

# Engaged Embedded Evolving

The University of  
Massachusetts Dartmouth Strategic Plan

A Report on Progress  
February, 2007



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February 1, 2007

Dear Friends and Colleagues,

In 1999 the University of Massachusetts Dartmouth began a process that engaged the faculty, staff, students and a wide variety of external stakeholders in the development of a strategic plan designed to drive the University forward to ambitious goals. The goals are aspirant and will ultimately result in a stronger and more responsive regional research university.

The plan called upon the University to optimize its intellectual engagement by creating and sustaining a climate that is active, engaged and excited about the work we do at every level; that envisions work being done in synergy and partnership within our region and Commonwealth; that honors our duty as stewards of "our place" but also pushes perspectives and impacts to be global; and responds to current and emerging trends. The process produced a plan entitled, *"Engaged, Embedded, and Evolving."*

While there was, and continues to be, healthy debate over the many details that shape the implementation strategies, there is clear internal and external consensus about the big things: that smart growth (in both size and depth) and focused high aspiration are the twin engines that drive success.

I believe there is also strong consensus, both on campus and off, that UMass Dartmouth has made great progress thanks to our faculty and staff; strong support from the UMass system and Board of Trustees, our state legislative delegation and congressional delegation, and many public and private benefactors who value the powerful impact UMass Dartmouth has had on individual human beings, the region and the Commonwealth.

I believe the results of faculty, staff, student, and community dedication and imagination are clear and tangible: substantial growth in overall student population as well as residential student population while increasing standards and student performance; a responsive and expanded mix of high quality undergraduate and graduate programs; increased innovative research and scholarly activity supported by a dramatic increase in external funding; an ever-growing nucleus of intellectual and cultural activity; and powerful indicators of community and Commonwealth impact in K-12 education, economic development, environmental protection, public policy, the creative arts, and collaborative planning and problem-solving.



These accomplishments flow from the energy and determination of the whole community expressed in the strategic planning process and in daily work. We articulated a clear mission, a bold vision for growth, and six significant goals. I remind us here of these goals.

### **Our six strategic goals**

- The University of Massachusetts Dartmouth is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching/learning strategies and prepare students for advancement in the 21<sup>st</sup> century environment.
- A community of respectful learners and scholars is established.
- The intellectual capital of the faculty, staff and students is embedded in the activities of the region and the Commonwealth.
- Student access and student diversity have been demonstrated during a period of enrollment growth.
- An effective physical, technical, fiscal and human infrastructure is in place to support academic activities.
- Planning is an on-going activity at the University.

Initially, more than 150 faculty and staff participated in nine active focus groups that generated a long list of important strategies and tactics to achieve our goals. This work, despite a myriad of complications, has informed the choices made over the last several years. I applaud the effort of these stalwart participants who took a chance that being a part of campus-wide planning would make a difference. They invested their energy and imagination in suggesting needs and possibilities. It did make a difference in very tangible ways.

### **Managing a shifting landscape**

Much has changed since the internal and external campus community adopted these guideposts for action. The financial, cultural, global and political landscape has shifted simultaneously in many directions:

- The Commonwealth experienced a major fiscal crisis that forced us to confront severe budget cuts and large numbers of early retirements in faculty and staff. The "buying power" of our state appropriation, when factors such as inflation are considered, remains far less than it was in 2000.
- World events such as September 11 and global warming have renewed our sense of obligation to be more global and less insular.
- The Massachusetts' population flattened while regional growth continued upward.



- Changing federal research initiatives have created opportunities for us, but increasing competition required us to be more nimble, innovative, and aggressive in pursuit of those opportunities.
- The Commonwealth has shown positive signs of restoring funding to public higher education but not without seeking to also increase standards of accountability.
- The student demand for distance learning and technology-assisted learning, in a variety of forms, has rapidly increased as students of all ages seek ways to break through the geographical and temporal barriers to higher education.
- There is a growing expectation that public campuses engage in more self-help by raising private support and entering partnerships with public and private institutions.
- There is a growing external expectation, emerging faculty desire, and growing student demand for U.S. students to be more fully engaged in both service learning and international exchanges.

## **Moving from promise to pride**

These contextual shifts affected our path but not our determination to reach our goals, and there is much evidence of significant accomplishment. We have much to take pride in and much to build upon.

- We have attracted more than 130 new and outstanding tenure/tenure-track faculty members who are having a transformative impact on our intellectual community. Supported with a new faculty institute to help them get established, they walk in the footsteps of founding faculty who believed in their hearts and souls that Bradford Durfee Tech and New Bedford Tech, SMTI, SMU and the Swain School, and now UMass Dartmouth should and would transform the lives of the students who came here, and thus impact our region and Commonwealth in positive ways.
- We have expanded our enrollment to more than 8,800 students and doubled the number of residential students. We are on-track toward 10,000 with more demanding standards and with greater diversity.
- The School for Marine Science and Technology in New Bedford (SMAST) now has a privately funded endowed chair and a vibrant doctoral program with faculty that attract \$10 million dollars in external funding every year. SMAST is responsible for the revitalization of the New Bedford fishing industry and the establishment of the Marine Fisheries Institute. It is developing a collaborative endeavor with UMass Boston, MIT and Wood's Hole Oceanographic Institute to establish a marine science and technology corridor along the Massachusetts coastline that will become a new model for collaboration and inter-institutional innovation in ocean research and observation.
- Through enhanced fundraising activity, we have attracted major private donors to support our Claire T. Carney library renovation and the building of our Ferreira-Mendes Portuguese-American Archives space and special collections. These contributions will allow us to transform the intellectual heart of the campus as a vibrant 21st century center of learning and discovery.
- The Advanced Technology Manufacturing Center in Fall River has been instrumental in jump-starting development of 15 start-up companies, attracting bio-tech leader Avant Immunotherapeutics and medical software giant Meditech to the region; and providing first-rate services to local companies and effective research and internship opportunities for students and faculty across many disciplines.



- The opening of the Star Store arts campus in downtown New Bedford gave our faculty and students the quality space they have always needed and deserved. The building and its programmatic activity and energy have inspired the redevelopment of many other downtown buildings, and through its gallery and creative programs greatly enlivened the downtown cultural community. Thousands of people visit the facility each year to participate in cultural activity.
- Professional and continuing education centers in downtown Fall River and New Bedford have expanded access to our programs with hundreds of students enrolled in programs ranging from citizenship education to MBAs to nursing to degree completion. The Fall River center partners with Bridgewater State College and Bristol Community College as a site not only for courses but for activities such as a children's film festival and an art gallery that enhances the city's culture and learning environment.
- We completed the campus' first ever Facilities Master Plan in 2005 and opened a new Charlton College of Business building. We will open a 20,000 square foot research facility this spring, including an FDA-approved Good Manufacturing Practice (GMP) laboratory. These new academic buildings coupled with our renovation of our classrooms, new technology infrastructure, and significant maintenance improvements will better align our physical infrastructure with our academic goals.
- In K-12 schools, our Math Education Research Group is playing a leading role in modernizing strategies to teach math; we convene the SouthCoast Compact, a coalition of higher education, business and K-12 leaders devoted to raising education attainment levels in the region; our Center for University and School Partnerships and our faculty, staff and students are working with teachers throughout the region.
- The newly named Materials and Textiles Department in our College of Engineering, born from our textile institute roots, is working at the intersection of biology and nanotechnology.
- A new doctoral program in biomedical engineering is promoting new collaboration among departments, colleges and campuses.
- Despite severe cuts in our state appropriation, we eliminated a significant operating budget deficit, and we are becoming more transparent and strategic about budget decision-making.
- We continued to build on our work in the arts and humanities and celebrated the development of our Center for Portuguese Studies. We formed a new department, undergraduate and masters programs, as well as our Ferreira-Mendes Portuguese-American Archives, and we have endowed a chair in Portuguese Studies. A doctoral program in Luso-Afro-Brazilian Studies is being developed.
- Our College of Nursing attracted major donors to fund a Fellowship in Chronic Disease and has dramatically expanded its undergraduate and masters programs to meet demand and need in the region and the Commonwealth. Creative thinking has developed a new doctoral program to help us grow our own new faculty.
- The Charlton College achieved ASCSB accreditation and has supported major outreach efforts in entrepreneurship, marketing and management.
- We have developed a model program in the UMass system for integrating technology into instruction and for developing e-portfolios.
- And, importantly, we have stayed true to our roots as a teaching institution through the development of the Center for the Advancement of Teaching, Learning, and Scholarship (CATLS) and the New Faculty Institute.



These are major achievements, and there are many other important teaching, learning, research and service activities - big and small - that have transformed us and shaped us into the institution we are today. This brief list only reminds us of the powerful outcomes that are possible when we believe we can shape our future and when we collectively invest in making it happen.

## **Focusing on the future**

As expected, there is still unfinished business. Several important items listed by the original strategic planning focus groups remain to be tackled. I am also reminded that our final strategic goal requires us to constantly renew our plan.

We know that a university's fundamental purpose – cultivating human potential – is ongoing. Emerging opportunities and challenges require us to act differently today and inspire us to imagine new pathways toward our enduring goals. Some of these pathways are evident:

- UMass Dartmouth must constantly attract high-quality and diverse talent to our faculty, student body and staff by creating and sustaining teaching and research programs of high quality and distinction.
- We must continuously challenge ourselves to build a diverse community that is inclusive of a broad spectrum of people and ideas.
- We must engage in entrepreneurial initiatives that aggressively compete for non-state funds, including those from private philanthropic sources, foundations, corporations, and federal agencies.
- We must design and build new bridges that balance the needs and aspirations of the community with those of the university.

With the assistance of the Education Alliance, a national higher education strategy consulting firm, we developed this progress report. It will remind the University of Massachusetts Dartmouth internal and external communities of our collective accomplishments and provide a platform for next steps. We now have a new starting point for intellectually re-engaging, for embedding ourselves in our community, and for continuing to evolve as a university.

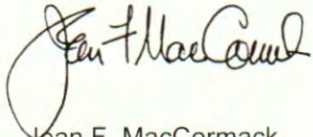
## **Renewing our commitment**

I have asked Provost Anthony Garro to lead the next phase of this strategic planning effort during this academic year. Please join us in moving our growth agenda forward. Your expertise, passion, and energy will be most valued in this process. Going forward, we will continue to link goals to planned activity and resources, and we will annually report to the internal and external community on progress. We need



to welcome new members of our community into this activity and to inject new thinking about our goals as we shape the pathways that we will travel in the coming years. I invite all of the community to participate in this dialogue.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "Jean F. MacCormack". The signature is fluid and cursive, with a large initial "J" and "M".

Jean F. MacCormack  
Chancellor





## INTRODUCTION

With input from the university faculty, staff, students, alumni, business and civic leaders, public school systems and state and municipal officials, the UMass Dartmouth strategic planning process produced a clear statement of mission and an ambitious vision of growth over 10 years (2000-2010) to be achieved through six (6) framework goals. The plan was entitled, "*Engaged, Embedded, Evolving.*" It highlighted our mission, vision and goals and was supported by a long list of suggested strategies. We imagined a vibrant future for the University of Massachusetts Dartmouth where opportunities would be seized, challenges would be successfully confronted, and aspirations would be embraced.

The goal of this report is to help us assess where we are and position the campus community to think ahead of the curve about the future. Being just past the half-way mark in the plan's specified time frame, this is the right moment to celebrate the significant milestones achieved, identify our next steps, and focus on emerging strategic initiatives. The University seeks to strengthen its position as a major, nationally recognized regional public research university that successfully competes for talented faculty and students, and public and private resources, in the contemporary global higher education marketplace.



This report on the strategic plan is designed to highlight for the entire campus community and its external constituencies the contributions that so many people have made over the last half decade in charting a vibrant future of high quality growth and innovation at UMass Dartmouth. It takes stock of the progress made over the last six years and identifies the strategic pathways and next steps that will advance UMass Dartmouth to the next level.

This report is intended as a framework document for a campus/community-generated 2007 Plan Update that will position UMass Dartmouth to successfully enter the second decade of the 21<sup>st</sup> century as the model of a strong public regional university -- intellectually engaged, deeply embedded in its community, and committed to the process of change and evolution.



## ENGAGING THE CAMPUS COMMUNITY - SHAPING THE FUTURE OF THE UNIVERSITY

### The Planning Process

In the fall of 1999, the University of Massachusetts Dartmouth had just completed a major self-study report for the accreditation review to be done by the New England Association of Schools and Colleges (NEASC). This self-study process was broadly participatory and involved workgroups looking closely at each of the NEASC standards as well as the progress of the campus in attaining the goals of previous academic plans -- Building on our Strengths (1992) and Building on our Strengths Revisited (1995). The self-study was thorough and candid and provided solid ground on which a new forward thinking strategic plan could be generated.



The strategic planning process was developed and led by Provost Thomas Curry and Chancellor Jean MacCormack, assisted by Thomas and

Elizabeth Sherwin, management consultants. The planning process was widely participatory although not at all traditional in its approach. More than 200 people on the UMass campus and many external constituents from the business, legislative, municipal and alumni community were engaged in the process.

### First Steps: Assessing Progress and Building Consensus

The new planning process started with a widely circulated SWOT (strengths/weaknesses/opportunities/threats) survey that elicited more than 1,200 responses from internal and external community constituents. In January of 2000, a group of approximately 45 senior faculty and administrators participated in a three-day facilitated retreat where a focus was put on understanding and summarizing the SWOT material and generating a consensus Mission and Vision for the campus for the period 2000 to 2010.

In addition, the group generated a set of objectives and strategies to bring that mission and vision to reality in 10 years, breaking the process down into 3/ 5/10 year periods. Each participant was required to do some important homework before the retreat to inform the group about how they saw certain issues,



and each participant was required to come well-informed, be an engaged discussant in the process as it unfolded, and to participate in consensus decision-making.

Discussion at the retreat was open, candid and sometimes animated. Feedback from the SWOT informed the discussions and while it was easy to reach consensus on the mission, deciding on a future vision and direction for the campus was more difficult.

Honoring the past was very important to many. Ensuring that UMass Dartmouth would retain the essential elements that attracted people to the campus was a priority. Becoming a "full partner" in the UMass system was necessary, but there was a great desire to shape and define how that would happen.

Resources were a constant worry for the group but aspiring to do more was a deeply felt imperative and a recurring theme. Reaching a decision by consensus was a less familiar approach than voting, and the group struggled to change both how they functioned and to embrace new ideas.



In the end, after a full day of conversation and debate, the group embraced an aspirant growth vision with some clear parameters, although all the details for how it should be accomplished were not spelled out. The group developed three important products of their three days of work together. A restated mission statement, a clear vision statement of where they were headed over ten years, and several sets of timed objectives and tactics related to the Mission and Vision.

#### Expanding Consensus on Campus

When the group returned to campus in February of 2000, the full group made a presentation to the campus community in a town meeting style gathering and presented the two products of their retreat work – the Mission and the Vision. Following the large gathering, members of the group held small group meetings throughout the campus to discuss the Mission and Vision and to assess the campus feeling about the ideas presented. After many meetings throughout the campus, a broad consensus emerged around the Mission and Vision statements, although many debates took place about the planning process and the various strategies for achieving the Mission and Vision.



## **Mission**

*The University of Massachusetts Dartmouth distinguishes itself as a vibrant public university actively engaged in personalized teaching and innovative research, and acting as an intellectual catalyst for regional and global economic, social, and cultural development.*

## **Vision**

*Within a climate that is inclusive, open, and diverse, UMass Dartmouth will be the university of choice for students seeking high quality liberal arts and science programs as well as professional academic programs that build a foundation for civic responsibility, individual skills, and professional success.*

*UMass Dartmouth will distinguish itself by providing a personalized academic environment where the scholarly research and creative activities of faculty and graduate students are interwoven with the undergraduate experience.*

*UMass Dartmouth aspires to create additional Masters and Doctoral programs, with commensurate support, in addition to enhanced technological capabilities for the delivery of our educational and outreach programs.*



After processing all the feedback received, the planning group felt strongly that there was broad affirmation of the Mission and Vision. The group also agreed that there was a need to adjust strategies and tactics and involve more members of the community in the process of generating specific ideas about how to move forward.

#### Shaping Objectives and Strategies to Implement Mission and Vision

As part of the process, more than 150 individuals were invited to participate in nine focus groups, each led by a faculty and staff member to look more closely at the objectives and strategies developed by the initial working group. They were asked to generate in a new format a set of important activities to move the Mission and Vision forward.

Each group developed an extensive list of objectives and strategies. They were asked to prioritize them as quick wins and longer term activities and present them to the Chancellor. The group urged that some more readily achievable activities begin right away in order to demonstrate to them and the broader campus audience that planning would indeed make a difference and would accomplish important things. A list of fifty such activities was chosen and the process of implementation and "demonstration" of the efficacy of planning was started. The group agreed that "doing" was just as important as writing the plan and that both strands of activities should happen simultaneously.

#### **Original focus groups**

*Campus spirit and building community*

*Fiscal resources*

*Development and enhancement of  
programs*

*Outcomes assessment*

*Development of a facility master plan*

*Outreach partnerships*

*Enrollment planning*

*Service culture*

*Faculty/staff development*

A larger group was formed, including two leaders of each focus group, to write the framework plan. This group, led by Dean Betty Pennington, undertook the process of generating from the large body of material a smaller set of organizing goals.

The group felt that the nine focus areas were too broad and decided to propose a set of six goals that they felt could provide a broad framework for the ongoing planning work. Over one and a half academic years, the group worked to generate the final mission, vision and goals and brought them to the Faculty Senate for discussion and approval before submitting a final planning report to the Chancellor in 2003.



## **The Six Strategic Goals**

*The University of Massachusetts Dartmouth is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching/learning strategies and prepare students for advancement in the 21<sup>st</sup> century environment.*

*A community of respectful learners and scholars is established.*

*The intellectual capital of the faculty, staff and students is embedded in the activities of the region and the Commonwealth.*

*Student access and student diversity have been demonstrated during a period of enrollment growth.*

*An effective physical, technical, fiscal and human infrastructure is in place to support academic activities.*

*Planning is an on-going activity at the University.*



### Reaching Consensus on Goals

The Chancellor adopted framework goals and objectives as well as its introductory material as the campus working strategic plan. This plan and its goals has been a critical guide for campus decision-making and resource allocation.

These six goals were used by the leadership team at every level to focus activity, to align resources, and to move the campus aggressively forward. The goals were often discussed by the Chancellor and Vice Chancellors in various presentations and working groups and were often the subject of conversation among members of the campus and external community. As each new campus initiative was rolled out it was linked to how it could help move the Mission and Vision forward. Everyone on the campus understood that growth in both size and depth was a guiding principle in all decision-making.

### Using Planning and Evaluation to Guide Decisions

During the past five years, the university has engaged in several other significant and supporting planning and evaluation initiatives that have reinforced campus strategic goals, guided decision-making, and focused strategies. These include:

- A NEASC review in 2003 focused on financial issues, affirming campus progress toward greater fiscal stability.
- The Chancellor's five-year performance review conducted in 2004 by the UMass President and Trustees, which provided the Chancellor, staff, faculty, and external constituents with an opportunity to provide feedback on the direction of the University and ratify strategic directions.
- Completion of the campus' first comprehensive facility master plan in 2005, which provides a road map for the physical development of the University over the next 10 years.
- Annual UMass System performance measurement reviews, which benchmark the campus against peers on important indicators academic and financial indicators.
- Annual AQUAD reviews of academic programs which focus on ways to enhance the quality of current academic programs.
- Numerous chancellor meetings with faculty and staff groups, including formal meetings with academic units of the campus, and informal dinner meetings with a cross-section of interdisciplinary faculty and staff, reinforcing the need and value for continued dialogue.
- New academic program proposals reviewed by the campus, Board of Trustees, President and Commonwealth Board of Higher Education, which supported our case that these programs advance the mission of the campus and region.
- The proposal to accept the donation of assets and programs from the Southern New England School of Law, resulting in comprehensive self-analysis of campus and regional educational aspirations.



- 2006 Provost search process, which recently engaged faculty and staff in the selection of a new campus academic leader. This process included numerous public meetings where candid feedback from faculty and staff was offered.

## MILESTONES AND MOVING FORWARD

At this mid-point it is clear that the ten-year vision and the six strategic goals, established by a broad campus constituency, were far-sighted and remain relevant in our ever-changing world. Our challenge is to continue to wisely choose our priorities for action and shape viable strategies to meet new global realities.



There is broad-based internal and external agreement that there has been significant progress toward those goals that is visible and that makes a difference in daily campus community life. Yet, there is also a clear sense that there is still much unfinished business. The journey toward greater quality, more inclusiveness and valuing of diversity, innovative research, integrated scholarship, regional impact and global perspective must continue to evolve at UMass Dartmouth.

The following pages represent a catalogue of milestones related to our goals. The lists are not intended to be exhaustive given the breadth of activity that occurs on a university campus. Rather, this update is meant to summarize major progress and provide a realistic context as the campus continues to move forward. Each list of milestones is followed by a summary of unfinished business that remains important. These items were identified during the initial planning process and are now identified as future actions. Additional items need to be added to our agenda.

Going forward, the campus will deliberately and publicly link goals to planned activity and resources, and annually report to the internal and external community on progress.

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**GOAL: The University of Massachusetts Dartmouth is recognized for its excellent undergraduate and graduate programs that integrate innovative teaching/learning strategies and prepare students for advancement in the 21st century environment.**

The University of Massachusetts Dartmouth has a long history and a celebrated record of offering quality undergraduate teaching that emphasizes personal and individualized educational opportunities. As the

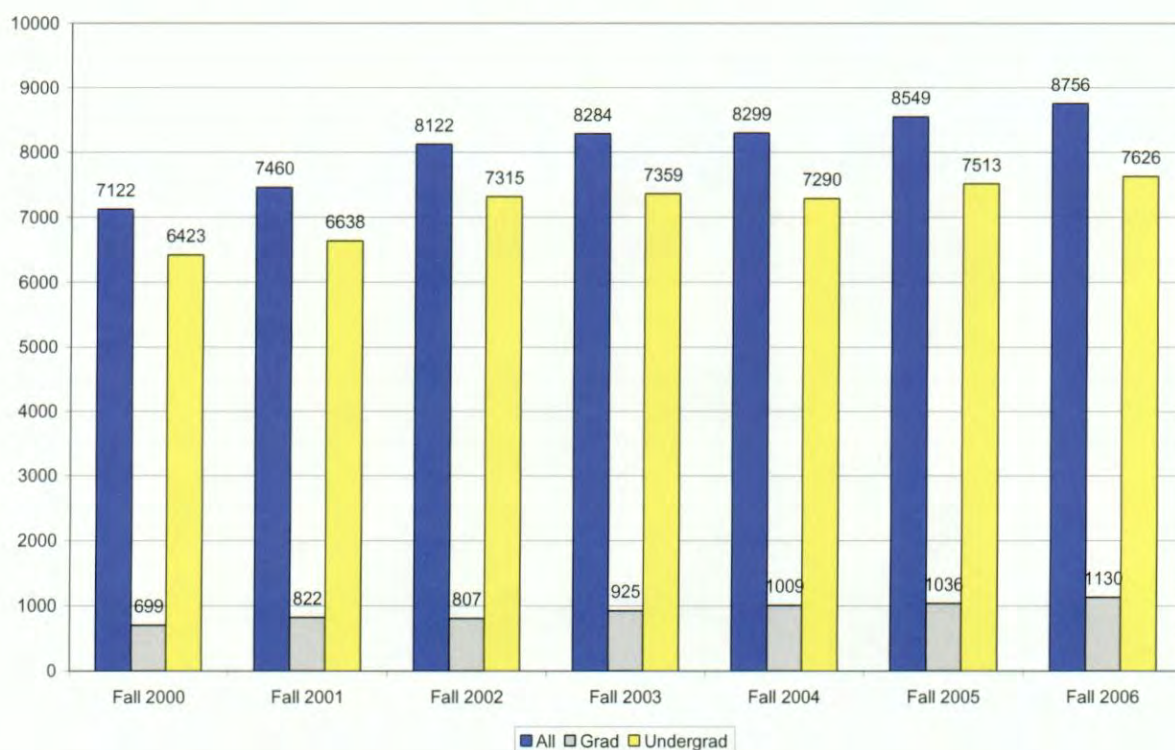


campus grows and as we expand our research enterprise, the campus must be certain to build on our strength and continue to emphasize excellence in teaching. Campus programs must be relevant to a knowledge- and technology-based global society.

### Milestones

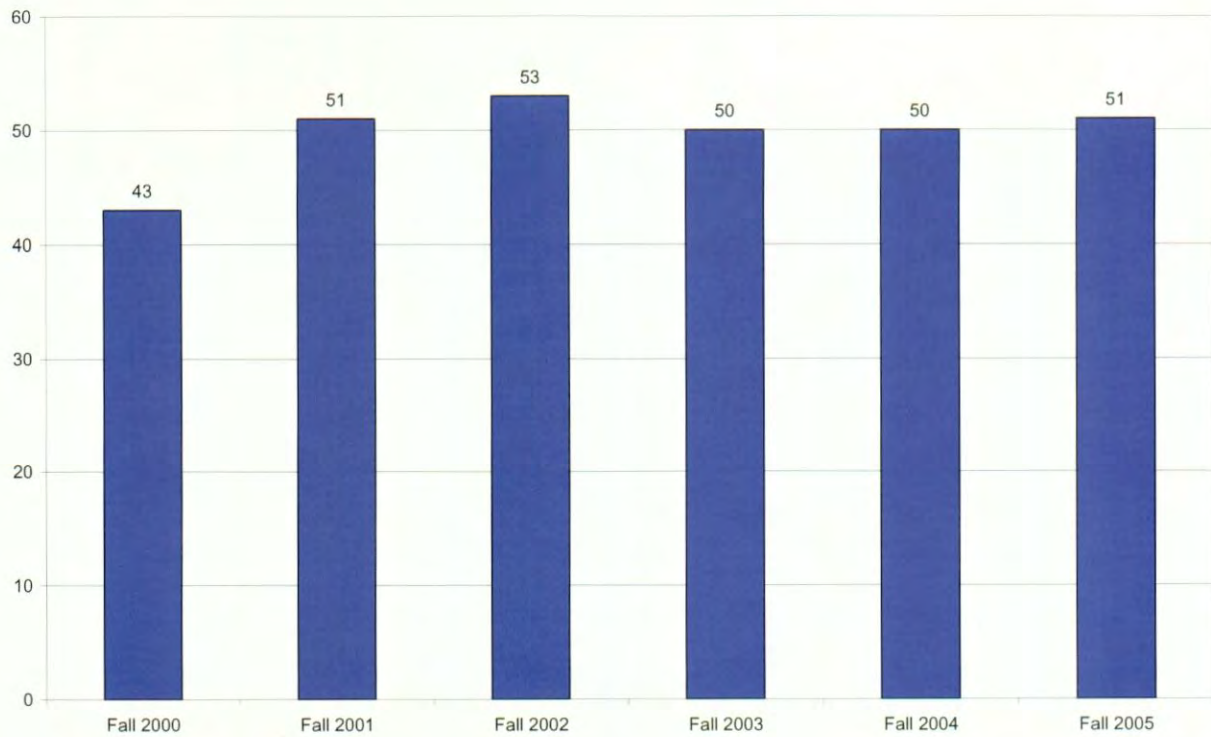
Our enrollment has increased significantly – by 1,600 students from 2000 to 2006 – while maintaining strong academic profiles, as well as solid retention and graduation rates. (The GPA of incoming freshmen improved slightly from 2.98 to 3.03; the six-year graduation rate increased from 43 percent to 51 percent; and the one-year retention rate held steady.)

**Enrollment (Headcount)**

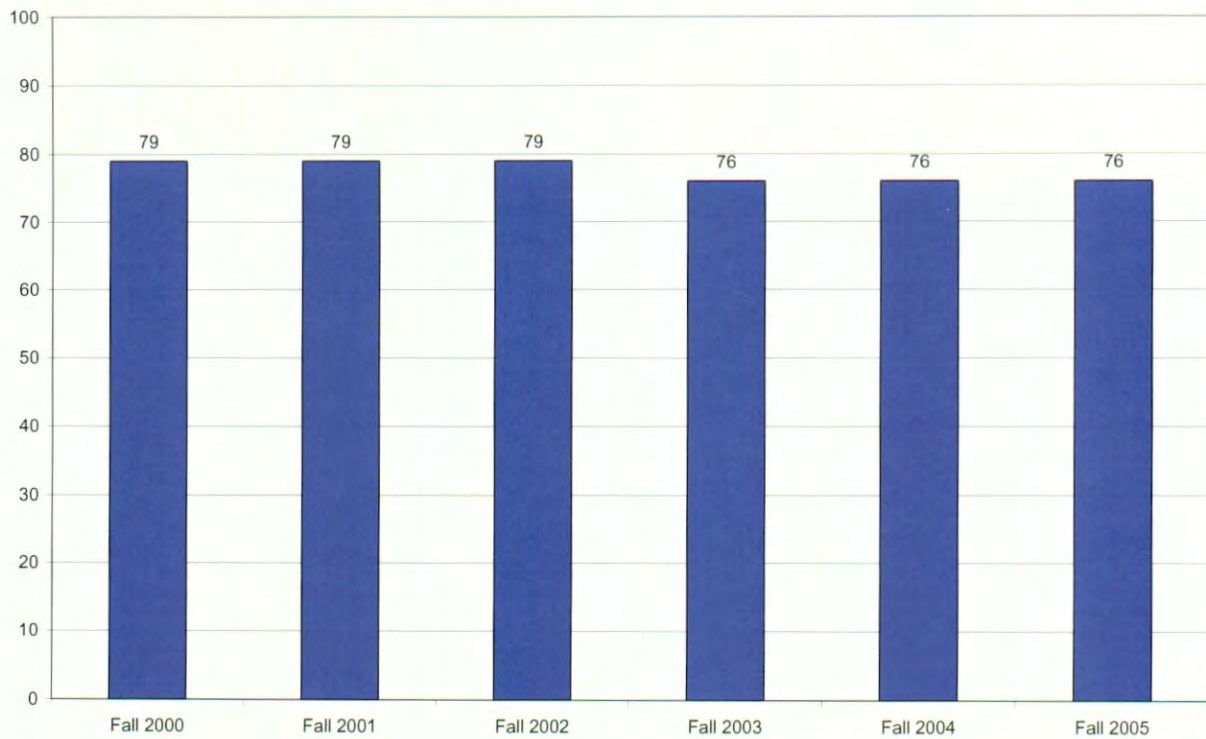




**Freshman 6-year graduation rate (%)**

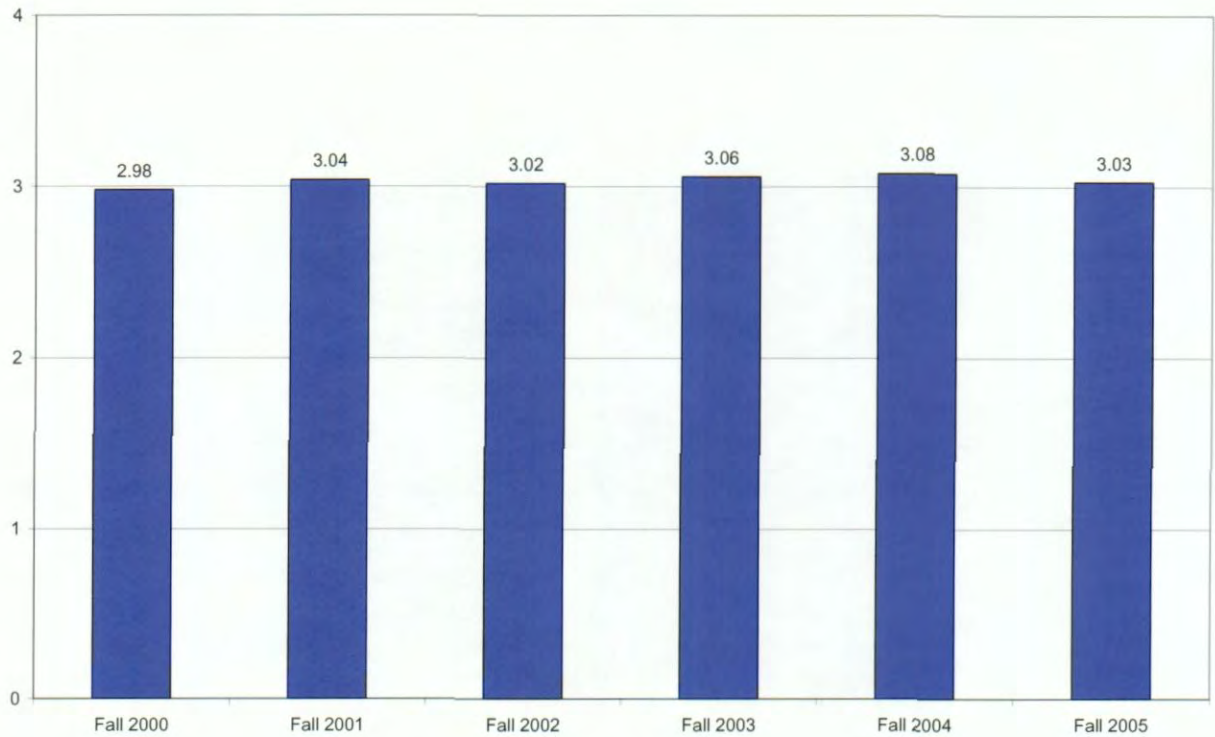


**Freshman one-year retention rate (%)**

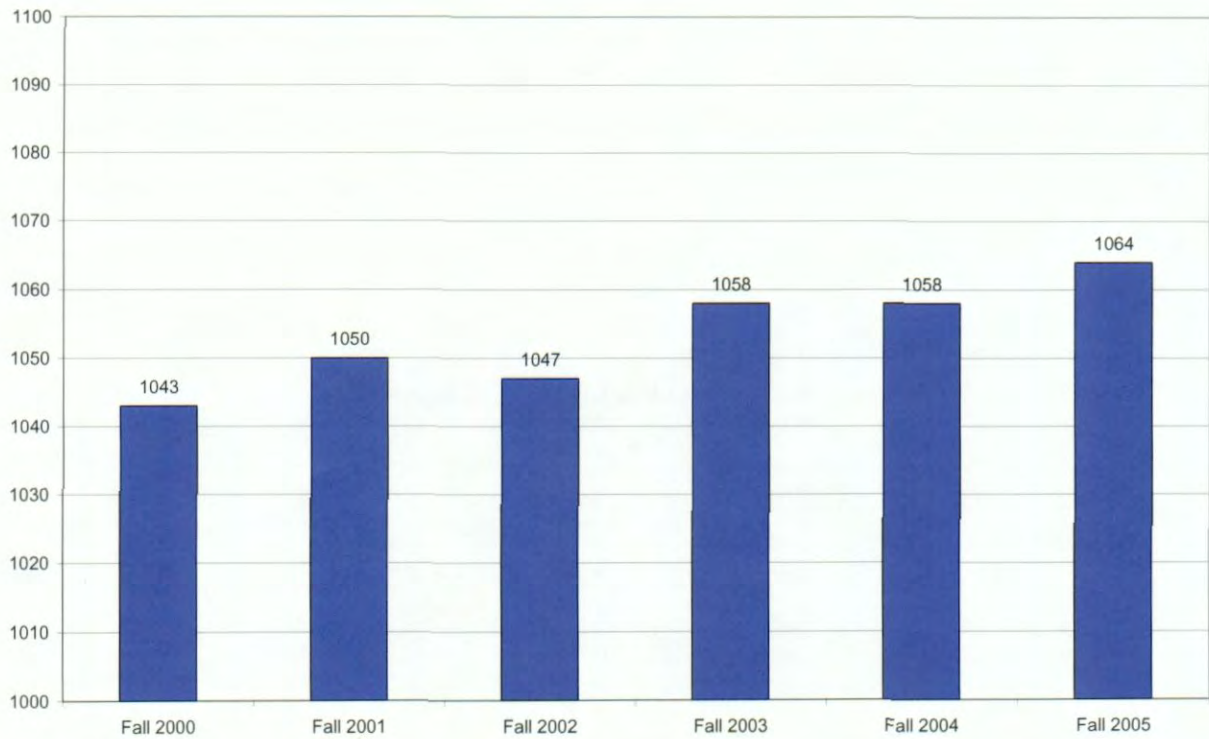




**GPA of incoming freshmen**



**SAT of incoming freshmen**







During this period the university has awarded 5,968 undergraduate degrees, 1,250 master's degrees, and 14 doctoral degrees.

We have expanded our academic offerings in areas that are critical to the social and economic development of our region and Commonwealth, including the creation of undergraduate majors in bio-technology, many business fields, several advanced materials fields, and several of our design fields; master's programs in civil and environmental engineering, computer engineering, marine science and technology, public policy, and Portuguese Studies and others; and doctoral programs in Marine Science and Technology, as well as Bio-Medical Engineering.

Responding to program needs, we have established new departments of Portuguese Studies and Policy Studies and a new School of Marine Science and Technology. We have

transformed our Textile Engineering Department into a new Department of Materials and Textiles. We reorganized departments in the Charlton College (including the MBA program), in the College of Nursing, and re-established a center for K-12 outreach (Center for University and School Partnerships.)

We invested in our academic core by rapidly enhancing our faculty despite early retirement and financial constraints and providing critical professional development and support programs.

We have recently submitted doctoral proposals for trustee approval in Nursing and Luso-Afro-Brazilian Studies and Theory, and undergraduate program proposals in Crime and Justice Studies and Women's Studies.

We have expanded academic collaborations with public and private higher education institutions, including Southern New England School of Law (JD/MBA, JD/MPP, and 3+3 program), the CONNECT consortium of SE Mass. public institutions; and we have strengthened articulation agreements with community colleges.



We have conducted "best practices" workshops focused on innovative teaching.

We implemented Academic Quality Reviews (AQUAD) across all programs, allowing programs to engage in meaningful self-study and external reviews that enhance offerings and introduce best practices.

#### Moving Forward

We are determined to act with a growing inter-disciplinary spirit in teaching, learning, research and service activities whenever possible and to infuse more experiential learning/service learning ethic into the work of our students and faculty.

We will continue to focus on defining and accessing general education outcomes.

We will continue to provide our faculty with opportunities to develop innovative teaching strategies and tools, including opportunities to engage with students online.

We will endeavor to globalize the perspective of our students and faculty by increasing international education opportunities and growing the number of international students.

We will complete an analysis of graduate program strengths and weaknesses, assess market opportunities and challenges, enhance quality standards and outcomes, and secure national accreditation of programs.

We will implement new academic programs that match campus aspirations and needs of the region.

And we will be a leader in the innovative integration of technology into our teaching, research and service environment.

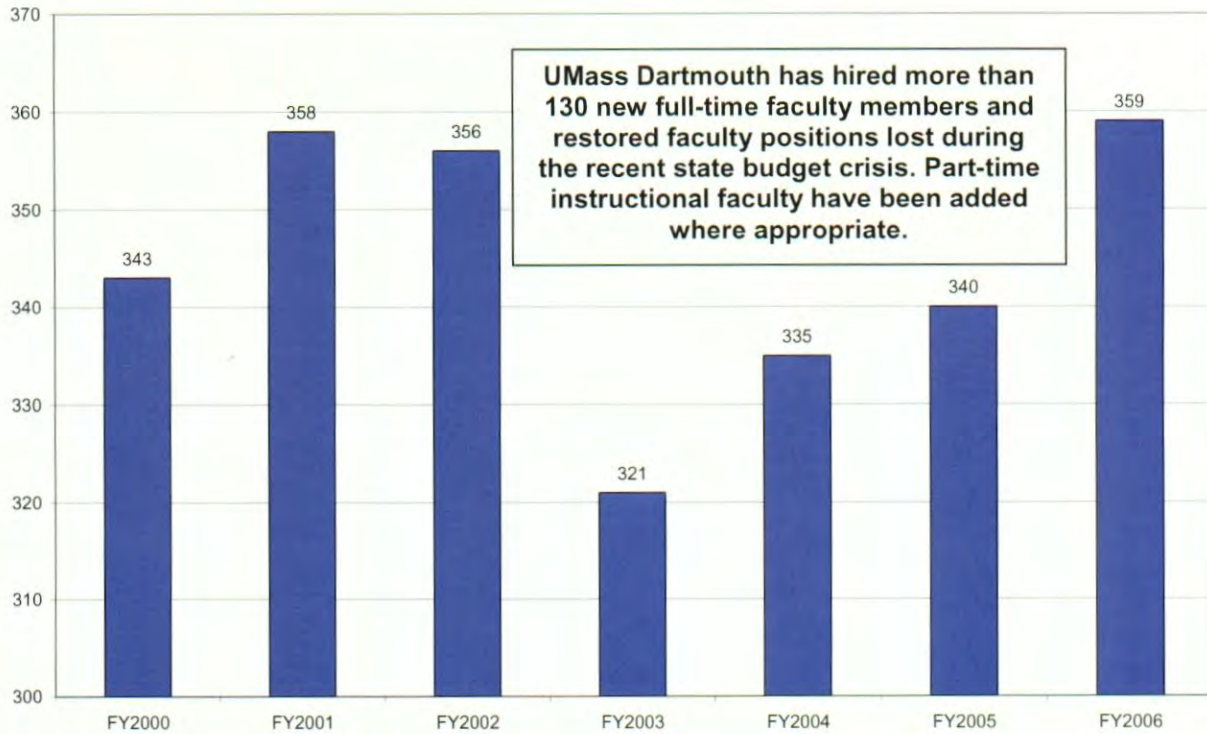
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#### **GOAL: The University of Massachusetts Dartmouth is recognized as a community of scholars.**

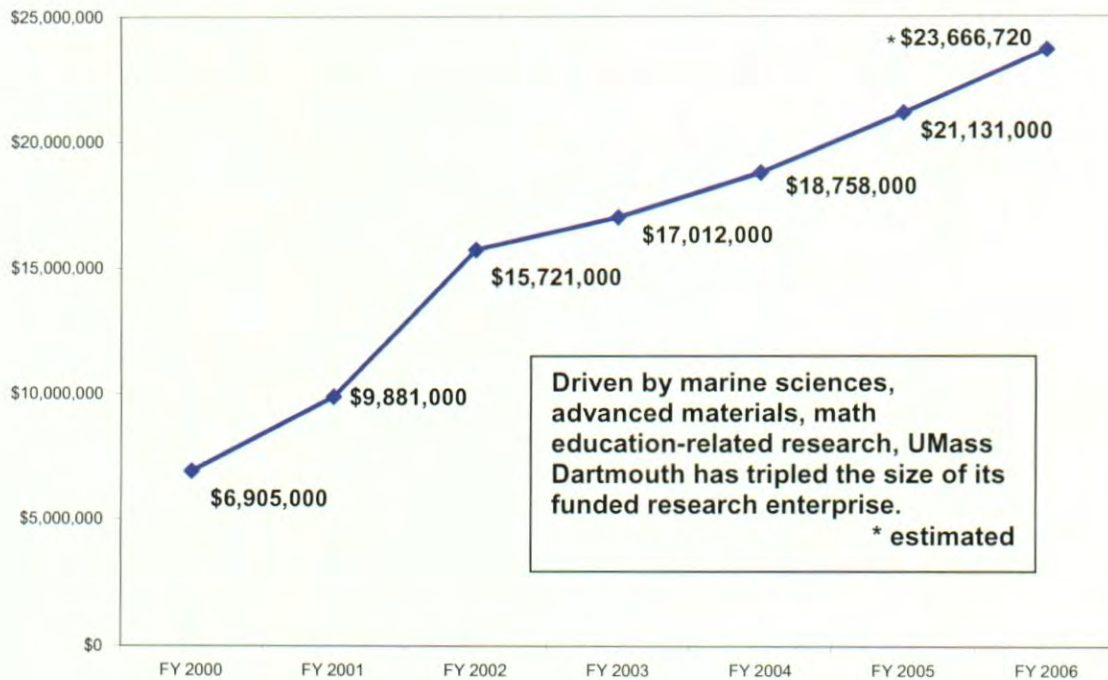
A vibrant academic community freely, respectfully, and energetically shares ideas among its members and with outside audiences. Intellectual resources are seen as primary assets of a university and creating a climate where innovative ideas can flourish is essential. Respect for the variety of scholarly and professional endeavors is essential. Support for the development of all individuals, students, faculty, and staff enhances the overall excellence of the university.



### Full-time faculty



### Research



## Milestones

We have expanded annual funded research activities from \$7 million to more than \$20 million and established strategic partnerships with Tufts University, Woods Hole Oceanographic Institute, Harvard University, other UMass campuses, and other institutions.

We expanded support for graduate assistants.

We enhanced the research administration function.

We have established our first two endowed chairs (Portuguese Studies and Marine Science).

We have hired more than 130 new full-time faculty members, rapidly replacing all faculty members who retired during the severe budget cuts of recent years. In addition, we have increased our part-time instructional faculty where appropriate.

We established the New Faculty Institute, revitalized and renamed the Center for Teaching Excellence, and expanded faculty travel grants. CATLS has expanded the faculty expertise in web-based teaching and is leading the innovative effort to develop student e-portfolios.

We enhanced the campus intellectual climate by increasing the number of public lectures, colloquia, and departmental forums; and we established the Scholarship Wall to annually celebrate the scholarly and creative work of our faculty.

We established new journals, including the Portuguese Literary Journal and Portuguese in the Americas book series.

And we established student learning communities and changed commencement format to focus on the colleges and increase the sense of academic community.



**The NIH-supported Center for Botulinum Research is an example of inter-disciplinary research activity that engages both undergraduate and graduate students**



We established student learning centers.

### Moving Forward

We will continue to expand student and faculty creative and scholarly opportunities and celebrations, and we will build on efforts to increase the research activities of undergraduate students.

We will continue to develop research-mentoring support for junior faculty & graduate students.

We will continue to recruit a student body, staff and faculty that exposes us to different cultures and perspectives while also helping us celebrate our own culture and perspective.

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**Both the Advanced Technology Manufacturing Center and the CVPA/Star Store campus in New Bedford are transforming the region**



**GOAL: The intellectual capital of the faculty, staff and students is embedded in the activities of the region and the Commonwealth**

UMass Dartmouth is a powerful catalyst for regional educational, economic and social development. We generate ideas that create jobs, solve problems, and ignite inspiration; and we prepare graduates to participate in the life of the community. The community, meanwhile, has great expectations concerning the role that the University should play in the development of the community, and we strive to honor those expectations every day.



## Milestones

We opened a state of the art facility at Star Store in New Bedford for the College of Visual and Performing Arts and an innovative engineering, business, economic development site at the Advanced Technology Manufacturing Center in Fall River.

We secured funding and designation as the National Marine Fisheries Institute, and established the School of Marine Science and Technology as an emerging leader in fishery, estuary, and ocean observation research. We are also full participants in a major effort to establish the Massachusetts coast as a "marine technology corridor."

We expanded opportunities for students to participate in service learning that benefits our communities, and we are constantly creating new models for experiential learning and internships.



We have completed numerous economic and policy studies for communities and businesses in the region.

We have stimulated new private investment in downtown business districts of New Bedford and Fall River with the location of satellite operations.

We played a significant role in enhancing the Cranberry Experiment Station in Wareham.

We supported K-12 improvement initiatives by institutionalizing the South Coast Education Compact to bring schools and the business community together to focus on educational attainment issues; expanded Math Education Research Group work in regional schools, developing innovative strategies to teach high level math to students; and provided leadership and support for the Horace Mann Charter School in New Bedford through the Center for University and School Partnerships

And we institutionalized and financially supported the South Coast Development Partnership which manages a cohesive regional economic development strategy.



## Moving Forward

We will continue to partner with regional entities to enrich student learning experiences; encourage student involvement in volunteer activities that benefit local communities, and engage in public policy decision-making processes.

We will continue to seek innovative ways to deploy campus intellectual capital to benefit the Commonwealth and region; and develop effective, formal, and mutually beneficial partnerships with area communities.

We will build strong, mutually beneficial academic partnerships with UMass campuses and private institutions; including innovative strategic partnerships with community colleges to accelerate baccalaureate completion.

We will strengthen and expand experiential and service learning opportunities that adhere to national standards, providing students with a mix of theoretical and applied knowledge, and providing communities with high quality, relevant service.

We will create formal memoranda of understanding with Town of Dartmouth, City of New Bedford, and City of Fall River around economic development, service learning, health care, public safety and other issues of mutual interest.

Recognizing our duty to serve the Commonwealth, we will broaden the university's economic and social development footprint to include major south-of-Boston economic centers, including Cape Cod, Plymouth, Taunton, Brockton and Attleboro to fully serve the fast-growing region bounded by I-495 and the SouthCoast where most of our alumni live.

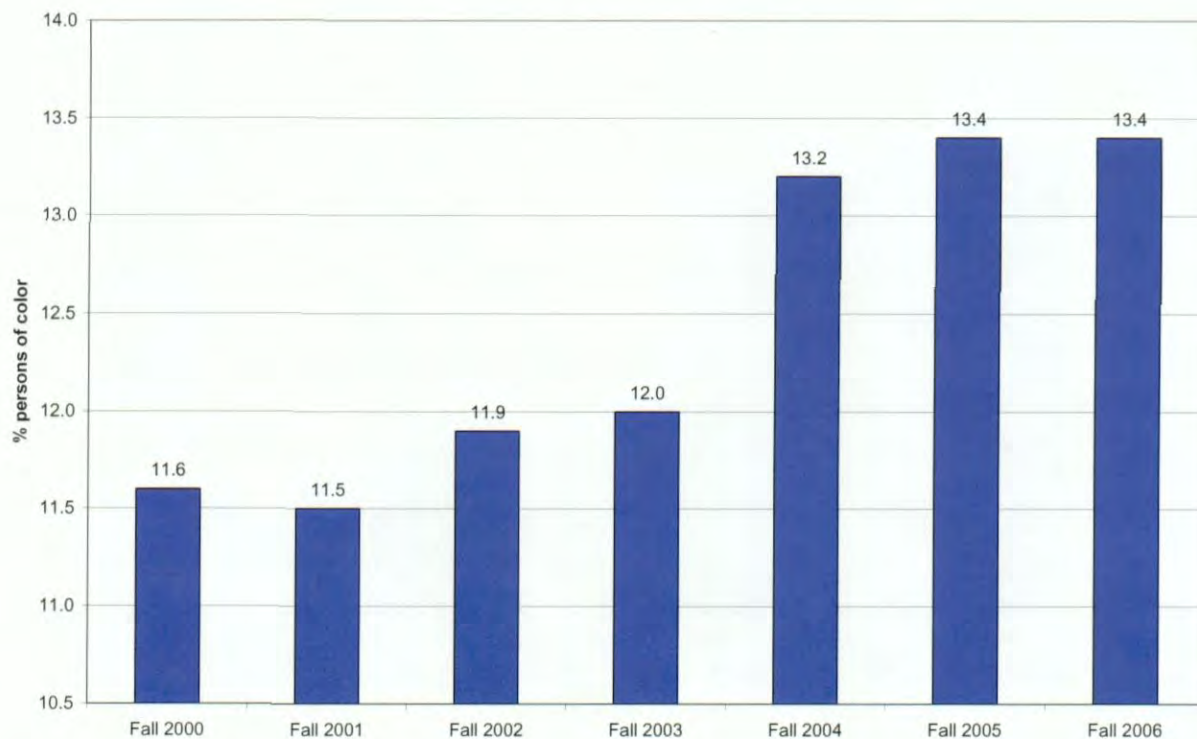
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**GOAL: Student access and student diversity have been demonstrated during a period of enrollment growth at the University of Massachusetts Dartmouth.**

The demand for public higher education in the region and the Commonwealth is growing and changing. The notion that an individual stays in one job or one field for their entire adult life is obsolete. Individuals who are successful in our rapidly changing economy and culture must constantly learn and grow. Students of all ages and backgrounds increasingly demand easy access – geographic and temporal -- to learning. This may be a full undergraduate or graduate degree, certificate programs, single courses, professional development, or personal growth. The internationalization of the student body will create

both new demand and new challenges. The university of the 21st century will succeed only if access and diversity is directly addressed, planned for, and facilitated.

**Student diversity (not including PCE)**



### Milestones

UMass Dartmouth meets more than 90 percent of the demonstrated financial need of its students and 100 percent of the need of its low-income students.

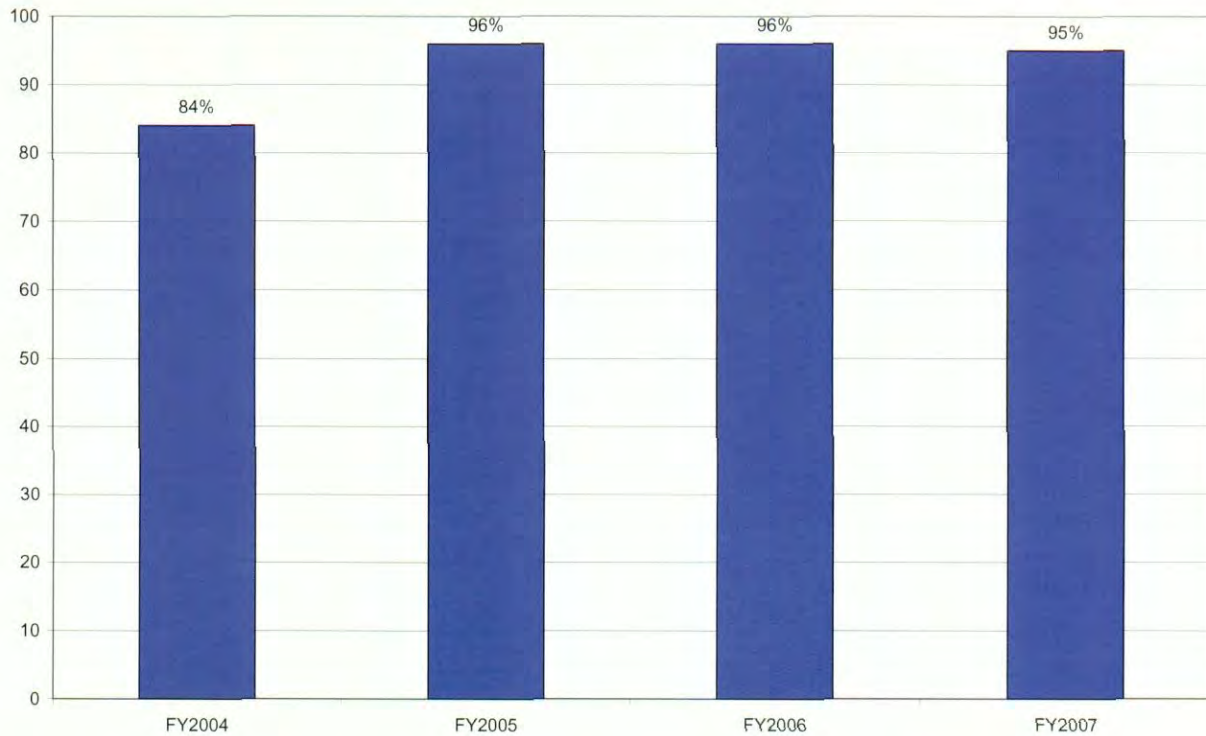
We added a transfer coordinator and executed articulation agreements with community colleges to expand opportunities for lower income students.

Faculty, staff, and senior administration have become much more diverse.

We have invested in continuing education, non-traditional degree completion, and alternative undergraduate admissions programs such as Pathways, College Now, Upward Bound; and expanded institutional need-based financial aid.



Avg. financial need met for in-state undergraduates



Through continuing education programming, we have increased the number of older students.

We have produced a comprehensive enrollment management model that values all forms of diversity and supported creation of new trilingual College Guide for SouthCoast high school students and parents to let



them know that a college education is attainable for them.

We have taken purposeful steps to diversity our staff and faculty by aligning our diversity hiring data system with national standards; created visible opportunities, events and programs to celebrate diversity (MLK breakfast, Drum Major Awards, Indic Studies events, etc.); re-activated the Chancellor's Affirmative Action Advisory

Committee; created an Ombudsman position; established a Human Resources and Equal Opportunity resource team; and appointed Equal Education Opportunity liaisons in each college and administrative division.

We have reflected our diversity by displaying diversity in campus publications, strengthening the Center for Indic Studies, celebrating the 25th Anniversary of the Jewish Culture Center, and other similar actions.

The Office of Equal Opportunity, Diversity and Outreach has updated data collection systems to improve analysis of staff and faculty hiring trends and to produce an annual update of the Affirmative Action Plan.

#### Moving Forward

We will continue to develop new data models that illustrate the distribution of enrollment in all sectors of the University and help us evaluate the effect of student costs on student recruitment, retention, financial aid requirements and diversity.

We will seek to eliminate the geographical and temporal barriers to UMass Dartmouth by developing online degree programs in collaboration with UMassOnline.

We will seek to re-articulate the university's diversity goal – which is currently limited to student diversity -- to reflect a desire to recruit and retain a diverse staff and faculty.

We will create new private fundraising programs targeted to need-based financial aid and strive to meet 100 percent of financial need of incoming students.

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**GOAL: An effective physical, technical, fiscal and human resource infrastructure is in place to support academic activities at the University of Massachusetts Dartmouth.**

Our evolution has been driven by institutional mergers, program development, and campus-based financing. In the process the infrastructure has not always kept up with growth. The maturing of UMass Dartmouth, and its expansion into a number of off-campus locations, require new policies and procedures to assure continued growth and excellence. As we continue to evolve and change, the physical, technical, fiscal, and human infrastructures need continuous development.

#### Milestones

##### *Academics*

We renovated more than 50 general purpose classrooms and lecture halls, adding upgraded technology.



We broke ground on a 20,000 square foot research facility with an opening planned for February 2007.

We opened the Charlton College of Business building.

#### *Student Life*

We completed construction of 2,000 units of housing, including community center and food commons.

We upgraded athletic and recreation facilities, including fitness center, basketball courts, tennis courts, playing fields, and track.

We constructed a new and expanded student health center.

We renovated student activity areas of Campus Center.

We renovated residential and commuter dining areas.

#### *Technological*

We launched faculty laptop program that has placed first-rate laptop computers in the hands of more than 100 faculty members.

We completed the conversion of the core campus to wireless connectivity.

We implemented re-design of campus web site based on survey of students, faculty and staff.

We upgraded the WUMD radio station signal to 9600 watts.





### *Physical*

We completed and began the implementation of a comprehensive facilities master plan.

We completed millions of dollars of deferred maintenance, including roofs, HVAC, electrical systems, elevators, and completed the first phase of internal signage program and study of external campus signage.

### *Administrative*

We collectively eliminated a large annual operating budget deficit despite severe state budget cuts, and stabilized the campus fiscal condition, and we partnered with UMass system to advocate for restoration of state funds.

We improved the annual budget process by more closely aligning budgets to strategic priorities and re-establishing the campus-wide Budget Review Board.

We surveyed students, staff, and faculty about various campus services and responded by reorganizing administrative units that focus on grants development, human resources, construction and planning.

We have improved campus communications through integrated and efficient use of print and web-based publications, development of visual identity standards, and implementation of a strategic communications model that tells the story of UMass Dartmouth to key constituencies.



We began to establish a new culture of philanthropy; increasing annual private support, building the campus endowment, diversifying and expanding our contributor base, and improving private gift stewardship. Private fundraising has reached record levels and a major capital renovation program for the University library, including the construction of the Ferreira-Mendes Portuguese-American Archives, has been launched.



Management and labor reached agreement to provide health benefits to some part-time faculty.

### Moving Forward

We will continue to review and update enrollment targets and strategies so that we can skillfully respond to the effects of increased enrollment on facilities and services.

In response to new concerns about potential public health, natural and man-made disasters, we will complete a comprehensive safety & crisis response plan.

We will continue strategic investments in facilities, focusing on library renovations, laboratory modernization, housing, public safety and information technology.

We will further strengthen a culture of philanthropy among alumni, staff, parents, and community members.

We will re-invent the "UMass Dartmouth way" of doing business and providing service with clarity of roles and responsibility, and pride in accomplishment.

We will maximize the use of technology to deliver education, provide services, and conduct research, including the development of E-portfolios for every student.

We will creatively implement the facilities Master Plan to support growth in the teaching and research enterprise.

We will develop a formal strategy for attracting new streams of federal investments in UMass Dartmouth that enhance the economic competitiveness and quality of life of the region and the Commonwealth.

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### **GOAL: Planning is an on-going activity at the University of Massachusetts Dartmouth**

The best strategic plans are "living documents" that continue a vision with milestone indicators toward goals. Individual units on the campus reflect the campus goals as they pertain to their short and long-range planning. Outcomes and progress is measured and communicated to the campus community, so it is clear to all what has been accomplished, and what will follow.

## Milestones

We established facility planning and space function, and re-organized facility maintenance functions with the goal of combining the units in the future.

We have engaged in a series of surveys and studies to better understand various constituencies' expectations and impressions of the university so that we can better respond to their needs and aspirations.

We implemented an annual planning process to link divisional goals and resource allocations with university strategic priorities.

We have consistently used the above goals to guide decision-making.

## Moving Forward

We will continue to implement the facilities master plan to address the current and future needs for teaching, research and student life.

We will establish the campus as a regional hub of information technology best practices in service to students, faculty, staff, alumni, and the community.

We will communicate budgeting and planning processes to the university community in a timely fashion.

We will emphasize data-driven decision-making in budgeting and planning.

We will annually report strategic plan progress to the campus.

## **Conclusion**

The UMass Dartmouth community – faculty, staff, students, alumni, administration, and friend -- has much to be proud of. Yet, we know that our university is a work in progress. Our context (see Appendix A) is constantly evolving. Expectations – our own and those of the people we serve – are rising.

With the completion of this report, we arrive at a new starting point for intellectually engaging and embedding ourselves in our community, and continuing to evolve as a university.



Provost Anthony Garro will lead the next phase of this strategic planning effort during this academic year. The expertise, passion, and energy of the campus will be most valued in this process to advance our growth agenda. We welcome new members of our community into this activity as we shape the pathways that we will travel in the coming years.

## APPENDIX A

### ANALYSIS OF CURRENT AND EMERGING MARKET CONTEXT

*(Much of the information for this section was supplied by the Education Alliance.)*

UMass Dartmouth is on track toward the established goals, but the landscape upon which we will continue this advancement has significantly shifted. Global, technological, and competitive contexts are much different than they were just five years ago. Expectations of students, faculty, government and private benefactors are higher than ever. The following is a brief summary of this new context:

The population of southeastern Massachusetts is projected to grow faster than the state average from 2000 to 2010 and from 2000 to 2020. Massachusetts will grow 3% through 2010 and 7% through 2020, compared to Bristol County (4% and 8%), Plymouth County (5% and 10%) and Cape Cod (16% and 34%)

Among the fastest growing regions of the state will be the southern arc of Interstate 495, which includes the communities from Franklin to Wareham along the highway.

A report for the state Division of Unemployment Assistance "Massachusetts Job Outlook through 2010" shows that by 2010 the Massachusetts economy is expected to expand by 9%, producing 304,500 new jobs. An additional 829,000 jobs will be available to replace workers who retire, change careers, or move up in their careers. This means that 1.1 million jobs will be available to those entering the job market over the next few years.

The largest jobs increase in Massachusetts comes in the area of professional and technical jobs.

Massachusetts has a higher than average concentration of firms in high tech, finance, and health care, 18% for the US and 23% for Mass..

Massachusetts has a high level of jobs requiring an associate's degree or higher (62%). This growth in the number of professional and technical jobs available as well as a documented need for advanced training and education bodes well for employment possibilities for our new college graduates as well as on-going education needs for a highly educated work force.

More women than men are enrolled in college. The number of women enrolled and attaining degrees in higher education has continued to increase steadily. Women now account for 60% of college enrollment.



Hispanics are the fastest growing ethnic and racial minority in New England. There has been a 50% increase in the number of Hispanic students attending colleges in New England. By 2015 they will have outnumbered African-American students on the region's campuses.

The number of college students taking at least one course online has increased by close to a million students from 1.6 million in 2000 to 2.6 in 2004.

U.S. students seem to shun science and technology. This is most acute among women and minority groups, especially the Hispanic and African-American communities.

For-profit universities are gaining market share. The University of Phoenix, Cambridge College and Sylvan Learning Systems, among others, are demonstrating the true size of the market for higher education in all formats.

Higher education institutions and their surrounding communities are becoming mutually dependent. 21<sup>st</sup> century universities recognize strategic imperative of developing close and supportive relationships with host communities.

While universities have traditionally provided certain kinds of functions such as healthcare and continuing education, these obligations have grown to include workforce development, healthcare, economic development, police and demographic research in the service of government and non-governmental entities.

Demands to commercialize more of its activities -- the creation of senior living centers, marketing of intellectual property, delivering an increasingly wider array of grant funded social services -- are part of the university's increasingly broadened mission.

There is an increasing belief among students and parents that higher education is a necessary credential for success. There is growing pressure for universal participation, student success and timely graduation.

Students are older, more diverse, often with family responsibilities. They also come from underrepresented minorities.

Students learn in an environment that pushes traditional boundaries of work and learning. More students desire experiential and service learning opportunities.

Looming reauthorization of the Higher Education Act and other federal initiatives are raising issues of accountability and reform. New laws regulating privacy, security matters and conflict of interest around intellectual property have raised these issues to new levels.

The thrust of the universities' research mission has shifted significantly. While the traditional thrust of universities' research efforts had been in basic science, currently the emphasis is on research efforts that have more immediate commercial viability. The other concern is the decreasing federal levels of research funding.



## APPENDIX B

### STRATEGIC PLANNING GROUP

#### FACULTY

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Memory Holloway  
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Donald Sweet  
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Judith Schaaf  
Jean Doyle  
John Laughton  
Elisabeth Pennington  
Ronald McNeil  
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#### STUDENTS

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James Sears

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