



University of Mary Hardin-Baylor

STRATEGIC FRAMEWORK

2024-2025 Accomplishments

UNIVERSITY OF MARY HARDIN-BAYLOR STRATEGIC FRAMEWORK

Our Mission

The University of Mary Hardin-Baylor prepares students for leadership, service, and faith-informed discernment in a global society. Academic excellence, personal attention, broad-based scholarship and a commitment to a Baptist vision for education distinguish our Christ-centered learning community.

Our Vision

UMHB will be the university of choice for Christian higher education in the Southwest.

Our Commitment to Student Success

The focus of our strategic plan is student success. All themes and imperatives center around supporting and enhancing student success while remaining distinctively Christian, financially healthy, and delivering quality academic programs.



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THEME 1: CULTURE OF EXPERIMENTATION

We recognize that in order to enable innovation, it is important to cultivate a culture of experimentation.

IMPERATIVE 1: We will create opportunities to foster student engagement in innovative endeavors.

INITIATIVES:

- I. Research, propose and implement a plan for creation of space that facilitates experimentation and innovation.

2024-25

- A. *A high-quality sound booth was purchased and installed. The booth can seat up to four people and is equipped with four microphones. It can be used for podcasting and production of other types of high-quality audio.*
- B. *Implementation of procedures for booking booth time and tracking was completed by spring. Bookings during the spring semester averaged five per week with users representing faculty, staff and students.*

IMPERATIVE 2: We will create opportunities to encourage faculty and staff innovation.

INITIATIVES:

- I. Explore and evaluate potential uses of XR and AI across UMHB.

2024-25

- A. *VR and generative AI are being integrated into an interactive chemistry lab replacement microcourse for students unable to attend on-site labs. The microcourse is embedded within an online chemistry course.*
- B. *The Center for Digital Learning completed the AI Course Development Bot pilot. The Bot uses AI to support faculty in drafting key course components. Faculty participants reported increased efficiency and enhanced creativity during the course design process.*



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- II. Provide opportunities to showcase innovative teaching practices.

2024-25

- A. *The Center for Digital Learning presented techniques for using an AI bot as a course development tool.*
- B. *Several presentations were made highlighting utilization of the Marek-Smith Center Immersion Room for teacher preparation.*

THEME 2: DESIRED STUDENT OUTCOMES

We exist to serve our students and are committed to maintaining a student-focused culture that supports our students throughout their academic career.

IMPERATIVE 3: We will provide opportunities to ensure students receive a broad-based education.

INITIATIVES:

- I. Provide a variety of accessible opportunities for students to engage in global experiences.

2024-25

- A. *In spring, the University hosted another successful student exchange with Johanniter Academy of Leipzig, Germany. We anticipate continuing to offer this opportunity for our students. This exchange program supplements our ongoing London Studies and Study Abroad programs.*

- II. Create and implement a plan to ensure 100% student participation in a minimum number of High Impact Practices (HIPs).

2024-25

- A. *Implementation of the QEP/First-Year Seminar (FYS) in fall, 2024, provides a shared high impact practice for all incoming freshmen.*



IMPERATIVE 4: We will equip students with the tools they need to be successful.

INITIATIVES:

- I. Develop a complete FYS with events and signature experiences.

2024-25

- A. *In Fall 2024, all sections of FYS taught a curriculum designed to help students to understand God's design and purpose for humankind and to begin exploring how they can live in light of that purpose as they pursue their university education. In preparation, forty-five faculty teaching FYS were trained to utilize the new curriculum designed to help students explore their callings. As part of their training, faculty and key staff were equipped to assess student learning in the areas of self-worth, purpose, vocation, community, and calling.*
- B. *Implemented the complete First-Year Experience (FYE) calendar of events and signature experiences. Content was introduced to freshmen in New Cru Orientation and Welcome Week to lay the groundwork for the first-year and the beginning of an exploration of vocation or calling. For Spring 2025, a new Night of Purpose designed to provide students an opportunity to showcase creative designs describing their callings was included in Called Week in February. Three chapels are designed to review the content introduced in FYS and to further conversations about calling.*

- II. Launch a comprehensive multi-year plan to increase retention rates.

2024-25

- A. *In Spring 2025, First Faculty received enhanced training for advising first-time students. First year student advising shifted from a centralized advising model to a faculty advising model that is discipline specific.*
- B. *Initial planning was done for a pilot bridge program. This program is scheduled to be offered in Summer 2026.*
- C. *Updated Cru Ready processes were implemented to encourage students to take care of the "business of being a student." While percent of students withdrawn due to non-payment was ultimately the same as in prior years, the timeline was much earlier in the*



academic semester resulting in fewer difficulties for students. New Cru Orientation included more robust supports to prepare students for the business of being a student and to help them connect with other new students. Transfers also received targeted sessions designed to support their unique experience.

- D. Reorganized the Center for Academic Excellence and the Registrar's Office to streamline student success and more closely align student data with student support units.*

THEME 3: NEW ACADEMIC PATHWAYS

Our primary responsibility is to support students in their quest for knowledge both in and out of the classroom. We are committed to providing high-quality education that prepares students to be successful in today's dynamic environment.

IMPERATIVE 5: We will provide our students with a variety of academic pathways designed to provide accessible education that affords our students a broad range of career options.

INITIATIVES:

III. Form an Innovation Proof of Concept (POC) Committee to explore the feasibility of major proposed initiatives.

- A. Explore the possibility of offering additional academic pathways for our students.

2024-25

- i. *The Innovation POC Committee was formed to explore the feasibility of major proposed initiatives.*
- ii. *The committee accomplished the following work this year:*
 - a. *Completed and presented a feasibility report for launching one or more 3-year degrees.*
 - b. *Studied the viability of offering 2-year associate*

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degrees.

- c. Began exploring the feasibility of offering professional programs.*
- d. Began developing a SACSCOC prospectus for launching a 3-year degree out of the College of Education.*

IMPERATIVE 6: We will provide our students with a broad range of exceptional academic programs designed to prepare them for success in the current market.

INITIATIVES:

- I. Explore opportunities for new program offerings.

2024-25

- A. A plan was proposed to launch an Anesthesiologist Assistant program in 2026-27.*

IMPERATIVE 7: We will provide our students with accessible and innovative options for a high-quality education.

INITIATIVE:

- I. Identify opportunities for online program expansion.

2024-25

- A. A project was launched to analyze the requirements and feasibility of developing a Competency Based Education (CBE) Organizational Leadership track focused on education.*

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THEME 4: TARGETED RESOURCES

We are committed to providing the resources needed to support the achievement of our goals.

IMPERATIVE 8: We will plan, manage, and assign resources to support initiatives that will achieve our strategic goals.

INITIATIVES:

- I. Develop an approach that includes the expansion of both instructional and non-instructional space to support current and future university programming.

2024-25

- A. *Campus Master Plan meetings continued from Spring throughout the Fall of 2024.*
- B. *Information from listening groups was reviewed and evaluated by senior VPs in Spring and Summer of 2024. In summer of 2024, a decision was made to shift from a large, campus master plan to individual projects as dictated by campus needs.*
- C. *In summer of 2025, senior VPs concluded a Science Lab Building represented the highest priority for the next campus project.*



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