

ACADEMIC DEPARTMENT/PROGRAM PLANNING FOR STUDENT LEARNING

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 other for the benefit of society.

I. *Describing the Present*

1. The role of your department in achieving UMBC's mission and vision

Please characterize your department's role(s) at UMBC. Each department plays a critical role in relation to UMBC's mission and vision. Different departments give varying emphasis to different roles. Departments may play primarily an undergraduate role in servicing majors or others (via general education courses); serve as producer of graduate degrees, especially Ph. D.s; attract external funding and promote the research function; maintain UMBC's success with diversity, etc.

While it will be most useful to answer this question in terms of the mission and vision statements, it might also be useful to respond in terms of desired student outcomes. What do your faculty expect students to know and be able to do after successfully completing their courses? How does the department or program assess desired student outcomes. If it does not, please state that fact.

2A. How are your students engaged in their learning

Describe the level and forms of student engagement in your department, in and out of the classroom. If your department is uniquely student centered, please explain that uniqueness. Provide your best estimate of the percentage of students in your department who are actively engaged in any of the following, or other, activities (please be certain to comment on applied experiences to help us better assess the impact of a requirement for an applied experience):

intellectual activity related to the department outside the classroom, undergraduate research, assigned papers, oral presentations, study abroad, special projects for external clients, internships, service learning courses, public performances, study groups and tutorials, problem-based courses, student-centered pedagogies, etc. When discussing curriculum, please distinguish between major required courses, major elective courses, and service courses (via general education). You may refer to the NSSE questions for further input.

2B. Although UMBC has not yet established criteria for Writing in the Discipline (WID) courses, there are well-established national standards. WID courses are generally defined as courses in an academic discipline taught by professional faculty and capped at 25 students. Typically a WID course requires multiple writing assignments (not just a term

paper), provides detailed commentary by faculty on student writing assignments, and offers opportunities for students to revise their writing.

Please list specific courses in your department/program that are likely to satisfy a proposed UMBC requirement for Writing in the Discipline. For each course, indicate the class size and the number of sections offered per year. Is one of these courses required of your majors?

3. Requirements that produce technological fluency

Identify any requirements within your major program that ensure students approximate the Regents definition of technological fluency. Please refer to your response to last year's survey on this topic. If you have no major requirement that provides this knowledge, please state this fact.

II. *Building on the present*

4. Honors University Task Force Recommendations and Student Engagement

Over the next two to three years, in which initiatives to increase student engagement at UMBC will your department be able to participate, assuming that no significant increase in resources will be available during that time. Describe how you will accomplish this (e.g., reallocate funds, reassignment of workload, targeted hiring, curriculum changes, etc) and how it will be an increase over present levels or forms.

- first-year academic seminars
- applied experiences
- undergraduate research experiences
- writing in the discipline
- other activities

5. Core faculty teaching lower division courses

Please review the percentage of tenured and tenure-track faculty teaching lower division credit hours. If your department percentage is below 50%, please explain. What strategies will you implement to increase this percentage?

6. Academic integrity

What efforts have you undertaken this year to increase faculty (part-time and full-time) and student awareness of academic integrity issues? Did your faculty (part-time and full-time) heed the Faculty Senate's encouragement to include a statement about academic integrity on their syllabi? What does your department or program plan for next year to increase faculty and student awareness of this issue?

III. *The Future with New Resources*

7. Future Success in Department's Role

If new resources become available, what resources does your department most need to

ensure success in the role(s) described in #1 above. Please prioritize the resources and their use and specify whether activities needed to ensure success entail building on strengths, correcting weaknesses, capitalizing on opportunities, or other.

8 Increasing Student Engagement

If new resources become available for increasing student engagement, what resources are necessary in the next three years for you to achieve an increase in student engagement activities such as those described in #2 above? Identify specific resources needed and the activities to which you would apply them, estimating how many students would be affected.

9. Project Proposal

Please propose one project that will support first year seminars, writing in the discipline, or applied experience in the next academic year, if funded. Proposal should be for a maximum of \$5000.