

Fall 2013 Campus Outreach Conversation Report

-Vision Language

-Focus Areas

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Appendix: [Vision Elements and Focus Areas Under Consideration](#)

Approach to Campus Discussions

Members of the [Strategic Planning Steering Committee](#) facilitated discussions about vision language and planning focus areas under consideration with a variety of faculty, staff, student, and alumni groups in fall 2013. The Provost attended nearly every session as an active listener (*noted as PR in text*). Discussion participants were provided advance background reading, [Vision Elements and Focus Areas Under Consideration](#), for context (Appendix). Thirty-five conversations took place in November and December 2013, involving nearly 800 people.

Feedback from fall semester meetings has guided the Steering Committee in selecting focus areas for the next stage of planning and will support development of draft vision language to be shared with the campus in spring 2014.

The Steering Committee greatly appreciates the thoughtful responses shared by faculty, staff, students, and alumni in the first stage of the planning process and look forward to continued participation from the UMBC community.

Vision Language Responses

Academic Affairs Directors

The word “innovative” is missing.

Notion of outcomes should include beyond degree completion, making a 21st century leader.

That we are addressing regional, national, international problems, global problems.

That we have a global perspective, which means a diverse perspective. Global connects with diversity.

Should be careful, not everyone has same definition of diversity.

Preparing people for the real (applied) world. A global citizen.

Current statement is easy to understand. Need to be careful of jargon. Statement should be self-explanatory to the outside world.

What is “creative intensity” (or intense creativity)?

How will the word “re-imagine” work in five years?

Questioning the use of the word “agency,” should be replaced by “engagement.”

Other words: “Civic learning,” “democratic engagement,” “engaged scholarship,”

Still want to avoid jargon or buzz words.

Where are we between MOOCs (Massive Online Open Courses) and brick and mortar? How do we integrate technology in a distinctive way? How do we state that we leverage technology, but that it does not control us.

Much discussion on what it means to be distinctive and how we are going to express it so it makes sense 10 years from now.

How do we express we are an institution that continues to push the envelope? What are we evolving into? A large research university? A research university with a liberal arts core? A different path? A new model?

Important to do something different. We have synergy. Don't want everyone else's vision statement.

What does interdisciplinary mean to the outside world?

Can we distinguish our vision statement from others? What if we had a collection of different vision statements from our peers? Could we pick ours from others?

It has to show that we are greater than the sum of the parts.

It needs to inspire us to stretch into what we can become.

Academic Planning and Budget Committee

Liked the term "creative intensity."

UMBC is defined as STEM.

It needs to say something about our commitment to undergraduate research.

Do not want to state something specifically about undergraduates since it will marginalize graduate students and graduate programs

Are examples of "re-imagining" initiatives FYI, CASTLE etc.?

Is this vision with or without resource constraints?

General agreement that the current vision statement is good but needs some tinkering.

Needs to include sustainability - everything from parking, recycling, etc.

Needs to speak about social responsibility.

Should be kept short.

Not sure why we need changes.

Vision statement should be aspirational.

Should state what we want to become as well as who we are.

On page four, the bullets about the retreat are quite good.

Discussion of pros and cons for eliminating the reference to size. It constrains the vision, but it is true that we are not your typical-sized research university. One comment that the reference to size sounds apologetic.

Introduce notion of referencing a new model of a university?

Agreement that we are competing with the privates (especially undergraduate education).

Other groups have suggested making the statement more student-focused, what are your thoughts about this?

-Prepare them to answer huge problems (sustainability).

-Get rid of best research university of our size and state what we are doing for our students.

-We are getting the reputation of being a new model of a public University.

Honors is in our description.

Importance of the word "excellence."

"Bold, dynamic model" - what does that mean?

Would like to include liberal arts in the document.

Like "creative intensity."

Like "civic engagement."

It is important to keep the statement simple.

Emphasize globalization (example of the work being done in Africa on water treatment).

Important to avoid using buzz words. Perhaps we should find a variety of vision statements from our peers and see if we could pick ours from that group.

Important that the statement communicates our distinctiveness. Especially important to make the case for a brick and mortar experience.

Administration and Finance Leadership Team

Should it mention environmental and fiscal responsibility? Without addressing these concerns the rest is not possible.

Ethical concerns, as in concerning environment responsibility.

Difference between "intensive creativity" and "innovation" (or enterprising)? Another said they like "intensive creativity."

Should say something about community (both internal and external). It is at the heart of what makes UMBC distinctive.

Get rid of the phrase "best of" - We have arrived!

Needs to mention responsibility to our students.

Should we add something about academic integrity/civility?

What about social responsibility (including to our students), even on the research side?

Should mention sustainability.

What is meant by, "social justice"? How does it relate to social responsibility?

- Tied to "civic agency" versus "civic engagement."

Diversity and inclusiveness is core/special part of UMBC.

- We don't need third party conflict resolution services like on other campuses.
- We respect each other. That leads to collaboration even if we have diverse set of views.
- We are homogenous.

Agree that current statement is good but needs aspiration.

Concerning "up and coming": When are we going to arrive?

PR: At 50, we no longer need to think that we are going to grow up to be our parent but rather ourselves.

- 50 years old allows you to think bolder (foundations are set, maybe).

Will the final plan be reviewed by outsiders? (Important that it be clear to others.)

Collaborative nature of campus cuts across all facets of UMBC (academic, administration, students, faculty). It makes this place very special.

Inclusive excellence includes administration.

"Re-imagining" is what we do. Example is interdisciplinary science building.

Alumni Association Executive Committee

Everyone is fed up with leadership in our country. "Bold, dynamic model of inclusive excellence" is true of UMBC. Connect to leadership and the ability to achieve constructive debate about diverse ideas and opinions. Building leadership that can put aside ideology and understand sacrifice of opinion for a greater good. I didn't want to come here, and it was the greatest thing that ever happened to me. It pared away a lot of biases I had. Leadership programs help you understand different perspectives, and UMBC does too. You don't learn from a textbook, but you do learn that from living in the UMBC environment. Leadership related to preparing students to be citizens.

Current vision talks about what we do but not about why we do it, what outcome we are trying to achieve.

A center of debate.

The one word I do not see here is "community." These phrases seem inward-facing not externally facing. Right now the University is geographically isolated.

There is a need to focus outward more and to market our values.

I have heard that addressed in Strategic Plan Steering Committee discussions of civic agency.

Use the word “celebrating.” That is what education should be about. I like “all forms of intellectual inquiry.” Don't be afraid to take risks.

Civic agency = Social Security Administration

Innovation is today's buzz word. Entrepreneurship has been with us 25 years, may have more staying power.

We have been innovative before it was a buzz word.

Simplify language to “create” or “build.”

We are dealing with people from a lot of cultures and languages.

Assistant Professors (Group 1 – mixed disciplines)

What is meant by creativity?

- Integrating teaching and research creatively
- Designing courses to blend teaching and research

No mention of globalization. (Should move beyond notion of location.)

Diversity is a buzz word, but it needs to be used.

Stating that we are the best university of our size is limiting, but it does grow as the institution grows.

No mention of careers. Students enter UMBC wanting to move up in the world.

The statement is not personalized. It speaks more about the institution rather than the people in it. This might be OK, but we must be aware we are focusing on the nature of the institution rather than the students/faculty etc.

Establish strategic partners to strengthen research agenda. Leverage our geographic location to do that.

What is meant by, “all forms of inquiry”?

- Is it different modes of inquiry?
- Is it to state that not all research is about money?

The colleges are set up to encourage a broad way of looking at inquiry (interdisciplinarity?), but what about teaching?

What does social responsibility of a *public* university mean? Is it that since it is partially funded by the taxpayers of the state that it has a unique responsibility to them?

What do we mean by “creative intensity”? How would you measure that? What was the thought process that led to the decision to use that language?

Collaboration is key to interdisciplinary ventures.

- Barriers exist to limit equal collaboration.

Civility is important. Requires collaboration and respect.

Assistant Professors (Group 2 – mixed disciplines)

“Civic agency,” “social responsibility” - Would like to see more about UMBC's role in Baltimore City. There is a vibrant arts scene in the City.

I am not clear about our focus - Baltimore, Maryland, national? It isn't clear for me.

“Best public research university” - I am not clear whether we are trying to be the best teaching university or best research university?

Best for our size. We can broaden the scope. We have topnotch researchers and graduate students. We can aspire to be simply the best university, period.

PR: Our parents are liberal arts campus and research universities. Do we follow that trajectory or are we a new model?

-That is part of “re-imagining,” though I do not like that word.

-A “new model” is a good answer to the public's questioning of the value of higher education.

All cultures are unique. What unique culture are we trying to capture there?

Our responsiveness makes us unique, and the fact that we do not weed out students. That makes us different. We are a university that is prepared to teach our students. We are responsive to our students' needs.

There is a culture of nice on this campus.

When I come to The Commons, I never have to open a door. There is always a student who will open the door.

You always have a different student with a different background. I really like “re-imagining” because that is where we want to be in our classrooms. To me, a new model seems like we are just shaping up. Need to inject the idea of continuing to rework. It is always different and you are always learning something.

I read language like “inclusive excellence” and my eyes glaze over. It reads as corporate speak and dehumanizing to me. You see “excellence” in so many vision statements.

Multi-disciplinarity should be reflected.

Assistant Professors (Group 3 – mixed disciplines)

I like the concept of “social agency.” It pieces together the elements found in the Breaking Ground initiative: integrating teaching, research, and public service.

I like the concept of “re-imagining.” It speaks to UMBC's strengths of having a first-rate faculty in a small school environment conducting cutting-edge research.

I like the word “re-defining” rather than “re-imagining.”

UMBC has to differentiate itself from College Park. (Story about taxi cab driver whose child was accepted into both UMBC and UMCP. Knows both are good, but wants to know what makes UMBC different.

Another person telling story about explaining to colleagues that he took a job in Maryland but not at College Park.)

Being a smaller campus can promote innovation. Focusing too much on athletics can compete with academic pursuits. It allows for a more traditional liberal arts experience for students. This is particularly unique for students in STEM, since it would hard to find this anywhere else. And it makes for a unique student experience for both STEM and non-STEM students alike.

What is meant by, “all forms of inquiry”?

Does focusing on the “tradition of a liberal arts academy” limit the focus to undergraduate success?

There can be a tension between promoting success for our undergraduate students and our research agenda.

Do we have peers who are also trying to become a “new model of a public research university”?

(Open) Campus Meeting

“Re-imagining” gets at innovation in a way that is not covered in current vision statement.

“Re-imagining the role of the public university” seems like something you hear again and again. Prefer “re-imagining teaching, learning, and research.”

“Bold, dynamic model of inclusive excellence” is aspirational and inspirational.

Missing reference to welcoming, humane culture.

I think “community” is a word that relates to the multiple, nested communities in which we participate.

This is the best place I have ever worked. Faculty care so much about the students, they have open doors. This is not addressed in the language.

Benefit to society in current vision is not present in suggested vision language. Teaching people to be good people is important.

Diversity is a reality. Inclusion is a choice.

Include as much as possible the fine arts part of the campus.

UMBC is moving in the direction of helping students become more empowered. We are trying to equip students not just with skills but with knowing they can take control and do things for themselves.

It would be nice to aspire to be nimble, to be responsive to changes in the market.

It seems to me that the length of time for which we want a new mission statement to remain in place impacts the use of buzz words. The longer we want it to stay relevant, the less buzz words should be utilized because while they sound fresh and cutting edge now, they will soon be the sign that the document is dated and stale. Strong, old fashioned, action-oriented verbs may stand the test of time best.

CAHSS, Chairs & Program Directors

Arts Chairs & Program Directors

I agree that the current vision seems bland now. It does not reflect the accolades we have been getting.

We have reached a point of maturity that we can state what we are building upon.

“Traditions” sounds old fashioned - maybe “foundations.”

“Creative intensity” is a strong phrase.

I don't understand the difference between “civic engagement” and “civic agency.”

What is our relationship to Catonsville and Arbutus?

Suggested language: “We will be known for *leadership* in integrating research, teaching, and civic engagement.”

“Redefining” is stronger than “re-imagining.” It is an action.

We are poised to understand and respond to changes.

We are antenna for experiences.

“Re” language of any kind is reactive, implies taking what is already there and re-doing it.

Can move beyond regional confine and point to national, international leadership.

“We value diverse forms of intellectual inquiry” would be better than “all forms of intellectual inquiry.”

Where is the rigor? You can draw on all forms and end up with something rather grey.

Does the word “intellectual” add something? What about just “inquiry”?

We look forward to identifying what intellectual inquiry in the future will look like, given the changes in the way information and communication takes place.

We don't have hierarchy that gets in the way of communication. You are not flattened by the institution. The students understand this.

There is the chance for everyone to jump into investigation and get their hands wet, no matter what their entry point is. Everyone participates on research, not just the researchers.

What is missing from the list?

- “Community”
- “Investigation”
- “Participation”
- “Discovery”

PR: "Leadership" also brought up.

"Shared governance"

Do any inspire you?

-"Intensive creativity" inspires me because it does not talk about outcome.

I am not sure what "inclusive excellence" means.

PR: Alumni and student groups asked, "Where are the students? What are we trying to accomplish with our students?"

-We don't exist without the students. The goal is to invest all kinds of things in them.

-And in investing in them we are providing all kinds of benefits to the community and the State.

How can we describe how we provide accessibility to the public for very high quality education?

Humanities Chairs & Program Directors

"Re-imagining" found to be very inspiring, especially as it applies to teaching and research.

- Expanding research beyond the sciences.

"Bold, dynamic model of inclusive excellence" – do not like "inclusive excellence" – putting two terms together as if they are at odds, but actually need one for the other...they are really the same thing.

- Should leave notion of "inclusiveness" in "Enduring commitment to diversity, inclusiveness, and social justice."
- Later returned to discussion of this phrase, and it was acknowledged that although we use the term "inclusive excellence," it can mean different things to different people. We need to be cognizant of our language, how it is interpreted internally and externally.

"Traditions of the liberal arts academy"

- Feel this phrase no longer means anything/speaks to anyone.
- We need to imagine/define before we can re-imagine.
- Notion of knowledge for knowledge's sake – too dated, but need to capture this somehow.
- Idea of questioning/ intellectual inquiry.

Suggested language: "We value..." / "...intensive creativity of the liberal arts and research university..."/ "...drawing on all forms of intellectual inquiry..."

Suggested language: "relevance" – others were weary of using the term, see it as marginalizing and defensive.

Suggested language: "responsiveness."

Suggested language: "valuing."

Discussion of "civic agency" vs. "civic engagement." Pointed out that the idea of engagement in all its forms seems to be missing.

- Suggested language: "...valuing the liberal arts tradition of critical inquiry, engagement, etc."
- Public scholarship/ public engagement. University as citizen.

Pointed out that there are a lot of words ending in "ing." Tense/ orientation issues. Is the vision future-oriented, what we are doing, what we have done? Orientation is confusing.

Notion of "community" missing.

"Leadership" missing. Not administrative leadership, but our focus on leadership for students.

Vision talks less about people, but more about the process and the institution.

"Model"

- Impression that UMBC is always a little bit behind rather in the forefront.
- "Up and coming" implies that we aren't quite there yet.
- Use the word "exemplar" instead. (But some thought this too hoity.)
- "Model" is too fuzzy a word, means different things to different people. It is more a marketing term for how we place ourselves, but not really about who we are as a liberal arts and research institution.

"Remodeling" vs. "re-imagining" - implies being more constructive.

There is the idea that we want to strengthen our campus identity and community. We need to be sure that this is not just an internal focus, but also how we are perceived and received externally. Public relations issue?

Discussion of the internal vs. external. The concept of extending our community was well received.

Pride in our public identity.

Need to focus on strengthening connections among departments, sharing ideas across campus, across disciplines. Teaching and learning concepts, etc.

Learning beyond the classroom - we do a good job with this (Shriver, Student Affairs, etc.), but there is a disconnect – needs to be better networked/organized.

Social Sciences Chairs & Program Directors

A vision language proposal was presented to the chairs and program directors.

COEIT Chairs & Program Directors

"Bold leadership"...want to be seen in top 10.

"Re-imagining" - What does this mean? This seems big and maybe not realistic.

"Enduring commitment to diversity, inclusiveness, and social justice" jumps out as who we are and is not reflected in current vision statement.

Saying who we are and what we believe more explicitly is important.

Not all of us are familiar with what we mean as "inclusive excellence," and it could be read as many things.

Do not see "advancing knowledge," which is what universities do.

We are aiming for impact not just the intellectual exercise.

We want to be creators of knowledge, not just publishers of papers.

Trying to create people who are capable of discovery.

Faculty Senate

A vision language proposal was presented to the Faculty Senate.

Faculty Senate Executive Committee

In current vision statement, what gets lost is the synergy we attempt to establish among “teaching, research, and civic engagement.”

In my mind, it is “civic engagement” that leads to agency. I don’t want to throw out civic engagement.

I would like arts a little more in the foreground. Perhaps “artistic expression.”

I would like to see the word arts used: the term “creative intensity” is vague.

Are the arts included in the notion of all forms of inquiry?

Where does creation of knowledge come in?

What is the enterprise we are engaged in as a university? What do we create through our inquiry? What do we do for the public?

“Re-imagine” is exciting, a nice image, but there are differences in what it could mean.

Is there something wrong with the public university that we have to “re-imagine” it? Could we embody the best of the public university?

Is the word “innovative” in here?

Statement has no statement connecting the university to the community, the state, the country, the world, etc.

Need to be clear we are addressing the larger challenges of society. Creating educated workforce to tackle these challenges (because they were civically engaged).

We are in position of leadership nationally; this language seems more aspirational.

“Social justice” has a leftist connotation. I don’t think we want to be that partisan.

“Open dialogue,” “freedom to express ideas,” might be an addition or an improvement.

“Enduring commitment” is redundant. Also can be read as putting up with commitment. Saying commitment alone would do.

Mission is why you exist. Vision is where you are going.

This may sound a little cheesy, but celebrate and be happy about who we are. We are a happy community. We want to be here.

Want to envision where we are and how we can be better. People across disciplines celebrate excellence and achievement. We take pride in our colleagues and students. Shared governance is also special here.

Shared governance is not in this language.

Healthy collaboration.

Balance of work and life important here.

Never resting where we are. We want to keep moving.

Be a catalyst.

In this community.

Focus on the importance of people.

Graduate Program Directors

I want to put in a pitch for the “civic engagement” piece.

Is size the appropriate discriminator for us?

The word “interdisciplinary” could be in the statement.

It does not occur to me that “the traditions of the liberal arts academy” should be first if the theme is “the best public research university.”

“Traditions” conveys something past, not something current.

There ought to be wording that portrays us as being part of the international community, particularly for a campus with county in its name.

Could replace “traditions” with “values” of the liberal arts academy.

Do not see students anywhere.

Excellent statement about where we have been recently but there is something a bit hidden about the next level. Need to address the “what is the next level?” question.

“Community” speaks to people working together.

Delete “seeks.” We have arrived.

Do we as an institution seek to serve as a change agent? I think we do and that is not reflected here.

Shared governance is real. That's attractive.

Change “become” to “be.”

The “integrating” and “combining” terms are exciting. We are not an off-the-shelf recipe.

Education is missing.

We do have learning. Don't know that we need both.

Given accountability pressure, need to say what we provide to students that is supported by the taxpayers.

Graduate Student Association

Concerning the phrase “to become the best public university of our size”:

- Need to be realistic on what we can aspire to (we are not Harvard).
- UMBC may have a different niche from other research universities.
- Important to understand what we aspire to since it becomes what we do.
- Question whether we should speak of size at all.

Like the expression “bold, dynamic model of inclusive excellence.”

Like the expression “drawing on all forms of intellectual inquiry.”

- Includes non-traditional age students.
- Includes qualitative research.
- Includes interdisciplinary research.

Do not like the “re-imagining” (re-imagining to what?) - too vague.

- What about innovation/entrepreneurial?

Using too many words that have become (or will become) slogans.

“Intensive creativity” (or “creative intensity”) sounds like it comes from a Dr. Seuss book.

Who is the audience for the vision statement (internal vs. external)?

Should vision focus on what the institution is or what its purpose is (descriptive vs. proscriptive)?

Needs to speak more to the individual. What does the student get from the experience?

- Value of the student experiences.
- Perhaps written in a narrative form.

Community (internal or external?) is not mentioned in the vision.

Like the concept of mosaic rather than diversity. More descriptive.

Office of Institutional Advancement

Do not understand “inclusive excellence.” I understand inclusivity but do not understand what we mean when we connect it to excellence.

Intensity and creativity are two different things. “Intensive creativity” is odd. Creativity is worth exploring in and of itself. I am not sure that we need to say “intensity.” The sense of intensity will come through in other ways.

“Inclusive excellence” is what corporate partners I work with pick up on.

“Traditions of the liberal arts academy” - I am not sure what “traditions” we are trying to claim.

I have always been perturbed by “best public research university of our size.” This is something we may be past now.

I struggle with the word “enduring.” Feeling is passive. Needs to be stronger.

What about “unwavering commitment”?

“Commitment” is not strong enough. There is not action or growth in that.

If we are creating a “bold, dynamic model,” that answers many of those concerns.

We don't have to “re-imagine” everything. There is a tension between re-imagining and strengthening traditions.

There seems to be no connection to the words “family” or “community.”

Has anyone brought up the concept of access to education?

I appreciate that we did not use the word “innovation.” It is better to demonstrate it than say it. But the idea of leading and leadership should be incorporated.

Would it be worthwhile to have a conversation with the Breaking Ground group? They are talking about shifting of roles on campus.

DoIT Assistant VPs & Managers

I had not thought about students not being named in the vision.

The creative intensity phrase has been confusing to people in other meetings.

PR: Community arising as an important word to describe UMBC. Also arising is concept of leadership. Alumni, undergraduate, and graduate students noted nothing in vision about the outcome we are trying to achieve for our students. A strong message that we are hearing over and over again.

Click here for a survey with additional DoIT directors' responses.

Non-Exempt Staff Senate

“Traditions” language seems static, looking backward rather than looking forward.

Not sure about the word “reimagining” but it is forward thinking.

Like the word “engagement” as opposed to “agency.”

Don't know what is meant by, “all forms of intellectual inquiry.” (Does it mean thinking out of the box?)

Do not like the term “social justice.” It sounds very judicial/legal. Sound like it is some kind of sanction. It is limiting.

Like “social responsibility.”

Like “integrating research, teaching, and civic engagement.” Coming from CUERE, that is exactly what

we do.

I prefer “civic engagement” to “civic agency” and “social justice.”

I don't know what “intellectual inquiry” means. Is it the curiosity of our students? Research?

-I think it means out-of-the-box thinking.

Other groups noted absence of mention of students in the vision statement, what are your thoughts about that?

Students are central to what we do.

Agree they should be mentioned. It is really about them at the end of the day.

President's Council

Doing more and more in innovation and entrepreneurship. Don't see this in the language. And how we create opportunities for students. Students, jobs, outcomes.

Does not say why we want these things.

Producing leaders who will change the world. The Creative Class.

Leadership, entrepreneurship, innovation.

“Civic agency” is different from “civic engagement” and “engaged scholarship.”

People not in STEM do not relate to the word “research.” Sometimes we say the scholarship of discovery.

Many people thought the “best of our size” was problematic.

Important to unpack the word “research.” Research, scholarship, and artistry... all are creative activity.

There is a counterargument. All faculty are engaged in research.

Important that vision is meaningful to others.

“Re-imagining the public university” will get me up in the morning. Need to add: build programs that attract students, faculty.

Globalization, internationalization important to include.

Read a recent article that said: “If UMBC were a car, it would be a Tesla.”

Need something in vision statement that is unique to UMBC. Something about coming out of the sixties, makes us a better, more inclusive, experimenting place.

Professional Staff Senate

Current statement appears conservative – needs to be more vibrant; it is too generic.

Too internally focused – like the idea of vision statement being more aspirational. Think it would read better to external audiences.

Needs to address the type of students that we will be sending out into the world. “Students” missing from the statement.

Connection to the community (external and UMBC) seems to be missing; describing institution rather than the community.

“Reimagining” – awkward and stilted. We should use language that external audience would resonate with. But the concept is important – shows how UMBC is unique.

“Of our size” comes across as a disclaimer; needs to go.

Given level of survey agreement that the current statement is a good fit for many, could changing the current statement dramatically be problematic?

Important to include notion of diversity; focusing on how unique individuals work collaboratively.

Shared governance missing.

Research Center Directors

We are spending a lot of time on something that is fairly trivial. It would be better to get on to discussing the real goals of the institution and how do we get there.

It does not mention collaboration with local institutions like NASA and NSF.

We have quite an advantage in our location near federal agencies.

In the visual arts, we use the word “partnerships.”

Public service may be a more direct way of saying social responsibility.

I am not sure what the liberal arts academy means.

External audiences won't understand the word academy.

Why have we gone from “mid-sized” to “our size”?

Vision statement should be short and focused.

Shady Grove Faculty & Staff

Finding the middle ground between being a research university, but also one that is geared towards a liberal arts education, is a unique place to be and could allow us to truly shine as a creative institution. Additionally, with the Shriver Center and other programs on campus, the civic engagement/social responsibility portion of the vision is very applicable. These areas of focus allow UMBC to be center in the redefinition of higher education that is certainly on the horizon. However, the one issue I foresee with the vision, and it was partially alluded to in some of the comments, is that it does not push us to our boundaries. In fact, when looking at the mission of UMBC online, it is quite similar to the vision, just in more detailed terms. The mission and vision should differ from one another, yet support the next steps of opportunities and challenges facing us as an institution.

Student Affairs Council

The word innovation is missing. That is something we are constantly doing at UMBC.

Freeman talks about UMBC changing the world. It is bold.

Diversity makes UMBC unique.

One of the things we are known for is our personal caring.

The word “students” is not in either the current or proposed vision statements.

Enduring commitment to diversity and social justice is inspiring. We do that well.

The biggest challenge is having more students feel welcome and feel they belong in the community. This affects retention, and this affects mental health.

Cross out “our size.”

Integration inspires “we.” It is the way we rely on each other to make the campus successful.

We can go further in combining academic and student affairs efforts. We are doing this already but we can do more.

SGA Senate

“Enduring commitment to diversity, inclusion, and social justice”: It is hard to see how “social justice” is incorporated into academics.

Can you explain the words, “re-imagining the role of the public research university”?

Why “creative intensity”? Why not some other adjective?

All applicable goals for any public research university. Would like to see more about what distinguishes UMBC.

Then there are aspects that we could elaborate on, such as “enduring commitment to diversity.”

Not seeing innovation and technology.

Office of Undergraduate Education Leadership

Like the idea of “re-imagining” the model of a university: it fits with national conversation about access, federal support of research, future of online, etc.

Like the idea of “integrating research and the liberal arts tradition.”

The current vision statement is very clear.

I like the reference to diversity and social justice.

I am not sure if students are clear enough priority in the vision statement, it is important to have a focus area devoted to student experience.

Current vision is short and to the point.

Current vision has well-defined terms like "creative intensity": it has real substance.

We should eliminate reference to size. We have arrived.

Referencing the idea of a "new model" is good for the vision statement going forward.

The term "creative intensity" educates the reader, as does "social justice."

"Social responsibility" is a better term than "social justice." "Social justice" is a loaded term.

Reference to UMBC leadership role is missing. Look at how many universities come to visit us to explore what we have done, how we have pushed boundaries.

How do you include our goals and our current accomplishments together?

I like "intense creativity": it is what will take us to the next level. Not many others talk about creativity. Or is it "creative intensity"?

I like "bold and dynamic," "dynamic" also indicates being creative and adaptive; perhaps nimble, even courageous.

Statement is missing reference to globalization.

Undergraduate Program Directors (Group 1 – mixed disciplines)

Would like to lobby for brevity in the statement.

Virginia Tech's vision statement is simply: service.

Wondering whether Virginia Tech has a document underlying that?

Diversity not mentioned in current vision statement. Surprising because UMBC distinguishes itself with its diversity.

I agree about the absence of diversity. It is a distinction we should herald.

I like idea of "integrating research, teaching, and learning." We do it well. Not sure integration is measurable.

It is easier to do these things than it is to be known for them.

“Combining traditions of the liberal arts academy, creative intensity of the research university, and civic engagement,” these are the core of what we do.

Some of the words here take away from core phrases. Can be striving to integrate research as opposed to being known for it.

I like “becoming known for.”

Our vision is to do something. I don't care if we are known for it.

I am looking for terms like “working with global community.”

Would like to see people in the vision.

I find “for the benefit of society” to be very lackluster. It seems vague in a way.

If it says “community,” we are talking about people.

“Inclusive” and “diverse” are terms that go right with “community.”

We might direct some verbs at “inclusiveness” and “diversity” as well. Do we want them to be the object of a verb.

I like “intensive creativity” way more than “creative intensity.” It shifts the emphasis onto the creativity.

“Bold and dynamic” sounds like we are advertising a cleanser. “Bold and dynamic” are great but I am not sure they describe a university.

I like the word “re-imagining.”

I am not crazy about “re-imagining.”

I like “re-imagining the role of the public research university.” Says we are going to contribute to that conversation.

Faculty search candidates come in wanting to teach or not. It is important for them to know that here we have a balance.

Undergraduate Program Directors (Group 2 - mixed disciplines)

Reference to “integrating teaching, research” etc. seems is a bit worn out (stogie?) term. It could use a bit of wordsmithing to make it more relevant.

It needs to find a way to clearly state that a huge asset for UMBC is its success in leveraging synergy between “teaching” and “research and civic engagement.”

We should be looking for grants and other resources for training undergraduate students on how to conduct research.

What we do at UMBC in promoting undergraduate research is something that neither a liberal arts or research university can do effectively.

It needs to talk about the student experience and what students get out of their experiences at UMBC.

It needs to expand on the student/research connection. We need to find ways to connect individual students to individual faculty. Another suggested that we need to pursue grant opportunities to do this. Perhaps we should use URAs as a template to expand on.

Students need to be more involved in civic agency and social responsibility. There are pockets of politically engaged students but it is not widespread.

Many students have other responsibilities, like work, that limit their ability to focus on civic engagement.

Vision statement should clearly state the importance of social responsibility.

Environmental issues are becoming more important to students. Perhaps hiring a sustainability coordinator helped. Students seem less apathetic about the environment.

We need to grow the graduate student research programs on campus. We cannot produce high quality undergraduate research experience without high quality graduate student research experiences.

We need more money (and other resources) to attract topnotch graduate assistantships. This is a problem when trying to recruit and retain faculty.

We should look for private sources to fund research assistants.

Future funding trends suggest it will be harder to fund research assistants.

But it is more than just money. It requires a change in culture at UMBC. A concentrated effort is needed to focus attention on graduate education, research, student success, etc.

Much discussion around the concept of “re-imagining.” Is this about re-imagining UMBC’s role or more universal re-imagining? Are we trying to change the landscape of what is the role of a public university? What is the scale of the re-imagining?

Doesn’t “re-imagining” conflict with the “integration of the tradition of the liberal arts and a research university”?

Vision statement should be more focused on the future. It must address the needs of different kinds of students (e.g. transfer students, non-traditionally aged students).

What about the future of hybrid/online courses? How do we balance the future demand for alternative delivering mechanisms with the demand for the brick and mortar/face-to-face environment?

Vision statement should reflect how we will position ourselves proactively rather than reactively.

Focus Areas Responses

Academic Affairs Directors

Global Connection could be integrated into the first two areas.

Partnerships could be crosscutting.

Where does our engagement with community colleges (and transfer students) fit into a focus area?

Part of student experience is peer-to-peer learning. How does that fit in with the second area, curriculum etc.?

We need to make sure we make a case for our existence (brick and mortar). Distinguish ourselves from the UMUC model.

Should the second area (curriculum, etc.) be folded into Student Experience?

What do we mean by "student success, degree completion"? First job? etc.

Policy is an important element in all these areas, but it is not stated anywhere. Where does it fit? Policy operationalizes culture and values, and it is critical if we are to move forward.

What about how information is being transferred from person-to-person. Hand-held technology is taking over. Should we address these changes? Should it be its own focus area?

How do we decide to put resources toward foundational issues versus new initiatives?

Much discussion about the importance of keeping the issue of proper staff support in the picture. Easy to overlook if areas are broad.

Is collapsing them into few broad areas hiding the fact that we need to make some tough decisions?

How will the focus areas integrate with one another?

Academic Planning and Budget Committee

We need uniform charges to each group. (e.g., How does this plan fit with the USM plan?)

Investing in Faculty and Staff can be incorporated into another area.

The first three areas are critical.

Is there a way to link them together?

What about infrastructure? Should it be its own focus area?

No, it should be cross-cutting.

We need to deal with our aging infrastructure. Instead we are building new buildings.

New buildings cost more money to run. In the meantime, Fine Arts, Math/Psych, Sondheim need attention.

We cannot have good quality teaching without good infrastructure.

We cannot attract good students or faculty without good space.

Infrastructure needs to be in all three focus areas.

It is not sexy, but infrastructure is critical.

Fine Arts renovations are causing more problems than they are worth.

How can we afford to build an events center? What happens if it does not pay for itself?

Priority should be to build more and better classrooms.

The three focus areas are too broad. Discussion ensued whether it is up to the focus areas to come up with goals and measures (including resource needed).

Extended community seems like a potential fourth area. Question whether MOOCS (Massive Open Online Courses) would be part of this area.

We do cutting-edge research and bring that into the classroom. That is what distinguishes us. It is what we need to capitalize on.

Everything that is going to happen will need to happen at the department level.

Departments will need to be involved if this is going to be effective.

It would be ideal if departments came up with their own strategic plans and they would then roll up into the UMBC plan.

That is what this group (APB) attempts to do to some degree.

What is the common denominator for this group? It is infrastructure, people, research, and space. And sustainability.

We need to avoid a plan that is the kitchen sink. Great ideas with no resources to implement them.

Focus areas goals need to be practical and measurable. Next step is crucial. Focus areas must narrow in on what is most critical.

Trying to make plan for 10 to 15 years is not sensible. The best you can do is to look out two or three years at a time.

Predicting the future is problematic. For example, it is hard to know what students will want to study years from now.

More enrollment brings more money; but what will we do with it?

We need both short-term and long-term goals.

We need a solid foundation.

How do we plan for the unforeseen? A new governor for example? Or another bubble burst?

I guess we say we are going to have to be nimble.

Are we focusing on priorities that link to budget?

Assume we will not get more resources and concentrate with what we can do with what we have.

Is trying to get FTE funding equal to College Park funding really a strategy?

Goals should be aspirational, and we should be ready to take advantage of opportunities that lead to more resources.

I don't see transportation anywhere? (I think in reference to extended community focus area.) People cannot get anywhere without a car. Important for sustainability but also for recruitment (of faculty, staff, and students).

Sustainability should be part of the uniform charges. Add Library into this?

Library is a foundational asset.

Need to address issue of the growing importance of IT. There are high maintenance costs that are not all paid by central administration.

Infrastructure includes financial services, tech transfer, and space (new and renovations, including research space).

Space could be its own area.

An advantage of having infrastructure as its own area is that they could better estimate current conditions and help prioritize needs. That then could be communicated to each focus area.

But priorities must come from the three main focus groups.

Beyond the first three areas, all the rest can be blended into extended community.

There was much discussion around how the focus areas will interact with one another, especially around issues of infrastructure. How is this dealt with when coming up with a unified charge?

Where does quality of life fit in? UMBC culture is important. It is one of its greatest assets.

Do we need to separate the internal and external community?

What about our relationship with the region? State? Economy?

Administration & Finance Leadership Team

Like to include last one (Infrastructure and Resources).

- We need to be efficient as possible to make this work.

Strengths are our campus identity and community. This is what leads to student achievement.

Will each group be charged to consider emerging strategies?

Need to limit strategies to a relatively small number to keep focus and provide flexibility to respond to emerging strategies.

Need to focus on business processes. Need to formalize these if we are going to take things to the next level.

- What may have worked in the first 50 years may not in the future, e.g., need for shared business services.

UMBC is a distinctive public university, amazingly non-hierarchical.

First three areas are what set us apart.

- Could add focus area on expanding UMBC community.
- Could add one focused on campus identity?

Where to put Infrastructure? (foundation)

-Make foundation group and have it interact with other groups.

We seem hesitant to speak about building and growing staff.

- Last plan had hiring plan for faculty and staff and it did not go anywhere because it was not tied to specific goals.
- But there are standard measures (Carnegie) to see how well we are staffed.
- Need succession plan tied into planning for faculty and staff.

Need to include notions of professional development, lifestyle issues, wellness, etc. but could be integrated into other groups.

Have we considered comprehensive town/gown initiatives (like U. Penn/Trinity)?

- Would need to take long-term view (changing mindsets)

When will the plan be updated?

- Student demographics are changing. Entire educational model (inc. K-12) is changing. Expectations are different. The number of student with disabilities is growing. The number of adults returning to school is growing.

Alumni Association Executive Committee

Align Academic Program/Invest in Faculty Staff could be combined.

Student Experience should look into: What are we delivering to the student throughout the process?
What is a UMBC graduate?

Innovation in Curriculum and Pedagogy speaks most to student expectations. They need education to be fluid.

Students will be using tools in 10 years that don't exist today.

Changing the curriculum is a relatively high inertia process.

Pull in language about interdisciplinary projects. UMBC is more fluid than most, we lead in that way.

Assistant Professors (Group 1 - mixed disciplines)

Like the idea of Extensive Engagement (incorporates notion of partnership).

- General agreement for using the term extending community.
- Strengthen campus identity by intertwining it with other identities /communities.

Most of the areas relating to external relations are broad enough to be applicable across campus, except for economic development, which, if it is equated with tech transfer, would be narrowly based.

Workforce Development is part of Economic Development (as is Career Development).

- Also could be what is meant by social responsibility of a *public* university.

Important not to have STEM fields drive the career development discussion. In the same way narrowing the economic development discussion to STEM can limit it to those that are connected to tech transfer.

How do you measure student success? (Jobs/percent going onto grad school/more holistic measures of student well-being?)

- How do we quantify concept of a meaningful career?
- Where does critical thinking fit?

Specific needs of assistant professors: Free up duties (teaching release) so that they can focus on their research.

Plan needs to be flexible enough to accommodate emerging strategies. If the plan is too specific it will hamper this flexibility. Trick is to make it specific enough to provide solid direction and broad enough to enable creativity.

Assistant Professors (Group 2 - mixed disciplines)

I don't see anything related to diversity. We have to be explicit about which type of diversity we are committed to for students and for faculty.

The notion of access for students - underprepared students, financial access.

I hear rumors about how we want to become a Research 1 university. I do not know how we meet that goal and still meet our commitment to students.

I don't see putting attention to the undergraduates as competing with research, and I think that is a strength of this university. I find that teaching is how I attract students to my lab.

How does global engagement fit in in terms of our international profile? It wouldn't be its own focus group, it is a part of all.

I am concerned when we have too many goals, and we do not have enough resources to address these goals.

The campus does a nice job in the rhetoric of interdisciplinary work and a nice job in getting in grants for this work, but the administrative structures don't easily accommodate joint programs.

It is important to provide opportunities for interdisciplinary experimentation, like special topics courses.

Assistant Professors – (Group 3 – mixed disciplines)

We are very fortunate to be located in such an economically vibrant area. For example, there are some great K-12 school systems near to campus. How do we best provide our services within this environment? How do we link our teaching and research agenda to the community?

We are known for providing excellent undergraduate research opportunities. It is not the same at the graduate level. It is difficult to attract top-notch graduate students.

It would be great to have undergraduate students more involved with faculty research projects. But this is hard to accomplish with the current RA's that run the labs. We need to think about how to get talented undergraduate students to help in the labs. This would include training grad students to interact with undergraduate students.

Art department struggles to present its research to the campus and to the extended community. We need closer coordination between OIA and the academic departments. The Arts at UMBC could be a good recruiting tool for enrollment management. It can be a way to extend ourselves to the broader community. We need more visibility when marketing performances, etc.

Recruiting and retaining diverse groups (student, staff, faculty) is important. UMBC's diversity needs to be highlighted.

UMBC's culture of allowing open dialogue allows diversity to flourish.

Not sure what the word "model" means?

Infrastructure can be very broadly defined. Designing a classroom so as to make it more appropriate for active learning is part of infrastructure.

Perhaps human resources should be its own focus area.

If Student Experience is its own focus area, should Faculty and Staff Experience be its own area?

(Open) Campus Meeting

There is no specific mention of the Library. It's a central focus of the research endeavor. It is more than the books, it is more than the staff.

We should be sure there are focus groups that align with the major themes of the vision: research, teaching, community engagement.

The word "student" is only in here once. That is kind of telling.

Wellness is under Investing in Faculty and Staff. We are focusing with our students on health and wellness, too.

Including mental health.

Important to get the tangible and measurable in there.

Athletics can be in a number of these different categories: Student Experience, Community, Partnerships, Economic Development.

What is the hierarchy of focus groups? Can the hierarchical statements be broad enough to include everyone? For example, Strengthen Community Identity and Connection might include more people than The Student Experience.

I think we need to integrate Attention to Diversity and Inclusivity into all of the focus areas. There are none for which this concept is not paramount to successful implementation.

"Integration of teaching, learning, research, and social impact" is powerful statement in current vision. Could there be a group that focuses on integration and how that happens?

Liberal arts are about integrating and building whole people. If we strive to be more like that, we should make sure those words are included.

Infrastructure and Sustainability can go hand in hand.

Student support missing.

There is no mention of information technology.

Have a focus area about leadership in general. The students think, "I can be great at something, but I am not a leader."

We need to talk deliberately about retention of students.

You could address foundation areas with two groups, general and particular.

Follow-up emails received after session:

It is easy to pigeonhole the Library & Gallery as simply a campus "resource" or part of the "infrastructure." As I indicated at the Strategic Planning meeting today, the Library & Gallery is far more than books, serials, media, and databases. It is more than librarians, paraprofessionals, and student assistants. The Library & Gallery is: a hub; an academic department (reporting to the Provost); a partner; a place; a connection to other students, faculty, staff, and administrators; an access to the cyber world; an art museum; a gallery; a research port; a place where Library faculty provide instruction in various subjects; a source of scholarship; a publisher; a grant receiving institution; the sponsor of the Center for Biological Science Archives; the sponsor of scholarly presentations; and many more things that cut across the spectrum of planning focus areas.

Everyone comes to the Library. It is an integral part of excellence for the student experience. It is a leader in innovation to perform, aid, and enable research. Moreover, it is a vital part of the campus identity (try being a research university without a library). The Library & Gallery is an extended connection to the UMBC community and the community far beyond the campus. Donors from around the country contribute to the Library, so it is an important part of the advancement of the campus (UMBC's name this year was credited on the walls of the Metropolitan Museum of Art, the National Gallery of Art, and the Houston Museum of Fine Arts). And, yes, the Library & Gallery is a resource, too. It provides services, spaces, equipment, advice, and facilities. But, as you may judge from the foregoing statement, it is much more and should be seen by the campus in its planning as much more.

CAHSS Chairs & Program Directors

Arts Chairs & Program Directors

What do we mean by Model Inclusive Excellence in the Student Experience?

Where does the intertwining of faculty research and student research fall? That is what we are known for, and I don't see it here.

What do we mean by the Next Level in Research, Scholarship and Creative Activity? It seems implicit that we should be doing that as a research university. Maybe there is an unevenness to be addressed. How do we make that equitable across the campus? There is a distinctive way the sciences garner support for their research and a distinctive way the arts and humanities garner support. There needs to be a way to look at what we value in the university.

What we are trying to pursue here is excellence. You can't use research funding as a metric in every area. In STEM, it is a very good metric. It is not appropriate in other areas.

Definitely research has got to be a focus area.

Would like the focus (of research metrics) to be peer comparison, rather than competing silos throughout the campus. "Toward national prominence" would be better than "throughout the campus."

Economic Development area should also address the contributions of the arts and creativity. It does not just mean corporate.

Economic Development: The items in that category, corporate partnerships, workforce development - What would we be doing that elevate this to a separate category?

The Community ones can be collapsed - Identity and Connection, Sustainability.

Partnerships looks undeveloped. It could also piggyback on Community.

A shortcoming is that we don't document what we already do.

The focus areas and the vision should relate. The focus areas need to be driven by the vision. You could pull your five focus areas from the vision and say where do you want to go with this this in this next plan.

I am curious where our community college partners are?

Infrastructure and resources need to be included.

One group or part of each?

A missing element is renewal, because we are an aging campus.

Invest in Faculty and Staff can fit into other areas.

I like Investing in Students. It is not just the student experience.

We are here to give these young people a superb education. There are not two sides to the campus, academic and not academic. We are thinking about this the wrong way. It's all got to support their success.

I would argue that students learn by attending a performance of *Eurydice*.

Development of endowment and alumni giving is not here in a visible way. At some universities that would be a huge focus.

Is government liaison here as well?

Environment and Sustainability could fit into one of the other areas.

Same thing with Economic Development.

Infrastructure and Resources are very important but they are implied, integral to everything else.

Do we have anything here on adapting to or integrating new modalities of teaching. I don't see it connected.

A category on modality is one of the major issues facing us. If we don't recognize it, we will be left behind.

There is no discussion of money to support faculty and new initiatives. If you talk about advancing research to the next level, you cannot do this in the absence of money. This means selling to the community in which we live how they are going to benefit. This is true across all disciplines. Not having it here is a flaw in thinking. Advancing as a research university is very competitive. It is hard for universities to make a case.

Humanities Chairs & Program Directors

Discussion on how groups presented could be combined, led to the conclusion that the first three areas are necessary and critical to include:

- Model Inclusive Excellence in The Student Experience
- Lead Innovation in Curriculum & Pedagogy
- Advance Research, Scholarship & Creative Activity to the Next Level Throughout the Campus

Other focus areas appear to support these three. Perhaps combine some of the other areas to have another area with the same weight as the first three that focuses on External. Impact on the state, impact on society, impact on the community.

Consideration that we should come at the strategic plan and the development of the focus areas from the perspectives of the different people/groups involved:

- Students
- Faculty and staff
- External – looking out and looking in

Do we need more students/ more student perspective on the steering committee?

Are there some things in the scope that can cut across the focus areas rather than being separate focus areas themselves? Should they be part of the charge for each group?

Infrastructure - if this is its own focus area, might lose something. Need to consider the implications of infrastructure in all areas.

- Concept of “value engineering” presented as part of the process in determining the plan and execution of the PAHB.
- Access

Later discussed access and how it should be a core value shot through everything: access to scholarship/ public scholarship, access to campus (physical access), access in terms of socioeconomic/ diversity.

- Interdisciplinarity

Where is “shared governance”? Should this be an area on its own? Role of shared governance in planning should be considered – is it a help, a hindrance, or barrier? How is it working for us currently? Are there changes needed?

Focus area on Model Inclusive Excellence in The Student Experience:

- Whose culture and traditions? Campus?
- How will athletics be incorporated?
- What about student research, esp. undergraduate?

Focus area on Lead Innovation in Curriculum & Pedagogy:

- “Define goals for high-quality...” – this is going to vary significantly across disciplines and departments...what defines high quality teaching, etc. Also differs by generation/ faculty age. This is going to be a very difficult task to do campus-wide.
- “Curriculum/pedagogy...meet new needs” – should be connected to how we connect to the community and state...responding to their needs.
- Area should also include: “fostering intellectual curiosity,” “liberal arts academy.”

Concepts that should be incorporated in both Lead Innovation in Curriculum & Pedagogy and Advance Research, Scholarship & Creative Activity to the Next Level Throughout the Campus:

- Open access
- Media/technology
- Interdisciplinarity
- Peer review

Social Sciences Chairs & Program Directors

There was much discussion about the overlap between areas. There was agreement that many of the later areas could be rolled into the first three areas. Suggestion was made that that the vision statement might be consolidated along similar lines. That vision statement and focus areas/strategic plan should align.

If we are to be a great university it must be built on having great students (undergraduate and graduate), the best faculty, and producing excellent research. That is what the big players do.

An alternative view is that there are other ways to make a great university. A different approach could be more appropriate for UMBC. Not sure following tradition Harvard model would work here. Perhaps better to focus on what we do well instead of trying to emulate and catch up with much larger research universities.

Isn't this what we already do?

Yes, but we need to invest more heavily in what we are doing well.

Scope is everything. We can't be all things to all people. We need to prioritize.

Discussion about the need to provide students global competence. To understand global problems. To understand diverse points of view. To be open-minded. Employers looking for people with global competence, ability to working in diverse teams. We need to better develop this type of diversity.

How does this relate to a strategic plan?

It makes our students more marketable, etc.

We already invest in these kind of things. What is most important is that we hire world class faculty regardless whether they are interested in, for example, innovation or not.

For many large research universities senior faculty don't engage with their students. It would cost them too much. Graduate students run the labs. Junior faculty teach undergraduate students.

We don't want to be a place where our top-notch faculty don't teach undergraduate students.

We need to find great faculty who care about education.

We need to give credit for teaching.

We need to look at the focus areas more as a matrix of interlocking areas.

We need a separate focus area, or a uniform charge, that makes sure we look at integrating student (undergraduate and graduate), faculty, and research components.

The three areas are so broad as to make them useless. We need to be more focused.

Integrating these areas together is how we make ourselves distinctive.

Need to focus on what will give us the biggest bang for the buck. It is all about allocating resources.

Where is teaching? Is it the fourth focus area?

The focus should be on learning, not teaching.

Then we should incorporate learning into the second area.

We must invest in keeping and investing in current faculty, staff, and infrastructure.

CNMS Chairs & Directors

The only focus area that resonated to me is Advance Research, Scholarship, Creative Activity Throughout the Campus. We need better balance across the campus. Too many departments don't have graduate programs.

Has anybody suggested changing "An Honors University" to "An Honors Research University"?

Bringing the research reputation up to the undergraduate reputation is a good goal.

Capacity to get all majors into classes an issue.

I do not see the graduation rate mentioned explicitly. Changing that number is very important for funding and rankings.

Some students who leave say UMBC is boring.

A lot of students work to support themselves and this is a killer in STEM fields.

It is good to focus on a few things, otherwise nothing will happen.

COEIT Chairs & Program Directors

It would be useful to seek out examples of universities that rose to the next level, to understand the strategies and investments they used to develop.

Doubling effectiveness with undergraduates will not take us to the next level, doubling our research will. This can happen without sacrificing gains we have made in undergraduate education, we do it pretty darn good right now.

Noticing we are not distinguishing between undergraduate and graduate students.

We find it so difficult to recruit the very best graduate students.

This is the biggest reason some junior faculty stumble with their research careers.

We tend to see this as departmental responsibility, but it is also up to the institution.

Graduate profile must rise, doesn't have to be the dominant thing, but it must be elevated.

We are looking at paying more, having fewer students who stay, are successful and graduate.

Raising the identity and visibility of graduate education involves marketing.

The question for a work group is, what do we have to do to attract more well-qualified applicants? What is it we need to do to make a difference?

The campus name is a deterrent.

If our students are becoming faculty, we have a booster out there for the next 30 years.

We should grapple with what we provide that is distinctive in graduate education in the way that we did with undergraduate education.

We should figure out three or four distinctive areas and invest in building profile for those areas.

The changes in the world (9-11 and more research universities abroad) have greatly reduced the pipeline of foreign graduate students, and recruiting strong domestic students is very difficult unless they are local.

Fundraising and what we need do not always align. Need to explore innovative fundraising techniques, like having corporations giving us equipment.

It is difficult to separate infrastructure and talk about it in isolation.

Think about resources for both new activities and making existing activities better.

Additional response received by email following meeting:

After our meeting about the strategic plan focus areas I had another thought, which ties into student success and being the best instructional institution we can be. My question is, what role does the administration play in helping us plan for the future? One of the big missing pieces I find is any institutional planning for what majors to grow and how to do this in a sensible way. Also in terms of student success it seems to me that pre-screening for majors needs to be provided. A lot of students get discouraged because they were not offered an honest assessment of their abilities. I have spent a lot of departmental resources (that could have been put to better use) on finding out details about our students, our classes, and trying to guess how many sections to offer of particular courses, given budget constraints and the lack of qualified part-time instructors for our upper level courses. Adding all this on a department is definitely not the right way to go. Combining this with our Accreditation Board for Engineering and Technology (ABET) activities leaves us with almost no time to do creative work. I am always impressed when we are able to accomplish what we do in the instructional area. Thus, I feel it is time for UMBC to make an enrollment plan that does a deep dive into undergraduate and graduate majors. Where do we want to grow? Do we have the resources to offer a quality education at larger (or

even the current) enrollment numbers. Is our application process the right one? Shouldn't we be screening for majors and preventing new applicants and transfers from automatically picking majors? Do we need (I think yes) more tenure-track faculty? Without figuring this enrollment piece and planning out at an institutional level all of our plans for a "high quality education" may be wishful thinking.

DoIT Assistant VPs & Managers

Infrastructure, Internal and External Partnerships, Invest in Faculty & Staff, Strengthen Campus Identity and Community, and Innovation in Curriculum and Pedagogy were at top in survey taken by this group.

With cutbacks over past years, we have had attrition. We need to reinvest in the core before adding new initiatives.

We have to first figure out what is our identity? What do we want people nationally to think of when they hear UMBC?

UMBC seems like a much smaller place than it is by the numbers. A much better sense of community than other campuses. Important not to lose this as we grow.

Who is that important to besides us?

We are still considered a commuter school by too many people.

I was thinking about athletics as a rallying point for community and engaging students.

People like reputation and quality of UMBC, but families with kids here, they are disappointed in the campus life. It does not feel like a campus. People go home on weekends. Homecoming banners made it feel like a college.

What's missing?

Communication. How do we teach students to be better communicators and not just debaters?

Budget should be more prominent - no mention of fundraising or endowment.

There are barriers to realizing the benefit of technology. There is implementing the benefit and then there is assessing the benefit. We don't spend enough time evaluating.

Strategic planning should focus on what is the technology's point, not on what specific technology to use.

PR: As we have grown, a different way of doing business is critical.

Reputation for teaching depends on who you are talking to.

I think the reputation is there, based on what I hear from people at conferences.

If you become an athletics powerhouse, it gives you the opportunity to pivot to what you really want to be known for. It opens up the door.

Opportunities for IT to help in the planning process?

We are more centralized and nimble than other universities.

Technology gets harder the more rules you put in place.

Click here for a survey with additional DoIT directors' responses.

Faculty Senate

A proposal regarding focus areas was presented to the Faculty Senate.

Faculty Senate Executive Committee

Looking for preparing future leaders, civic engagement, next generation of those who will create knowledge and develop the State economically. Creative leaders, thought leaders, economic leaders.

Link Strengthen Campus Community and Engagement with Extended Community Engagement, linking inside and outside of the community.

Partnerships and Economic Development also related.

Extending community suggests there isn't an in and an out.

I hope that part of extending the community is extending to the local community. UMBC, Catonsville, and Arbutus are three separate communities now.

Are we structured right? The last time around, we made a new college. Should things be different? It does not look like we are thinking about that.

Align Academic Program & Invest in Faculty and Staff could merge.

I would also put Infrastructure and Resources with that.

In Engineering, we look at each piece and resources needed and then we look at the whole.

Add Role of Teaching Faculty to Innovative Pedagogy.

Pull out Role of Technology in Instruction so it really gets wrestled with.

Role of renewal on an aging campus.

Concept maps used in pedagogy may be helpful.

Graduate Program Directors

Are we going to say what we are not going to do? If not, we are back to it setting on the shelf.

Upgrade Student Success to Student Excellence, attracting, focusing on the most excellent students.

We are not going to be Hopkins, but we can look to Swarthmore.

Move from STEM to STEAHM - arts more defined as practices relevant to sciences.

We think about where we want to be and how to prioritize. Do we want to bring some of the barriers into the discussion? Operations of some offices, nuts and bolts.

I don't see anything about numbers of students. Faculty and staff feel extraordinarily stretched.

Global perspective, internationalization could be its own cluster.

There is very little tension, trade-offs, choices in this.

Draw membership of infrastructure group from other groups.

Graduate Student Association

Vision (and plan) is undergraduate-centric. Lumping graduate students in with undergraduate students is not correct. Graduate students are more than just students. They teach, work in offices, run labs, conduct experiments. (What about trademarks: Could a graduate student apply for a patent?) Need to recognize the distinctiveness and diversity of the graduate student experience and how it integrates into the entire culture of the university.

Social responsibility is not in any focus areas except to say "social justice," which is more of a noun than action-based.

Comment that plan development seems more top/down than down/up.

Discussion of how to take the area of partnership and to intermix it with other areas. It does not stand on its own. Or perhaps it should stand on its own, but then elements from other parts need to be added to it. This led to discussion that there were many redundancies across areas and that it is not easy to determine which should be "core" areas and which should be interwoven into those "core" areas.

Discussion of whether infrastructure should be on its own or bundled into other categories. No definitive answer, but sense was that infrastructure will be part of the discussion in each area.

How does the proposed focus areas relate to the proposed vision statement?

Non-Exempt Staff Senate

Invest in Faculty and Staff jumped out at me because it is personal to me.

Often on campus when staff comes up, it is professional staff. Non-Exempt Staff, especially bargaining unit staff, are often not included.

It is not simply about resource allocation, it is important that our voices are heard.

For my part, investing in faculty and staff is the pathway to all the other goals.

The goals for staff in the 2016 plan have not been met.

The 2016 exercise did not have anything to do with me as far as I could see.

Increasing numbers of non-exempt staff who participate in this process would be good.

Model Inclusive Excellence in the Student Experience. Coming from Residential Life background, the transition to residential campus and participation in campus life needs to keep going.

When I first arrived on campus, the gym during a basketball game was so quiet you could hear a feather drop. That turned around after we went to the NCAA.

I would add wellness, collegiality. May not be drivers, but a different, important category.

Clearly the first three are drivers. Also Economic Development and Partnerships.

We talk a lot about work-life balance in Human Resources. That is a great draw for attracting and keeping great faculty and staff.

Everyone helps everyone.

We are really a community.

Infrastructure separate focus area or integrated?

-If it is separate it won't be diffused.

-If separate, it won't be a cogent plan.

What would the fourth group be? Extended Connection and Engagement stood out in Steering Committee. What do you think?

Where would faculty and staff go?

The first three don't speak to community.

I would fold shared governance in there somewhere.

Office of Institutional Advancement

Some of the areas seem to need to be in place to support other focus areas, such as Infrastructure and Aligning Faculty. The Infrastructure needs to be one step ahead.

The word "education" is missing and also the word "preparedness" for what comes next (career development).

How will these focus areas determine what we will raise money for in the campaign?

This will help frame for donors the vision of the campus.

Engagement, Partnerships, Economic Development are related.

It might be worthwhile to change the order and the layout in the presentations as you speak with different groups.

Office of Undergraduate Education Leadership

OUE is involved with everything that touches students/the academic experience.

Investing in faculty and staff may be cross-cutting.

If you reduce the plan to three or four focus areas, does it make each area too broad?

Great faculty at UMBC are expected to be both great teachers and great researchers.

What are the “expecteds” for each focus area? How do they fit together to make a whole plan? What is the overall purpose of the plan?

There is general agreement that the first three areas are critical.

Must make sure that community colleges are included as part of our extended community.

If students are their own area, how do we make sure they are included in the other areas?

This planning process is analogous to the opportunity we had to say we are an honors college.

I liked the 2016 plan. It had two overarching goals. It put students up front and center.

We need to include the ability to raise money/get additional resources.

Past planning tied planning to budget. This includes resources given to OUE to promote student success.

Middle States wants to see ties between self-study and resources.

President's Council

We should have the discipline to have fewer areas.

Do we need to do a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in order to select the focus areas?

Focus on major concerns, major opportunities – for example, connection to broad cultural and scientific infrastructure in the Baltimore-Washington corridor for workforce development and research collaboration. We have not begun to take advantage of what we could be doing with this corridor.

Want some emphasis on athletics.

What about a stronger alliance with UMB?

That should be everywhere in our plan. Research and workforce development. More joint programs with dual degrees.

How do we build the fundraising infrastructure for the next set of administrators as we work to build the endowment?

Professional Staff Senate

First need to identify the five areas with the most impact.

Are focus areas tied to the vision statement?

What does Strengthen Campus Identity mean?

“Collegiality” missing – focus on community, civility, respect. Feel this is vital part of UMBC’s identity.

Budget/ Resources – Will there be a separate group working in parallel to make sure that the budget aligns to support the plan? Discussion of importance of budget and resources in developing and successfully implementing the plan.

Crosscutting supports could use idea of “sustainability” more broadly: fiscal sustainability, environmental sustainability, social sustainability.

Investing in faculty and staff – succession inclusion is critical.

Question why faculty profile separated out for “Align the Academic Program & Faculty Profile.” (Discussed fact that staff and other resources are also significantly impacted by changes in the academic program and associated demands for staff time, space, etc.)

Invest in Faculty and Staff should be a crosscutting foundational group to provide guidance to focus areas on what’s feasible.

Is there any discussion on having the plan remove things on which we are not doing well? Reallocating money from these discontinued programs/initiatives to new or other continuing initiatives? PR: Not part of the process of the strategic plan outright, but could be an outcome of the plan. Brought up Middle States and the idea of institutional assessment, that this is something we have to do as an institution and is about getting better continuously.

VITAL to keep students at the center of the focus areas.

Extended Community/Civic engagement needs to be included, possibly as crosscutting. Should not be lumped with External Development, Workforce Development, etc.

Research Center Directors

It is hard to do this in the absence of goals.

You could put it on a matrix. Goals across top. These items down the side. They you see how these align. Where you have big intersection you have big investment.

Aligning Faculty and the Academic Program could combine with Invest in Faculty and Staff.

Partnerships, Economic Development can go together.

Investing in Staff could be thrown in with Infrastructure and Resources.

I see The Student Experience as building loyal alumni and this connects to being engaged, supportive alumni.

We also engage the community through our students. Students are often the leading edge of how we encounter communities and problems.

PR: The Student Experience - what is the goal?

Maximize the quality of education, maximize community on campus.

What makes a university great? What makes a university great isn't the student experience, it is everything else that makes that experience possible.

We are trying to produce students with all the educational and social tools they need in life.

Build a unique student experience or education that draws on our unique size and location. It seems we are trying to build a new model. Exposing students to different experiences than they may have expected. We are trying to break down the silo model. It is not motivated by a narrow way of thinking. We push students beyond their comfort zone.

Well-rounded students do not make a great university.

Research and creative activity, the output of the faculty, is the building block of a great university.

One could also say a great institution takes in students from community colleges and graduates them at the same rate as others.

You can have great institutions on both sides of the research-liberal arts institution divide. Can we find a sweet spot in between?

We are that. We can take where we are and make that even better.

Size is not relevant, quality is.

Our undergraduate students are so interested and engaged.

We have got to get the word out about UMBC and what is going on here.

There could be more public relations. It takes money.

UMBC is not going to get us anywhere as a name.

How do we present the research in a stronger way?

Great universities produce great knowledge for humanity. That's how universities become known. That goal should drive a lot.

We should not walk away from the undergraduate experience, we should build upon it.

There is no denying we are a strong research university, but we don't sell ourselves in that way.

If we have a good strategic plan with reasonable buy-in you have more support for difficult decisions and reallocation.

PR: There is a sense I get from campus that we need to pursue some things that do not directly benefit all areas.

One of the reasons we are where we are is that over the past years we have tried to satisfy everyone with limited resources.

Are we going to repeat what we have done or will we focus on a very few areas? My sense in talking to many people is that we are at a turning point. Our profile is different compared to 1990. We are in many areas where we are very well known. But I will generally agree that in research we are less well known.

Research Council

Need to have better control over enrollment management.

Enrollment growth is assumed to have no marginal cost.

Graduate stipends are too low.

We are not growing strategically, should focus on a few select areas. Can't be everything to everyone.

Students are allowed to float. Students are allowed to change majors without department oversight (except visual arts).

The effect of technology could be its own focus area or could blend into others.

We already have too many focus areas.

First three areas are core: Student Experience, Innovation in Curriculum & Pedagogy, Advancing Research, Scholarship, & Creative Activity.

Tenure makes it difficult to move resources to fit student program preferences.

Faculty demographics are changing. Need to cultivate faculty quality of life; especially since we cannot compete on salary.

Because of large numbers of transfers, many students are with us just two years. We have a dual culture. It is hard to get a B.S. experience and research in two years. Integrating that second culture into this process will be a real challenge.

How can we better our relationships with community colleges so students have a more cohesive experience or research or creative production experience?

Research infrastructure should be at the top, highlighted, bolded, starred.

Hard to write grants without support.

Sharing resources (equipment) important. Discussion around notion of cluster hires and interdisciplinary approach to research.

Adequacy of staffing across the research enterprise is important. Our center is at capacity.

UMBC has a culture of team-based research, good asset both on and off campus. Should teach young faculty how to network. ADVANCE could be a model.

Students are well trained in theory, but they do not have the research experience required for the work force/ graduate school. And we don't have enough grad students. Therefore, we should see about using undergraduate students as research assistants.

New hires must be consistent with core strategy.

Focus areas of research and investment in faculty and staff could be combined.

Equipment is becoming more complex technologically. That requires staff support.

Culture of collaboration can help people get plugged in. These days you don't get funded unless you are working with two or three or four other people. It is important to teach people to be part of a group research enterprise.

Maybe getting people plugged into the Faculty Development Center culture can help with this.

That would have implications for the departments.

UMBC has a great reputation for undergraduate teaching and graduate studies. For growth, we need to focus on the research area and that goes hand in hand with investing in faculty and staff. Many undergraduate students do not have research experiences. It would also help to have more graduate students. It will help if research faculty in centers like JCET can work with students and charge for their time. Students want to work with me, but my grants don't support that. It becomes an issue for auditing.

If people are on grants 100 percent of their time, they don't have time to write grants.

There needs to be stronger direction from the administration and perhaps the Faculty Development Center that faculty are hired with the clear expectation that they will seek external funding where feasible.

In Humanities, that may not be realistic for everyone because the NEH and NEA are cutting back by large proportions.

What is the next level? \$100,000 grants won't do it. It will be JCET-style centers. Post-docs are another category. This is a strategic question.

It will take many millions more research expenditures to get us to the next Carnegie class. Could only do that if we had big research centers. Much discussion around this issue, focusing on whether we want more research centers or more on campus research activity. Which best fits UMBC culture?

We need to have both strategies - centers and growing traditional faculty research.

We need a medical school.

Is this step to the next level appropriate and feasible for our faculty?

In big departments we are hiring more lecturers than tenure-track research faculty.

Are research faculty people like us who teach or research faculty who don't teach?

We need to include a focus on the role of tenure-track faculty.

If we are defined as teaching faculty, that makes me lose interest. Research is what makes this an exciting place to be.

Mix of faculty can change the culture of a university.

What does it mean for work-life balance? My colleagues at the medical school who are 80 percent grant funded, their lives are miserable.

You cannot discuss teaching and research apart from one another.

I always understood "next level" as the next level of excellence or knowledge, but not dollar signs. If you can put that in as a phrase, I would like that.

Could have another bullet about innovation in research models.

We are known for excellence in undergraduate education. At the same time, the big boys we are playing with get their reputation from their graduate programs. That needs to be addressed. Some departments don't have graduate programs. That needs to be addressed.

We should have a goal of doubling graduate enrollment from 3000 to 5000 or 6000.

Any significant growth will require space. If you gave me more teaching assistants, where would I put them?

Shady Grove Faculty and Staff (2 email responses received.)

In reviewing the focus areas for consideration, I agree with the focus on the Student Experience, Research & Scholarship, and Innovative Curriculum & Pedagogy. As I look across UMBC and the disciplines, I see amazing ways that UMBC faculty in all disciplines are working to reach out to their students. I have spent a great deal of time working with FDC (Faculty Development Center) and ADP (Alternative Delivery Programs), and what I appreciate most about UMBC's approach toward innovation is the grounding in pedagogy and purpose. The question is, "What are we trying to do while integrating technology in our classroom, or what are we trying to accomplish with this new method or approach?" The only aspect I would add to Innovative Curriculum & Pedagogy is ensuring we are developing high quality online and hybrid course options.

I strongly encouraged UMBC to consider a 4th area to focus on the community and extended connection, which is noted under Focus Areas under Consideration. I see Strengthen Campus Identity & Community, Extended Connection & Engagement, Partnerships, and Economic Development (listed under Focus Areas Under Consideration) as all linked and a great example in Shady Grove. Perhaps we could work to combine these focus areas. If we think about the Shady Grove community and business partnerships, and their need for well-educated employees, then that partnership and economic development go hand in hand.

I can use Social Work at Shady Grove as an example. Our connection to the community colleges and their programs like the Mental Health program at Montgomery College Takoma Park, Sociology program at Montgomery College Rockville, and Human Services at Frederick Community College allow our students to see a path from an AA (AAS) to a BSW. The nature of our program keeps us well connected to the community, as we require field placements. This connection to the work force allows us to see the needs and demands and alter our elective course criteria, which enables our students to be better prepared to meet work force demands. In the past year, I have heard a great deal from the Montgomery

County workforce on the need for a diverse, competent and frankly MSW level employee (bilingual employees are specifically needed). With the Affordable Care Act, the retirement of a generation of workers, Montgomery County is in need of a well-educated workforce. Our Social Work program needs to get students to graduation and ensure that they are prepared to pursue their MSW. The partnerships between the community college and the workforce will allow for economic development in our community and advancement of our students, so many of whom are first generation college students.

In regards to the focus areas, there are quite a few listed, although the three topics suggested certainly seem to cover the majority of the stakeholders on campus, as many have overlapping ideals. In addition to the three suggested, I certainly am drawn towards the campus identity and community focus area. At Shady Grove, this is something we struggle with – both being connected to campus but also having main campus realize we are part of UMBC, just from afar. Overall, I can relate to many of the focus areas listed, as the areas of struggle/growing pains on the main campus are often our areas of struggle and growth as well (Faculty Development, Role of Graduate Education, Faculty & Staff Investment, etc.). I think it will be interesting to see how the final 5-8 focus areas shape as the process continues.

Student Affairs Council

Partnerships are critical and can be divided into Engagement and Economic Development.

In Model Inclusive Excellence, diversity should be included.

In Lead Innovation in Curriculum, need to acknowledge that learning also happens in off-campus experiences.

Strengthen Campus Community and Identity stands out for me.

Infrastructure is also important for the building of community.

Understanding why students leave UMBC, probing to find out why, might help inform the planning work.

Our students are very creative. It would great to see artistic creativity addressed in The Student Experience area.

Extended Connection may not address enough Strengthening Campus Identity and Community. You could combine both internal and external community building.

In looking at Infrastructure areas, it is important to understand what are the ripples that affect support services when we grow in a new way.

Be more selective as a university about the problems we choose to solve. Apply our talent and link up with others to solve big problems.

SGA Senate

Partnerships show up in multiple areas.

Like the Economic Development one. As a senior, I have not felt as much attention in the area of preparing for the job market. Does not seem that too much in here represents professionalism, preparing us to move on after graduation.

Highlight need for student-generated research.

Liked that student success was there. Wish I had had someone tell me early, "This is what you can make of yourself at UMBC."

Environment and Sustainability focus area is really important.

Focus more on student and professor relationships.

Is there a focus for faculty to have relationships in their professions, in business and industry? In four years, I have had only one faculty member with those sorts of relationships.

Is there a way for Extended Community and Engagement to be embedded in each area?

PR: Hearing need for professional skills, career development, leadership skills. Another item that could be included is ethics. All are important elements to consider in The Student Experience.

I feel the Infrastructure and Resources group is also important. That is going to have to have some attention as well.

Environment and Sustainability fits with Infrastructure and other areas as well.

Undergraduate Program Directors (Group 1 – mixed disciplines)

Whatever areas we choose, Infrastructure and Resources should be part of each.

Extended Connection and Engagement & Partnerships could be combined.

Investing in Faculty and Staff needs to be part of all.

I think this is distinct. It takes a lot of different kinds of people to make the institution function. It is not simply infrastructure.

The academic experience seems a bit lost in the Student Experience area. The student academic experience is central. What kind of student are we producing?

Maybe Curriculum & Pedagogy could be reworked to be more about the student learning experience.

If we are going to focus on the academic, we also need to Include faculty.

Need to address both undergraduates and graduate students.

I would like to combine Connections, Engagement, Partnerships, and Economic Development. They really belong together.

Interested in seeing undergraduate research somewhere explicitly. We should reward faculty who work with undergraduates on research.

-Not sure where it fits: Are we organized properly?

-Agree that deserves inclusion.

-Could it be under strengthen campus identity and community?

Collapsing goals creates anxiety for me, not allowing anything to fall to a lower level of priority.

Tech transfer may not be a top-level priority.

Undergraduate Program Directors (Group 2 – mixed disciplines)

Faculty Alignment, Faculty Development, and Curriculum Development go together.

Social justice seems like it is hidden in the document.

Diversity is a distinct asset at UMBC. Students experiencing a diverse community is critically important.

The blend of student experiences strengthens our campus identity.

Diversity is important for faculty, staff, alumni as well as current students.

We need more energy on campus. Evening events, etc.

The new building will help. It can become a new hub for local cultural events. Perhaps it could use a food court of some sort, especially for events?

Individual well-being (student, faculty, and staff) is important. It is Important to provide day care. It is a faculty recruitment issue.

Diversity is a big part of the campus identity and it is a big draw for students, faculty, and staff. We need to sell that identity to the extended community.

Getting our students more involved in the extended community, like what Shriver does, helps our reputation.

We need to be more engaged with alumni. Is this better done at the department or at the university level? Alumni are more connected to their department than to UMBC as a whole. Focus areas need to be aligned with the vision statement.

Creating partnerships, like what shady grove does, is important to improve reputation and extend community ties.

Pursuing a global perspective seems like it is embedded in many of the areas. Perhaps it should be its own area.

Perhaps partnerships should be its own area?

Housing is important. How can the campus help get students off campus housing? Perhaps we could use some best practices from European universities. For example, we could provide networks for students to find housing with older community residents. Or to more actively promote carpooling.

We need to pay attention to our physical plant. We are a young, but aging, campus.

Having more green space makes the campus more appealing. (Though there has been significant improvement.)

We need to more carefully define what is meant by creativity.

We need to focus more on the arts.

Appendix

[Vision Elements and Focus Areas Under Consideration](#)