

FALL 2013 CAMPUS CONVERSATION ANALYSIS : VISION LANGUAGE

VISION BACKGROUND

Consideration of UMBC's current vision statement (below) has been a prominent part of early planning communications and dialogue.

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

- A spring 2013 Campus Planning Survey asked faculty, staff, and students: “How well does the current vision statement fit with your personal and professional goals?” Eighty percent of faculty and 76 percent of staff responded “excellent” or “good” fit. Among students, 71 percent of undergraduates and 79 percent of graduate students reported “excellent “ or “good” fit.
- Nearly 200 faculty, staff, student, and alumni participants at the 2013 University Retreat this past August also discussed the role of vision, focusing on vision as a driver for moving the University from “Up and Coming” to “Best in Class.” Innovation, engagement, collaborations, and name recognition were identified as important drivers to reflect in a forward-looking vision statement.
- At its inaugural meeting August 21, the Strategic Planning Steering Committee identified several elements of the current vision statement that support our aspirations: “Combining the traditions of the liberal arts academy, the creative intensity of the research university, and the social responsibility of the public university.” However, the group also identified a number of additional concepts that should be included to inspire the campus to the next level of success. These included: excellence, reflection of our unique culture, environmental responsibility, and a need to define our performance by quality rather than size.
- At a Strategic Planning Leadership Retreat October 10, the Strategic Planning Steering Committee and the Council of Vice Presidents and Deans further explored vision elements. Among the highlights of this discussion:
 - While accurately reflecting UMBC's values, the current vision statement is too comfortable and conservative. An effective vision statement should be aspirational, provocative, and challenging.
 - We should continue to strive to be a model for other public universities.
 - Diversity, inclusiveness, and excellence continue to be important vision elements.
 - Creativity is so fundamental to UMBC that it should be a noun, not an adjective.
 - Vision statement should make clear that we value all forms of knowledge and inquiry.

VISION LANGUAGE ELEMENTS

At its second meeting on October 15, the Strategic Planning Steering Committee discussed language elements that might be included in a revised vision statement. Participants in this meeting agreed that a vision statement should speak to what the campus has achieved *and* where we are going.

Vision elements identified by participating committee members include:

Integrating teaching, learning, research, and civic agency

Traditions of the liberal arts academy, creative intensity of the research university, and social responsibility of the public university

Bold, dynamic model of inclusive excellence

Re-imagining teaching, learning, and research

Re-imagining the role of the public research university

Enduring commitment to diversity, inclusiveness, and social justice

Drawing on all forms of intellectual inquiry

Intensive creativity

NEXT STEPS IN VISION DEVELOPMENT

UMBC's current vision statement and vision language elements proposed by the Strategic Planning Steering Committee were discussed through the fall semester in 35 meetings with shared governance, college, division, and focus group meetings. A content analysis of notes from these meetings identifies words and phrases receiving both positive and negative reactions. The analysis also highlights language identified as unclear and concepts or phrases that were missing from current and proposed vision language.

This information from campus discussions will guide preparation of draft vision statements for Strategic Planning Steering Committee and campus consideration in spring 2014.

VISION LANGUAGE CONTENT ANALYSIS

| Positive | Negative | Unclear | Missing |
|---------------------|--|--|---|
| Bold leadership (2) | Best of our size (11) | Re-imagining (13) | Say who we are |
| Diversity (9) | Innovation (today's buzz word) | Inclusive excellence (3) | Impact, what do we do for students, the public? (5) |
| Inclusiveness (3) | Traditions of the liberal arts academy (6) | Civic agency (6) | Advancing knowledge, discovery (2) |
| Social justice (3) | Social justice (5) | Research – unpack the word, extend meaning beyond STEM (2) | Creators of knowledge(2) |
| Re-imagining (8) | Inclusive excellence (2) | Use simple language | Creating people capable of discovery |

| POSITIVE | NEGATIVE | UNCLEAR | MISSING |
|--|---|---|--|
| Bold, dynamic model of inclusive excellence (6) | Enduring commitment | Model | Innovative, innovation (5) |
| All forms of intellectual inquiry (3) | For the benefit of society | Diversity; prefer mosaic | Entrepreneurship (2) |
| Intensive creativity/creative intensity (8) | Intensive creativity/creative intensity | Intensive creativity/creative intensity (5) | Jobs, careers (2) |
| Integrating research, teaching, and civic engagement (4) | Bold and dynamic | Distinctive | Outcomes (3) |
| Liberal arts | | Interdisciplinary | Leadership (4) |
| Civic engagement (6) | | All forms of intellectual inquiry (4) | Global, international (8) |
| Social agency | | Bold dynamic model | Coming out of 60s |
| | | Traditions of the liberal arts academy | Experimenting, pushing the envelope, pushing boundaries (4) |
| | | Inclusive excellence | Community, extending community, civic engagement (10) |
| | | | Outward focus/too inwardly facing (5) |
| | | | Celebrate who we are (2) |
| | | | Responsive |
| | | | Valuing |
| | | | Artistic expression (2) |
| | | | Public scholarship, university as citizen |
| | | | People (4) |
| | | | Strengthening connections across campus, multidisciplinary (3) |
| | | | Learning beyond classroom |
| | | | Value of the student experience |

| POSITIVE | NEGATIVE | UNCLEAR | MISSING |
|-----------------|-----------------|----------------|---|
| | | | Synergy among teaching, research and civic engagement (2) |
| | | | Open dialogue, civility (3) |
| | | | Happy community, we want to be here |
| | | | Shared governance (3) |
| | | | Internal and external collaborations (5) |
| | | | Balance of work and life |
| | | | Want to keep moving |
| | | | Catalyst, change agent (2) |
| | | | Technology (2) |
| | | | Students (9) |
| | | | Environmental responsibility (2) |
| | | | Financial responsibility |
| | | | Academic integrity |
| | | | Access (1) |
| | | | Welcoming, humane (2) |
| | | | Caring about students (2) |
| | | | Teaching people to be good people |
| | | | Nimble, responsive (2) |
| | | | A new model |
| | | | Culture of nice |
| | | | Always different, always learning |
| | | | Antenna for experiences |
| | | | Rigor |
| | | | Investigation |
| | | | Participation |

| POSITIVE | NEGATIVE | UNCLEAR | MISSING |
|-----------------|-----------------|----------------|-------------------------------|
| | | | What is the next level? |
| | | | Education |
| | | | Balance research and teaching |
| | | | Social responsibility |