Report of the Review of Mission Statement Committee
Strategic Planning Task Force
UMass Boston 2025: A Campus Transformed
June 8, 2010

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Charge
The charge to the committee is to review the mission statement and suggest an updating consistent with UMass Boston’s development to date and its future aspirations. Because it has become a practice to have the mission statement accompanied by a list of some agreed-upon values, the committee is urged to select some values the university holds dear, and to articulate those values.

The Committee’s Work
The committee met as a whole in spring 2010 on March 9, March 25, March 30, April 6, April 13, April 20, and May 4, and met in smaller groups four times to develop and revise material for consideration at regularly scheduled meetings. A sampling of relevant documents consulted by committee members can be found in the appendix. Open meetings for campus community participation were held on May 10 and May 11. The co-chairs of the committee also presented a draft of the proposed statement of mission and values for discussion during the Strategic Planning Task Force meeting of May 18. At the committee’s final meeting on May 25, suggestions emerging from all discussions were incorporated into the draft that begins on the following page.

These discussions were marked by great intensity and thoroughness, and by an extraordinarily fruitful interplay of points of view. They have yielded a document that the committee believes to be truly comprehensive and representative.
The Committee’s Proposed Statement of Mission and Values:

The University of Massachusetts Boston is a public research university with a dynamic culture of teaching and learning, and a special commitment to urban and global engagement. Our vibrant multi-cultural educational environment enables our broadly diverse campus community to thrive and succeed. Our distinguished scholarship, dedicated teaching, and engaged public service are mutually reinforcing, creating new knowledge while serving the public good of our city, our commonwealth, our nation, and our world.

At the University of Massachusetts Boston we hold these values as especially central:

**Inquiry, Creativity, and Discovery.** We are a learning community dedicated to rigorous, open, critical inquiry, a gateway to intellectual discovery in all the branches of knowledge, and a crucible for artistic expression. Our campus culture fosters imagination, creativity, and intellectual engagement. Responsive to the call of diverse disciplines, schools of thought, and public constituencies, we expect and welcome divergent views, honoring our shared commitment to expanding, creating, and disseminating knowledge. We celebrate our research culture, with its diversity of methods, commitments, and outcomes. We promote a culture of lifelong learning, and serve as catalyst for intellectual engagement for scholarly communities, students, alumni, and the public.

**Transformation.** Our work can transform the lives, careers, and social contexts of all engaged. We seek to realize the potential of all of our students in the pursuit of their education. We regard the university as a learning community, in which students, faculty, and staff commit themselves to the creation of knowledge, new understandings, and the responsibilities of leadership and civic participation.

**Diversity and Inclusion.** Our rich, multi-faceted diversity is an educational asset for all members of our community. We value and provide a learning environment that nurtures respect for differences, excites curiosity, and embodies civility. Our campus culture encourages us all to negotiate variant perspectives and values, and to strive for open and frank encounters. In providing a supportive environment for the academic and social development of a broad array of students of all ages who represent many national and cultural origins, we seek to serve as a model for inclusive community-building in our city, commonwealth, nation, and world.

**Engagement.** We address critical social issues and contribute to the public good, both local and global. We engage in teaching and public service activities as well as basic, applied, and engaged research, in order to support the intellectual, scientific, cultural, artistic, social, political, and economic development and well-being of all the communities we serve. We forge partnerships with communities, the private sector, government, health care organizations, other colleges and universities, and K-12 public education, and we bring the intellectual, technical, and human resources of our faculty, staff, and students to bear on pressing economic and social needs.
Environmental Stewardship and Sustainability: We seek to foster a consciousness of nature’s centrality to the human experience and our collective obligation to environmental sustainability. Since our founding, we have emphasized teaching, research, and service activities that promote environmental protection against degradation and nurture sustainability, strive for responsible stewardship and conservation of resources, and enhance the natural environment—not least the marine environment around our campus on Boston Harbor.

Economic and Cultural Development. We make significant contributions to the rich and diverse cultural and economic life of a major American city and enhance Massachusetts’ vital participation in the global economic community. We educate artists, writers, archivists, nurses, teachers, environmentalists, managers, scientists, scholars, and others whose lifelong contributions enrich the culture and environment of the urban populace. Through our engaged research, teaching, and service, we work cooperatively with metropolitan-area businesses and industries, and local, state, and federal governments, to strengthen our state’s economy and link it with the global economy.

An Urban Commitment. Our work is marked by a particular commitment to urban places, people, and issues, and their complex local, national, and global connections. We are located in a great city—Boston, the Commonwealth’s capital and major population center. We are proud to provide an excellent and accessible university education, as well as highly informed research and service, to residents of Boston and other cities and regions.Partnering with urban institutions and residents, we help to create viable and healthy social fabrics, economies, service organizations, and civic and cultural institutions.
Appendix

Most of the following documents were made available on the committee’s wiki space; Due to copyright restrictions, T.N. Atkinson’s paper on textual mapping was emailed to committee members only.

Original UMass Boston “Statement of Purpose” presented by John F. Ryan on the occasion of his inauguration as the university’s first chancellor, December 10, 1966.

Current UMass Boston Mission Statement

Vision Statement of the University System, Board of Trustees Document T91-107

UMB’s Urban Mission: Some Key Working Principles 2004

Reaccreditation Self Study Report 2005 prepared by the university for the New England Association of Schools and Colleges

2006 Documentation Framework for Carnegie Elective Classification Community Engagement

Strategic Plan 2007-2010, UMass Boston Renewal: Building the Student-Centered, Urban Public University of the New Century

Report of the Working Group on Civic Engagement

Stepping Forward as Stewards of Place, American Association of State Colleges and Universities (AASCU)


Mission and value statements from the following institutions:

Peers*
Cleveland State University, University of Illinois at Chicago, University of Louisville, University of Maryland, Baltimore County, University of Massachusetts Lowell, University of Memphis, University of Missouri—Kansas City, University of Nevada, Reno
Aspirational Peers*
Temple University, University of Houston, Georgia State University, University of Wisconsin-Milwaukee, George Mason University, University of Toledo, University of Memphis

*Peer institutions are similar to UMass Boston in terms of such characteristics as enrollment, retention and graduation rates, extent of research activity, and number of full-time faculty. At aspirational peers, levels in these categories tend to be higher.