper orientation, expectations, rewards, and evaluation for these persons.

2h. Develop a faculty salary plan with appropriate benchmarks to ensure competitive salaries.

3. Program and Curriculum Development

Building from strengths, provide incentives when funding permits and engage multiple disciplines as appropriate to develop new general education requirements, create an array of applied experience opportunities for students, selectively add Ph.D. programs in areas of cutting-edge scholarship within UMBC’s mission, create applied master’s and certificate programs that meet market and career development needs, and add bachelor’s programs that increase programmatic options and retention of undergraduates.

3a. Building from the Honors Task Force Report, develop by the end of the 2003–04 academic year a new general education proposal that is contemporary and will prepare students for success at UMBC and beyond. The general education requirements should

be academically sound, easy to comprehend, and cost-effective.

3b. Complement UMBC's general education requirements with an enhanced array of "applied experience" opportunities inside and outside the classroom emphasizing undergraduate research, engagement with the arts, career development, and opportunities for learning outside the classroom offered by all University divisions (e.g., student life, living-learning communities, leadership roles, athletics, study abroad).

3c. In the short term, given the fiscal climate, take a conservative approach to new program approval, giving priority to investment in existing programs before starting new programs.

3d. Propose opportunities to create new undergraduate programs with modest start-up costs and the potential to achieve significant enrollments (areas related to communications, management, and global/international/area studies should be considered), and the ability to broaden UMBC's array of undergraduate programs. Curricula may also be developed by repackaging existing courses.

3e. Encourage the development of cross-disciplinary or interdisciplinary clusters and programs, especially at the graduate level and in research activities that strengthen and support selected programs.

3f. Encourage departments to create applied professional programs in partnership with the Division of Professional Education and Training.

3g. Fund the library in keeping with its priority status and at a level sufficient to support the research and teaching missions of UMBC. The necessary level of support can be determined with the selection of appropriate benchmarks.

4. Management, Organization, and Staffing

Review with appropriate constituencies UMBC's staffing and management and organization structures and processes, examining efficiency, effectiveness, accountability, and alignment with the goal of supporting a maturing research university that is also committed to providing a distinctive undergraduate experience.

4a. Evaluate the appropriateness of the campus organization and staffing for this period

of the campus' development with regard to issues of centralization/decentralization, resource allocation, accountability, reporting lines, and decision-making across academic and administrative divisions and departments.

4b. Ensure that business processes become more efficient and service-oriented with the implementation of PeopleSoft and other technology initiatives.

4c. Review and strengthen UMBC's approach to academic and student support services to ensure student success and increase retention and graduation rates.

4d. Review and strengthen existing infrastructure to support growing research activity and to meet federal and State reporting requirements.

4e. Develop a hiring plan that addresses the staff size and composition necessary to support all aspects of the University's mission. Be proactive in retaining productive staff members and enhance staff development efforts.

4f. Develop a salary plan for eligible staff with appropriate benchmarks to ensure competitive salaries.

4g. Reassess the formula for the distribution of indirect funds to assure resources and incentives to support and grow research, scholarship, and creative activities.

4h. Ensure that the annual budget is accessible in a comprehensible and comprehensive form to the UMBC community to broaden the understanding of University priorities and resource allocation.

4i. Anticipate the University's need for increased space to support its mission by continuing to refine the campus master plan. Make more efficient use of classroom space.

4j. Examine the role of athletics at UMBC, especially in enhancing student life and connecting UMBC to the community.

5. External Relations with the Baltimore–Washington Region and Beyond

Strengthen the relationship between UMBC and external partners, especially in the Baltimore-Washington region, with the campus serving as a destination for cultural and intellectual activity and a center for workforce and economic development while the region serves as an experiential learning, student life, and research resource for students and faculty.

5a. Position and market UMBC as an important artistic, cultural, and intellectual destination in the region by developing programming for the campus that will also be attractive to the broader community. Continue to refine the campus master plan to support this objective.

5b. Increase collaboration of academic and administrative departments with The Shriver Center and the Career Development Center to increase career exploration and advisement opportunities on- and off-campus and expand internships, service, and applied experiences.

5c. Increase the collaboration of faculty, staff, and students across the disciplines with national and regional companies and non-profit and government organizations to address economic development, quality of life, and civic engagement issues and opportunities.

5d. Play a proactive role in the State's economic development initiatives through sponsored research activities, technology transfer and commercialization, professional workforce development, and development of bwtech@umbc as a center for new business incubation and University–industry–government collaboration.

5e. Aggressively cultivate connections with and support from alumni, corporations, and foundations in order to build our endowment to \$100 million.

5f. Develop joint programming and frequent, convenient transit access linking the campus with Baltimore-Washington artistic, cultural, and recreational attractions.

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