

Board of Trustees
Strategic Planning Committee

October 19, 2023 at 8:00 am

Zoom Meeting – No Physical Location Available

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

Tab 1 [Summary of President's October 1 Goals](#)

Tab 2 [Role of the Strategic Planning Committee and
DRAFT Strategic Plan Committee Oversight Plan](#)

Tab 3 [Brief update on the Strategic Plan Implementation Executive Steering Committee](#)

Tab 4 [Process of assigning deadlines to goals](#)

Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: University Goals Relating to Strategic Plan Core Commitments

INITIATED BY: Emily Cain, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION: The Strategic Plan is a working document that is constructed and implemented by internal and external stakeholders to the System to bring about unified change.

BACKGROUND: One of the first deliverables of the UMS Strategic Plan was submission of university goals relating to the plan's four core commitment areas: enrollment, retention, research, economic and workforce development. Materials were received from each university and the law school for the October 1st date. Acting Vice Chancellor Dorsey will offer an update on the goals and discuss next steps in the implementation work.

Attachment

[University Goals Summary - DRAFT](#)

UNIVERSITY OF MAINE SYSTEM STRATEGIC PLAN DRAFT GOALS SUMMARY

Executive Summary

In July 2021, the University of Maine System (UMS) Board of Trustees directed Chancellor Malloy to initiate a system-wide strategic planning process. As distilled from the original charge, the following principles have guided the plan's development:

1. Be student-centric in teaching, learning, service, and research.
2. Express values of sustainability, quality, affordability, and justice, diversity, equity, and inclusion.
3. Align the UMS mission with the state of Maine's needs and priorities.
4. Make bold and transparent decisions based on objective data.
5. Use cost-effective measures to balance the current and future interests of our students, faculty, and staff.
6. Maximize each university's unique strengths while enabling the System to function as a cohesive whole.
7. Leverage unified accreditation as a tool to produce system-wide benefits.
8. Modernize aging facilities and improve organizational infrastructure while preserving our history and supporting future strategic initiatives.
9. Seek input from a diverse and broad set of UMS stakeholders.
10. Foster a system-wide culture of innovation and collaboration to achieve academic excellence.

The plan will galvanize faculty, staff, students, and other stakeholders to strengthen the System as a whole while honoring the distinctiveness of our universities and law school. Its central goal is to serve our students and our state.

The plan is grounded in five Commitments. Each is expressed by Actions that reflect Goals: measurable outcomes ensuring that we achieve what we set out to achieve in a given area.

The Commitments are:

1. Advancing the state of Maine through teaching, research, and service
2. Strengthening our System through financial sustainability and effective academic and infrastructure portfolio management
3. Making our System a destination for public higher education and a respected, engaging, and rewarding place to work
4. Creating a sense of belonging in our System through our commitments to justice, equity, diversity, and inclusivity, including opportunities for learning presented through multiple modalities (i.e. types of instruction)
5. Expanding the ability of our universities and law school to collaborate and flourish through our unified accreditation

Implementation

In May 2023, the University of Maine System Board of Trustees approved the first system-wide strategic plan in over two decades, since 2004 that will be implemented through an inclusive and transparent process.

A four-stage process will anchor the plan's implementation:

1. The Board's formal adoption of the plan will authorize the work of implementation.
2. By October 1, 2023, the universities and law school will develop Goals in four core areas—retention, enrollment, research, and economic and workforce development—and present them to the Board. The Goals will be benchmarked against our universities' peer institutions to ensure that the Goals are ambitious, achievable, and measurable.
3. By October 1, 2023, in consultation with the Chancellor, presidents, and Strategic Planning Committee, the Vice Chancellors for Strategic Initiatives and Academic and Student Affairs will develop a structure and communication plan for implementation and present it to the Board.
4. The Board will oversee implementation through its Strategic Planning Committee and related bodies and hold System and university leaders accountable for outcomes.

Goals

By October 1, 2023, the universities and law school will develop Goals in four core areas—retention, enrollment, research, and economic and workforce development—and present them to the Board. The Goals will be benchmarked against our universities' peer institutions to ensure that the Goals are ambitious, achievable, and measurable.

Below is a summary of the combination of plans within each area as well as a short description of each university's goals and example action steps.

RETENTION

All campuses identify the goal of increasing rates of retention, persistence and graduation in comparison to peer institutions. While the exact strategies to be employed are reflective of the individual campus and can be found in those plans, initiatives focus on the key areas of:

- early intervention and growth to support student success (i.e. advising support)
- Implementation of UMS Transforms initiatives focused on gateways to success/gateway courses and internship development
- enhancement of student life and co-curricular programs (including athletics) to expand opportunities for student engagement and leadership
- development of opportunities to create, strengthen programming to retain key cohorts of students such as (residential, indigenous, students of color, first generation, adult learners, etc.), and the

- development of more awareness and adoption of the high impact practices (HIPs) as articulated by AAC&U.

UMA

Based on comparisons to their peers, UMA aims to increase full-time retention rates to 65% (up from their average of 61%) and increase fall to fall return rates by 0.5% per year. The campuses at UMA and the UMA Centers “embrace the least-resourced students by embracing the whole student no matter what their immediate need” or background and preparation.

UMA’s retention initiatives are reflective of their mission to serve students of every age and background. Their plan calls for expanding efforts to deliver financial literacy programming, enhancing the new student onboarding process for students at a distance and in person, continuing to grow residential options for natural cohorts specific to UMA, supporting faculty in the adoption of high-impact teaching practices, and amplifying efforts to address diversity, equity and inclusion and formalize coordinated campus-wide actions to improve minoritized student retention (unique to UMA).

UMF

Given its focus and mission, UMF has traditionally had a high retention rate in comparison to other institutions in the System. It is aiming to increase to 70% first to second year and 90% third to fourth year by next fall.

UMF will focus on academic advising (faculty and peer advising), student engagement and experiential learning through their summer experiential experience and RLEs, increasing financial support for students including emergency funds, and “training” faculty and staff in the High Impact Practices.

UMFK

UMFK has the goal of improving its retention rate across all campus programs to 70% by 2028.

In order to accomplish this, they will improve their course-by-course student success (gateway courses), develop a data informed implementation plan that includes the expansion of the Bengal Buddy mentoring program and development of co-curricular activities that promote student success, improving student persistence through outreach and programming related to student health by conducting a student health survey and designing initiatives, developing and improving academic programming that leads to career-relevant pathways, and integrating critical attributes of first-year experience into orientation and introductory courses by 2024.

UM/UMM

Increasing the rates of persistence and degree completion by undergraduate students is a key goal of UM and UMM. UM seeks to increase first to second year retention to 82% by 2027 and at UMM to 65% over the same time period. UM/UMM’s specific retention goals align both with

their own existing plans and the UMS Strategic Plan, and reflect many of the same themes and best practices echoed in the goals of their sister institutions. Implementing UMS Transforms Student Success and Retention initiatives at UM and across the other UMS institutions is a multipart goal already underway, and UMaine and UMM seek to increase participation in RLEs by 10% per year until at least 60% of students are participating. UMaine's leadership in implementing UMS Transforms across the System puts them in a unique position of working systemwide to further key retention impacts.

They will employ several strategies to mitigate factors of attrition among at-risk populations by adopting strategies around intervention and targeted support across Academic Affairs and Student Life; these include creating a “first stop” student support center, a virtual one-stop student success center, and enhance the quality and flow of communication to and about first year students through the early alert capability of EAB Navigate, and conduct surveys of incoming and first year students to assess their academic experience. They will fully implement EAB Navigate and expand its use across Academic Affairs and Student Life to better connect students to the resources needed for success.

UMPI

Based on comparisons to peers, UMPI's goal is to increase their traditional undergraduate student 6-year graduation rate to 37.9% by 2028, and their full time retention rate to 76%. Traditional graduation and retention rates do not apply for YourPace - instead, the goal would be to close the gap between units taken and units earned/successfully completed.

Their initiatives include increasing the usage and functionality of EAB Navigate, expanding professional advising support for all students, improving athletic facilities, residence halls and dining facilities, expanding opportunities for campus engagement, expanding involvement and support in internship and gateways to success components of UMS Transforms and developing awareness of and adoption of High Impact Practices (AAC&U) for all programs and modalities - all UMPI courses are required to employ multiple HIPs within their courses.

USM

USM subscribes to the mantra “student focused every day,” and its retention initiatives are a reflection of this. Their initiatives are focused on creating a welcoming and supportive environment for every student which provides wrap-around services, better engagement of students, and developing and improving the pathways toward degree completion which will include an analysis of the curriculum to identify and diminish barriers. USM includes numerous activities focused on the academic experience as a part of its plans in this area.

USM has a unique focus on wellness embedded within its initiatives - expanding health service and counseling offerings, growing capacity to respond to students in crisis, developing continuous housing and ensuring that housing is available for every student who needs it. Tied to this are a number of initiatives focused on building connections and community in ways such as expanding student leadership opportunities, participation in intramurals and clubs,

programming in the residence halls, promoting university traditions, and increasing student employment opportunities.

Maine Law

Maine Law's overall retention rate for the past five years averages 95% (average 1L rate is 94.5% and upper-level exceeds 99%!) Their goal is to maintain this rate of 95%.

These retention rates are due largely to the quality of students admitted each year, outstanding faculty and high academic standards as well as a focus and commitment to student success by the faculty and staff and in their Academic Success Program which offers significant support to students in their first year. Students report positive relationships with faculty, administrators and peers, and a mutually supportive environment exists as a result of this. Maine Law will review non-academic attrition factors by addressing staff shortages, improving response time for student issues, enhancing student resources available at both Maine Law and across UMS, while improving the availability and accessibility of important student information.

ENROLLMENT

System-wide initiatives will focus on online growth, developing and strengthening articulation agreements with community colleges, developing new pathways based on free community college initiative with specific program pathways based on university focus, increase in wrap around services for online learners, marketing and awareness campaigns across UMS, and expansion of recruitment efforts across multiple student populations (traditional, adult, international). Below is a summary of the universities and Law School unique focus areas.

UMA

UMA's enrollment is well above their Hanover peers, primarily due to their mission to serve students of every age and background and their resultant diverse portfolio. Their overall enrollment goal is to increase overall undergraduate enrollment by 1%, adult students by 1.5%, native and immigrant populations by 2% and graduate student enrollment by 2% (all annually).

Their key actions include enhancing the new student onboarding process, increasing marketing and recruitment for their multi-university partnerships addressing state needs, expanding out-of-state, international and high school age recruitment by highlighting professional programs (utilizing micro-campaigns for specific programs), enhancing direct outreach to diverse populations (New Mainers and the Wabanaki tribal communities), expanding articulation agreements and workforce-based partnerships with employers and agencies, and expanding their Prison Education Program (PEP).

UMF

UMF has adopted a "barbell strategy" with one weight focused on its traditional 18–21-year-old residential student and the other weight devoted to developing online programs to reach

graduate, early college, degree completers, and working students. The university aims to shift 25 percent of its classes online to serve new markets.

To differentiate from other campus efforts, UMF will focus on their strong reputation in teacher preparation and its alumni base of PK-12 teachers to grow its graduate programs (which are up 31.5 percent this fall over last year). On the traditional side they plan to increase early college student enrollments by 300% and have developed pathways to increase matriculation of those students into UMF programs. For the transfer population, they have added 15 articulation agreements with community colleges they have strong relationships with and developed partnerships with all 10 CTE programs for Early Childhood Education.

Historically, UMF has not offered a lot of online programming so moving 25% of its programming to this modality will require shifts in many support areas. It will be a major focus of the institution as well as those local relationships that can focus on campus-based programming for degree completers such as Ed Techs, Community College working students, and partner area school departments.

UMFK

UMFK has a goal of increasing on campus headcount annually by 2% over the next five years.

UMFK's key enrollment initiatives include developing and implementing a collaborative, integrated strategic marketing plan, implementing more attractive alternative pathways to degree completion especially for prospective students facing hurdles to higher education and requiring academic units to submit plans that may call for: 3-year bachelor's degree, block transfer and articulation agreements with community colleges, use of the entire (12-month) calendar, requiring all academic programs to have advisory boards in order to improve career-relevant academic programming, and streamlining the approval process for new programs to take advantage of the agility of being a small campus.

UMaine/UMM

UMaine is developing recruitment efforts aimed at increasing both traditional and non-traditional groups. With a goal of 2.5% growth annually through 2027 of the first year incoming class, this growth includes an increase in under-represented and international student populations and a reprioritization of recruitment of out-of-state students. Highlights of the recruitment revisions relate to changes in the admissions cycle (earlier admits), financial aid packaging, and refinement of recruitment territories.

A differentiator for UMaine is a focus on readmission of former students that did not complete as a distinct re-entry population or undergraduate to graduate pipelines. This student population, along with transfer and adult students new to UMaine, will be targeted with the new Finish Strong Adult Completion Program. Also, initiatives can be supported by UMS TRANSFORMS

enrollment goals, an example are those associated with Maine College of Engineering and Computing (MCEC).

UMPI

UMPI's major enrollment growth will focus on online programming within its competency-based (YourPace) programming. The projected 250% growth for YourPace over the next 5 years is predicated upon current offerings; it does not include the eight additional new programs either in development or being prepared for delivery that will be added to the current academic portfolio. The growth of this program is limited only by institutional resources and concern of competition from existing programs/institutions within the UMS. Using the prior four year enrollment numbers and conservative predictive trends, UMPI projects significant growth in its competency-based (YourPace) programming and minor reductions in enrollments of traditional undergraduate (TUG) programming.

The YourPace program has seen significant growth in the international student population over the last two years which will continue to be a focus of our enrollment efforts, further differentiating UMPI's efforts from other campuses across the System.

Additional differentiators include pathway programs with direct scholarship opportunities into the YourPace program are being developed for those coming out of the community college system.

USM

While not the totality of its efforts, a majority of the work outlined in USM's enrollment work focuses inward on re-envisioning their current admissions processes, and how and when they engage with high school students, their families, and high school school counselors. There is a three-pronged end goal of increasing incoming first year students, decreasing summer melt, and increasing the focus of advising pathways of undergraduate students into graduate programming. USM is examining touchpoints and opportunities to engage with potential students as early as summer programming and Early College pathways, and educational opportunities for the influencers in those students' lives. In addition to this local focus, plans for international recruitment are included, both of which allow for differentiation in the target population USM will be recruiting.

While this more traditional student population is a focus of the plan, work with transfer students, specifically with strengthening the relationship and pathways for Southern Maine Community College graduates is noted and to move into the next phase of development of the Health Corridor recently outlined with the Lewiston-Auburn Campus (LAC). This work will address the working learner and transfer student population of that geographic area and in partnership with Central Maine Community College.

Maine Law

Maine Law must increase their profile both in Maine and nationally, to attract potential students. Following additional national trends, Maine Law School's incoming class sizes have been

relatively steady with an upward turn. The 8 year average is 85, and the 5 year average is 88. In addition to out-of-state recruitment, attracting a sufficient pool of applicants with strong credentials (strong LSAT scores) will assist in our efforts to support strong outcomes such as bar passage and meaningful employment.

Maine Law will implement a scholarship program in combination with robust marketing strategies that are vital to giving Maine Law the national recognition needed. In order to achieve this goal we are partnering with EAB (national leader in marketing and enrollment solutions) to develop direct email marketing campaigns, increase digital marketing presence, and redesign our website.

Research

Overall, each university discussed opportunities to expand student access either in undergraduate and graduate study areas to ensure that all UMS students can engage in research, innovation, and knowledge creation. These efforts are done in partnership across UMS and align with the Strategic Plan Commitment areas as well as UMS Transforms initiatives such as the Research Learning Experiences (RLEs).

In addition, focus tied to faculty, staff and student research related support as well as responding to external partners' needs, and research opportunities were highlighted below aligned with the universities and law school goals.

UMA

The University of Maine at Augusta expends 20% of its total core expenses on research. They reviewed the research investments supported by their Hanover Peers and found that the peers' investments range from zero to 8%, with most falling below 1%.

In support of its student-centered mission, UMA sees an opportunity to pursue research in the field of scholarship of teaching and learning. A focus on undergraduate research, diverse student populations, immersive technologies, simulations, and workforce training will benefit the students and faculty at UMA and the state. UMA will increase the number of externally funded grant applications to serve communities, including government and industry partners.

UMF

The University of Maine at Farmington will focus on three funded research areas that will further its goals as a teaching institution: 1) experiential education, 2) Pre-K to twelve education, and 3) rural education, health, science, and outdoor recreation.

Current funding awards include more than 2m for experiential education, over 4m in support of PreK to 12 schools in rural districts, and 1m for science and workforce development. Potential funding opportunities include more than 2m to continue supporting PreK to 12 schools in rural areas.

UMFK

University of Maine at Fort Kent will offer 3-5 more RLE's each year and faculty will operationalize their research statement.

In collaboration with UMS, UMFK will promote first-year RLEs programs for Early College students and document the expansion of student access to ensure that all students can engage in research, innovation, and knowledge creation. Further, faculty will develop a plan for operationalizing their research statement by May 2024 including aligning budgets and other resources with their research plan. UMFK develops an annual inventory of student and faculty research, scholarship and creative expression.

UMAINE/UMM

With a focus on retaining Carnegie R1 designation and all that it means to students, faculty, UMS, and the state, the University of Maine identified goals that will enable the growth of research and development, including expanding cross-university collaborations in research and scholarship.

UMaine's Actions and KPIs include completing a Medical School feasibility study, a 5% increase in proposals and awards, and a 5% annual increase in graduate degrees. Further, UMaine anticipates these efforts will increase first to second-year retention from 76% to 82% by 2027, and the growth at the University of Maine at Machias will move from 58% to 65% during the same period. For UMaine and UMM, the Research Learning Experience (RLE) participation will increase by 10% annually until at least 60% of all first-year students participate.

UMPI

The University of Maine at Presque Isle will continue to create and expand innovative undergraduate programs to attract, retain, and prepare students. UMPI will design opportunities for all students in STEM majors to engage in extended research practices throughout their undergraduate degree program. The number of RLEs available to incoming first-year students will increase, and students working in professional or service programs in Aroostook County will have opportunities to produce research for state and local agencies.

UMPI will increase the total grant funding by 10% compared to the baseline reported in the 2022 NSF Higher Education R&D Survey (HERD) report. UMPI will create a Director of Faculty and Programmatic Research to help coordinate research priorities, enhance funding to surpass the average for peer comparators and represent UMPI in UMS-level research or pedagogical efforts (i.e., UMS Transforms (including RLE), INBRE, Vice Chancellor Research Leaders Group).

USM

The University of Southern Maine continues to develop support for faculty, staff, and student research, scholarship, and creative activity. The Research Service Center at USM and their University of Maine partners will be central to this activity. Enhanced research will increase the

revenue stream through indirect cost recoveries on funded research and elevate USM's reputation as a center for excellence in education.

Research activity at USM will further develop the Research Learning Experience (RLE) and research labs, the research portfolio for faculty and staff, and conference and publication opportunities for faculty, staff, and students.

Maine Law

The University of Maine School of Law will participate in the study of law, with a goal KPI of 90% publications each year by Tenure and Tenure-track faculty. Actions toward this goal include collaborating with scientific and other research faculty so that, by FY 2025, Maine Law and UMS faculty present one to two cross-disciplinary research projects annually.

Economic and Workforce Development

The University of Maine System Strategic Plan and its economic and workforce development partners across the state are keenly focused on this area with initiatives such as UMS Transforms and the 10-year Economic Development Strategy for Maine that will continue to be a guiding framework for this important work. While each university and law school has its own strong and valued partnerships as well as student centric internship and career experiences and support, UMS Strategic Plan Economic & Workforce Development key initiatives are:

- Provide a career-relevant experience for every student in every UMS degree program by 2028
- UMS will promote the UMS Transforms *Pathways to Careers Initiative*
- Partner with Maine employers to deliver multi university programs to specific workforce populations for skill improvement and career advancement

UMA

Founded as a continuing education hub, UMA has a tradition of being seen as a destination for lifelong learning. Their combination of campuses and Centers make them uniquely placed for the development of industry partnerships such as those already formed with BIW and MaineGeneral. Their goal is to expand these industry training partnerships and to add new credentialing programs taking into consideration in-demand and high-demand occupations.

Their actions include promoting their statewide mission through its Centers and online offerings, focusing marketing and recruitment efforts of “meeting students where they are”, and developing additional workforce-based partnerships with employers and agencies, in key areas such as health professions, business and computer and information systems.

UMF

While education has a clear career pathway, other majors which provide pre-professional experiences can lead to a variety of careers. UMF will be exploring these majors to determine students' ultimate career objectives in order to provide more pre-professional experiences including cores, service learning and internships.

Initiatives within this will include increasing credit-bearing internships in the arts and sciences, increasing internship partners and identifying alumni mentors, increasing the teaching of "soft skills" within academic classes and extracurricular activities, and educating more students in the use of AI.

UMFK

UMFK has the overarching goal of improving their response to economic and workforce development opportunities. The first strategy in this is to establish an advisory council for each academic program by May 2024.

They will connect academic and support programs to workforce development opportunities, partner with Maine employers to deliver programs to specific workforce populations, and will embrace their small size and agility to respond more rapidly and effectively to changing workforce realities. They will streamline the internship process and collaborate with employers to enhance offerings, and will collect and disseminate career placement data annually for all academic programs.

UMaine/UMM

UMaine/UMM will work to provide authentic experience in research, scholarship, and/or creative activity to be part of every undergraduate's experience. Experiences such as a first-year research learning experience offered to all incoming students; service learning and capstone projects provide applied research and learning opportunities. In addition, students will have opportunities for career exploration, professional development, and internship experiences through the Pathways to Careers initiative.

UMaine's differentiator as the state's land-grant institution, and the only Carnegie R1 research institution in the state, is the largest producer of doctoral degrees in Maine. In addition programmatically, UMaine/UMM will offer a range of educational programs to diverse learners to prepare students for workforce needs, including noncredit, professional development programs, badges, and other micro-credentials engaging with state, industry, and community partners in Maine and beyond. This work includes building upon UMaine's research strengths in biomaterials, sustainability, and climate science for the health of our planet and to confront climate change, and combining workforce needs, with data-driven projections and technological innovation to then provide training to enable faculty, staff, and students to engage in commercialization.

UMPI

On economic & workforce development UMPI will seek to strengthen partnerships internal and external to ensure timely and needed programs. UMPI will provide internships, clinicals, and extended research opportunities for all students in all majors, including the ability of students to

demonstrate achievement through certificates/badging. There will be continued efforts on employer partnerships both through UMPI's Board of Visitors and its Business and Industry Advisory Boards, as well as with school districts to ensure timely and accessible certification/degree opportunities for current and future educators.

UMPI's success with the competency based program, YourPace program, is its unique program that will provide UMPI the ability to partner with fellow UMS institutions and employers to ensure availability of high-demand academic programming within the YourPace modality for adult learners both in-state and nationally. This includes continued expansion of online graduate, certification programming within the YP modality in high-need areas both within the state (i.e., Education) and nationally, as well as with General Education program through its "traditional" online programs and its YP programs; this programming can be expanded to include coursework from other UMS institutions.

USM

University of Southern Maine will expand continuing education opportunities to help with workforce development for those already in the workforce to grow and advance in their careers - both for-credit and non-credit (continuing education and professional development). This work includes expanding internship, apprenticeship and experiential learning through Career Hub and Academic Departments. In addition, development of relationships and connections with the community such as working with employers in key industries such as healthcare, partnering to expand and promote field placements in professional settings in community and leveraging partnerships.

A differentiator with USM's economic & workforce development goals is to focus on the internal workforce development of USM faculty and staff. This includes a data-driven strategic management of resources, mentoring program for faculty/staff of color, and offering professional development programs with intentional advisory support from public and private industry.

Maine Law

Maine Law will support and maintain an average bar-passage-required and JD-adjacent job rate/higher ed rate of 85% at 10 months and 90% at 12-18 months. The graduating class of 2022 reached a 94% employment/higher ed rate at 12 months.

Maine Law will work toward its long-term goals regarding economic & workforce development and engaging employment. Maine Law's class of 2022 experienced extraordinary career placement at 10 months after graduation, with 90% of the class (66 of 73 graduates) reporting either full-time, long-term work in jobs that require bar passage or for which their JD degree provides an advantage, or enrollment in a further graduate program that will advance their career. This number represents a marked improvement from numbers in the 70-75% range for class years 2019 through 2021.

Maine Law graduates' success and their connection to the program is a major opportunity area. Maine Law will continue its work on the high degree of career preparation for its students and expanding these important economic & workforce connections.

The full documents received from the universities and law school can be found below:

The University of Maine at Augusta

FROM CONTINUING EDUCATION TO LIFELONG LEARNING: University of Maine at Augusta's Efforts in Enrollment, Retention, Research, and Economic and Workforce Development October 2023

INTRODUCTION

The University of Maine at Augusta's mission – to “transform the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and on-site education, excellent student support and civic engagement, and innovative professional and liberal arts programs” – guides our daily practices and future goals through the priorities in our strategic plan “[UMA Student-Centered Education for a Diverse and Digital Future.](#)” Our strategies include:

- Strategy #1 Strengthen Student Success
- Strategy #2 Advance Academics
- Strategy #3 Enhance Marketing and Recruitment
- Strategy #4 Cultivate Reputation and Resources
- Strategy #5 Foster Inclusion

Our strategic priorities reflect UMA's emphasis on meeting all students where they are, when and how they need it, and align with our mission and brand pillars, as well as the system's priorities of Enrollment, Retention, Research, and Economic/ Workforce Development in the following ways:

MISSION	BRAND PILLAR	STRATEGIC PLAN TITLE	UMA STRATEGIES/ UMS PRIORITIES
UMA transforms the lives of students	<i>a catalyst for positive change</i>	Future	Strategy #1 Strengthen Student Success Strategy #2 Advance Academics Strategy #5 Foster Inclusion Retention

of every age and background across the State of Maine and beyond	<i>champions of diversity</i>	Diverse	Strategy #1 Strengthen Student Success Strategy #3 Enhance Marketing and Recruitment Strategy #5 Foster Inclusion Enrollment
through access to high-quality distance and on-site education, excellent student support and civic engagement,	<i>an education that meets students where they are</i>	Student-Centered/ Digital	Strategy #1 Strengthen Student Success Strategy #5 Foster Inclusion Retention
and innovative professional and liberal arts programs.	<i>programs designed for today's economy</i>	Education	Strategy #2 Advance Academics Strategy #3 Enhance Marketing and Recruitment Strategy #4 Cultivate Reputation and Resources Research Economic and Workforce Development

Our strategic plan reflects UMA's **strengths** in student support, high impact practices, diversity equity and inclusion, access, innovative technologies, community engagement, lifelong learning, and workforce development. Our career-focused programs with a liberal arts base means that our students learn not only hard skills for one career, but essential skills like communication and critical thinking that build the flexibility of mind to continue learning throughout their lives, and the nimbleness to adapt to the careers of the future. From our origins as a continuing education college to our current reality of serving all students at every stage of their lives, including increasingly traditional-aged, out-of-state, and international students, our diverse portfolio has served us well even with post-pandemic challenges. Both of our campuses and our eight Centers provide workforce training and educational degree access to Mainers across the state, even those with deficient support networks and home internet.

Our strategies seek to meet our **challenges**, which include:

- adults tending to stay in the workforce rather than completing degrees, given current economic realities,
- demographic cliff/ coupled with "Gen P's" (pandemic graduates) current reluctance to pursue higher education, and
- free community college for recent Maine high school graduates (as we serve similar demographics).

UMA's **opportunities** lie in continuing to build on our strengths through future-focused technology such as:

- keeping our enrollment portfolio diverse by increasing numbers and support for out-of-state and international students through residence halls and sports;
- specializing in workforce training simulations; and
- providing both face-to-face and hybrid and blended learning environments that support engaging real-time class participation and robust online learning.

The following strategic efforts in **enrollment, retention, research, and workforce development** build on our strengths, meet our challenges, and take advantage of opportunities.

DRAFT

ENROLLMENT: “Champions of Diversity”UMA Plan Strategies

- Strategy #1 Strengthen Student Success
- Strategy #3 Enhance Marketing and Recruitment
- Strategy #5 Foster Inclusion

Baseline

UMA’s enrollment is already well above that of our Hanover peers:

Hanover Peers Enrollment

	Total enrollment
University of Maine at Augusta	4,202
Bluefield State College	1,243
Dalton State College	4,794
Dickinson State University	1,441
Indiana University-Kokomo	3,227
Lewis-Clark State College	3,856
Montana State University-Northern	1,024
Rogers State University	3,400
University of Hawaii-West Oahu	3,168
Average	2,769
Median	3,198

primarily because of our mission to serve students of every age and background, and our resultant diverse portfolio. We serve students of all ages - from early college to senior college - and backgrounds, including adult learners/ degree completers, veterans, justice impacted, transfer, online, industry partner employees, and, increasingly, traditional-aged, out-of-state, and international students through targeted cohort programs designed for today’s economy. Our current fall 2023 enrollment breakdown includes:

FA23 UMA Enrollment Breakdown: New Admits

	Full Time	Part Time
FYR	188*	91
TRF	170	164

**156 in Bachelors and 32 in Associates*

FA23 UMA Enrollment: Adult/ Non White

	Number (of 4008)	% of headcount
Adult (25+)	2036	51
Non-White*	552	13.8

**Includes Asian, Hispanic/Latino, American Indian or Alaska Native, Black or African American, Hawaiian or Other Pacific Islander, Two or more races*

Targets

We seek to grow our diverse enrollment stream composed of students from all backgrounds. As outlined in our Multi-Year Financial Analysis (MYFA), we will increase overall undergraduate enrollment by 1%, adult students by 1.5%, native and immigrant populations by 2%, and graduate student enrollment by 2% (all annually).

How We Plan to Meet Targets: Strategic Action Items

1.1 Enhance new student on-boarding processes:

- *1.1.4 Develop pathways from Early College to matriculated programs.*

3.1 Expand enrollment:

- *3.1.2 Identify and sustain collaborations with UMS sister institutions:*
 - Increase marketing and recruitment for our multi-university partnerships, notably those meeting state needs and designed for today's economy such as medical laboratory technology, UMF nursing cohort, and shared graduate programs in cybersecurity, trauma-informed emergency management, and substance use disorder.
- *3.1.4 Leverage institutional, state, and federal financial aid resources to support incoming students with meaningful and competitive aid packages.*
- *3.1.5 Expand Early College opportunities through existing and new high school partnerships and home-schooling organizations.*

3.2 Execute targeted recruitment opportunities:

- *3.2.1 Expand segmented communication strategies and increase outreach to specific populations including recent high school graduates, returning adults, veterans and military personnel, and diverse populations such as Maine Native American communities and New Mainers.*
 - Expand out-of-state, international, and high-school aged recruitment, which we are accomplishing by highlighting our campuses-based professional programs that meet the needs of the state and today's economy (nursing, aviation, architecture, dental health, veterinary technology, medical laboratory technology), and expanding housing and athletic offerings.
 - Leverage our 250,000 Adult Degree Completion grant to increase adult recruitment and reduce barriers to completion for returning adults.
 - Enhance direct outreach to diverse populations such as New Mainers in Kennebec and Androscoggin (Lewiston Center) Counties and the four Wabanaki tribal communities in Maine.

- Promote more assertively our Pine Tree State Pledge zero tuition promise to attract first-year and transfer students with a compelling message of affordability.
- *3.2.2 Continue to encourage housing as an option for cohort programs in Augusta (aviation, architecture, and nursing) and explore new student housing to grow cohort programs in Bangor (veterinary technology and dental health), including living and learning communities (see 1.3 under RETENTION).*

3.3 Strengthen and expand current enrollment partnerships.

- Update and expand articulation agreements with Maine Community Colleges via our new Director of Enrollment Partnerships.
- Develop additional workforce-based partnerships with employers and agencies, building on our current success.
- Expand our Prison Education Program (PEP) as UMA shifts from an Experimental Site to full Pell restoration for incarcerated students.

3.4 Enhance marketing efforts and research.

- *3.4.2 Conduct targeted traditional and digital marketing campaigns using geo-targeting, geo-fencing, consumer databases, student search lists, and other data-driven tools to segment audiences and prospective students.*
 - Divert current marketing resources to more efficient digital marketing and targeting efforts and leverage Adult Degree Completion fund (\$40,000) to conduct micro-campaigns for specific programs (Community Policing, Cybersecurity, Nursing, Trauma-Informed Emergency Management).

5.2 Develop recruitment and retention practices designed to increase the diversity of faculty and staff in all of our locations.

5.4 Define and express our commitment to DEI principles.

RETENTION “An Education that Meets Students Where They Are”

UMA Plan Strategies

- Strategy #1 Strengthen Student Success
- Strategy #2 Advance Academics
- Strategy #5 Foster Inclusion

Baseline

UMA supports all students both in and out of the classroom through High Impact and other proven best student support and engagement practices. Our Centers in particular embrace the least-resourced students by embracing the whole student no matter what their immediate need. Our fall-to-fall retention rates are hovering around 61%:

UNDERGRADUATE FALL-TO-FALL RETURN RATES (SUMMARY)

Returned in Following Fall: Same Institution

Cumulative Credit Hours	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
0 to 29	54.2%	55.5%	52.8%	58.0%	52.8%	53.3%	55.0%	52.5%
30 to 59	67.5%	67.9%	66.8%	69.1%	68.9%	64.5%	67.6%	64.8%
60 to 89	69.4%	70.4%	66.9%	69.0%	70.1%	69.4%	71.2%	70.3%
90+	62.6%	63.1%	61.1%	60.5%	64.0%	60.6%	62.4%	64.2%
Total	62.5%	63.4%	61.0%	63.7%	63.3%	61.5%	63.6%	62.7%

Returned in Following Fall: Other UMS Institution

Cumulative Credit Hours	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
0 to 29	2.1%	1.9%	2.9%	2.3%	2.3%	2.0%	1.7%	1.2%
30 to 59	2.4%	3.6%	2.4%	4.8%	2.5%	1.3%	1.5%	1.3%
60 to 89	2.5%	2.8%	3.6%	4.7%	1.4%	1.4%	0.8%	1.6%
90+	2.6%	1.8%	4.7%	3.1%	1.2%	0.7%	0.7%	0.6%
Total	2.4%	2.4%	3.4%	3.6%	1.8%	1.3%	1.2%	1.1%

Returned in Following Fall: External Institution

Cumulative Credit Hours	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
0 to 29	4.6%	3.9%	4.1%	3.8%	4.7%	3.5%	3.3%	7.1%
30 to 59	2.9%	2.5%	4.9%	3.3%	2.3%	2.3%	1.8%	3.3%
60 to 89	0.6%	1.3%	2.2%	1.1%	1.1%	2.9%	1.4%	1.6%
90+	1.1%	1.6%	0.9%	1.8%	1.0%	1.8%	1.6%	1.3%
Total	2.5%	2.4%	3.0%	2.5%	2.3%	2.7%	2.1%	3.3%

Source: https://public.tableau.com/app/profile/ums.academic.affairs/viz/ReturnRatesFall-to-Fall_16343274816180/UndergraduateSummary

and we have already seen a 7.3% point lift since 2020 in our first-time degree seeking rates:

First-Time Bachelor's degree seeking retention rates (from prior spring to the fall of)

2019 = 79.2%

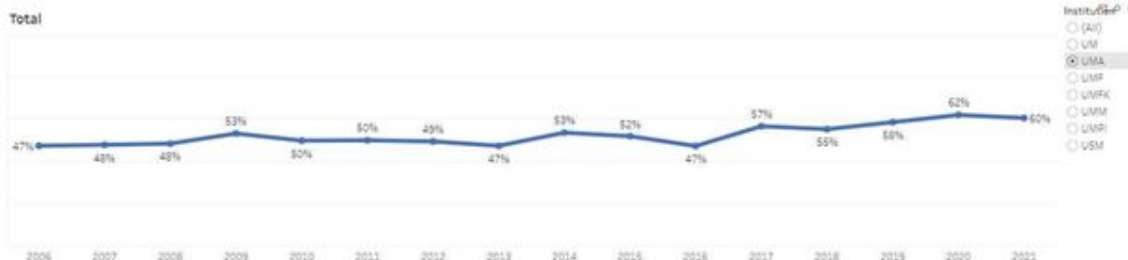
2020 = 78.4%

2021 = 79.7%

2022 = 82.7%

2023 = 85.7% (not census yet)

First-Time, Bachelor's Degree-Seeking Retention Rates by Fall Cohort University of Maine at Augusta (UMA)



Source:

<https://public.tableau.com/app/profile/ums.academic.affairs/viz/IPEDSRetentionandGraduation/Retention>

Targets

We aim to increase full-time retention rates to 65%, the median retention rate of our Hanover peers:

Hanover Peers Retention Rates	
	Full-time retention rate
University of Maine at Augusta	0.616
Bluefield State College	0.598
Dalton State College	0.667
Dickinson State University	0.632
Indiana University-Kokomo	0.701
Lewis-Clark State College	0.612
Montana State University-Northern	0.699
Rogers State University	0.649
University of Hawaii-West Oahu	0.745
Average	0.662875
Median	0.658

and increase by 0.5% annually our fall-to-fall return rates, as well as first-time bachelors-degree-seeking retention rates.

How We Plan to Meet Targets: Strategic Action Items

1.1 Enhance new student on-boarding/ entry-year experience processes

- *1.1.2 Improve orientation completion rates*
- *1.1.3 Expand efforts to deliver financial literacy programming with an emphasis on personal finance, budgeting, and debt management*
 - Create revised new student onboarding process to provide information and engagement opportunities at a distance, in person, and in collaboration with academic programs and other student cohort groups such as student athletes and international students.
 - Coordinate in-person NSO offerings for Augusta, Bangor, and the eight Centers (Brunswick, East Millinocket, Ellsworth, Houlton, Lewiston, Rockland, Rumford, Saco) to include continuity of experience for all students, including coordination of academic program-specific orientations and Center events.
 - Revisit current version of Online New Student Orientation (ONSO); revise to include module on financial aid and general financial literacy, focus on mental health services and support, develop support for multilingual learners, reconsider format and length (e.g. shortening time commitment or breaking into modules).

- Formalize collaboration between Student Development and Advising team to create a plan for continued entry-year programming and early alert-focused intervention.

1.3 Explore strategies to create and strengthen cohort opportunities/ living and learning communities

- Continue to grow residential options for natural cohorts such as student athletes, international students, traditional aged out-of-state students, and destination programs such as architecture, aviation, nursing, vet-tech, and dental
 - Explore additional housing opportunity partnerships in Augusta (through current housing property owner and developer), Bangor (UMaine), and affordable housing in communities that house Centers, which serve the least-resourced students.
 - Amplify programming and student activities to increase cohesion of students in the above-listed cohorts.

2.5 Support faculty in adopting high-impact teaching practices.

5.8 Examine and assess where UMA falls short in our commitment to equity, diversity, and inclusion, and develop strategies to overcome these shortcomings.

- Amplify efforts to address diversity, equity, and inclusion, and formalize coordinated, campus-wide actions to improve minoritized student retention:
 - Formalize plan to bring back Safe Zone trainings.
 - Facilitate community conversations regarding the intersection of freedom of speech with maintaining inclusivity.
 - Investigate ways to serve neurodivergent students better in coursework and throughout UMA.
 - Continue to increase digital accessibility and inclusive pedagogy.
 - Create formal support systems for multilingual learners.

RESEARCH “A Catalyst for Positive Change”

UMA Plan Strategies

- Strategy #2 Advance Academics,
- Strategy #4 Cultivate Reputation and Resources

Baseline

UMA consistently invests in research more than its Hanover peers:

Hanover Peers Research Investment

	Research expenses as a percent of total core expenses
University of Maine at Augusta	0.2000
Bluefield State College	0.0000
Dalton State College	0.0000

Dickinson State University	0.0040
Indiana University-Kokomo	0.0290
Lewis-Clark State College	0.0800
Montana State University-Northern	0.0170
Rogers State University	0.0100
University of Hawaii-West Oahu	0.0500
Average	0.0238
Median	0.0135

Targets

With UMA's student-centered mission, we see a niche for our faculty research in the general field of the scholarship of teaching and learning, with a particular focus on undergraduate research, lesser-resourced and diverse student populations, immersive technologies, simulations, and workforce training. With our commitment to our communities, we also serve government and industry partners, for example researching the dental landscape in Maine for the state. We aim to increase the annual number of externally-funded grant applications and continue to explore more collaborative opportunities within UMS.

How We Plan to Meet Targets: Strategic Action Items

2.3 Sustain efforts to improve the quality of academic programs.

- *2.3.3 Explore opportunities to evolve the academic program curricula to engage students with faculty in research, discovery, creativity, and innovation.*

4.1 Expand outreach and influence.

- *4.1.3 Identify and pursue grant opportunities in support of strategic goals and initiatives*
- *4.1.6 Explore the creation of a UMA Annual Report to inform and engage others.*

4.2 Nurture community and professional development

- *4.2.3 Demonstrate active support of the UMA mission by advocating for professional development and career advancement opportunities for all faculty and staff.*

ECONOMIC AND WORKFORCE DEVELOPMENT “Programs Designed for Today’s Economy”

UMA Plan Strategies

- Strategy #2 Advance Academics
- Strategy #3 Enhance Marketing and Recruitment

Baseline

UMA is a longtime force for economic and workforce development. Founded as a continuing education hub, the university has developed into a destination for lifelong learning with a specialty in technology and simulations. Our Centers effectively address the education needs of Maine's least-resourced populations by guiding them through earning specific credentials to meet Maine's workforce needs. Being firmly rooted in their communities, our Centers are especially promising for industry partnerships like the Brunswick Center's Bath Iron Works employee training pilot. We continue to award more credentials than our Hanover peers:

Hanover Peers degrees and certificates

	Total degrees awarded	Total certificates awarded
University of Maine at Augusta	528	59
Bluefield State College	308	2
Dalton State College	812	28
Dickinson State University	274	12
Indiana University-Kokomo	627	10
Lewis-Clark State College	870	26
Montana State University-Northern	285	33
Rogers State University	563	1
University of Hawaii-West Oahu	709	0
Average	556	14
Median	595	11

and our degree conferrals by program vary, with health and tech fields more robust than others:

Program Name	Degree Name	Degree Conferrals by Academic Year (Summer, Fall, and Spring)						
		15-16	16-17	17-18	18-19	19-20	20-21	21-22
Veterinary Technology	Associate of Science	20	23	20	3	2		
Veterinary Technology	Bachelor of Science		1	2	15	22	24	17
Computer Information Systems	Associate of Science	6	8	3	4	5	3	4
	Bachelor of Science	18	13	13	19	10	12	15
Computer Information Systems - Post Bac	Bachelor of Science	12	4	8	4	8	9	6
Cybersecurity	Bachelor of Science		2	1	10	9	24	30
	Master of Science							8
Cybersecurity - Post Baccalaureate	Bachelor of Science	1	1	1	2	3	4	5

Dental Assisting	Associate of Science	7	10	10	8	8	2	6
Dental Hygiene	Associate of Science	17	17	17	13	19	15	15
	Bachelor of Science	8	7	5	1	8	7	5
Medical Laboratory Technology	Associate of Science	9	8	9	3	7	9	5
Nursing	Associate of Science	45	8					
	Bachelor of Science	19	23	24	14	23	18	60

Source: <https://public.tableau.com/app/profile/ums.academic.affairs/viz/EnrollmentConferralsbyMajor/Enrollment>

Our Centers, which serve the most vulnerable populations but also have the most potential for industry training agreements, account for almost half of our total headcount and credit hours:

UMA Centers Fall 2023 Enrollment* as of Sep 25, 2023

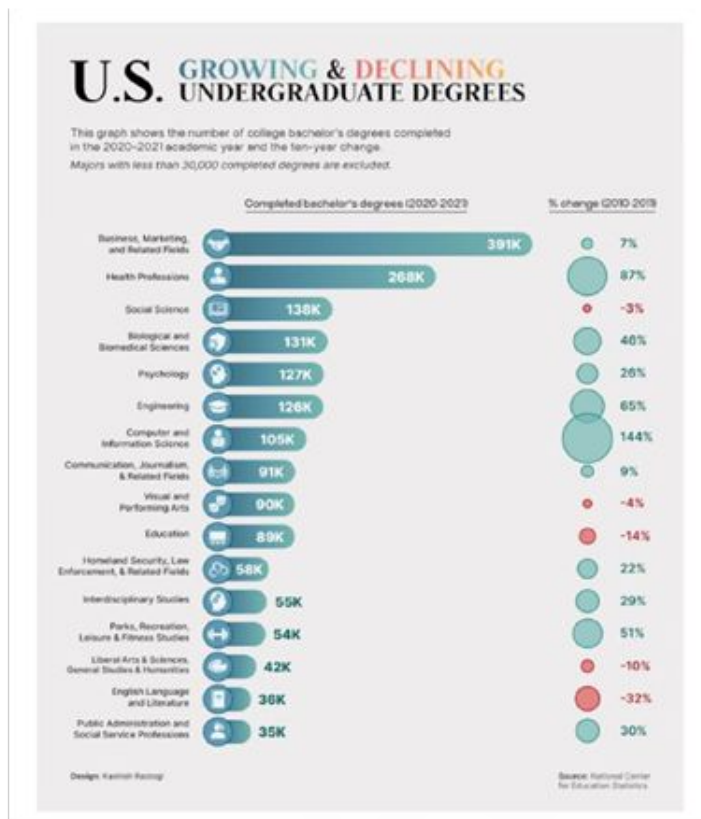
UMA Center	Headcount	% of Total UMA Headcount	Credit Hours	% of total Credit hours
Brunswick	253	6.3%	1855	5.8%
East Millinocket	96	2.4%	742	2.3%
Ellsworth	237	5.9%	2010	6.3%
Houlton	131	3.3%	905	2.8%
Lewiston	320	8.0%	2578	8.1%
Rockland	381	9.5%	2782	8.7%
Rumford	276	6.9%	2030	6.4%
Saco	245	6.1%	1802	5.7%
TOTAL	1939	48.4%	14704	46.1%

* Headcount and Credits generated and supported by eight UMA Centers, ascribed by zip code ranges. Includes on-site, hybrid, Hyflex, and online via synchronous and asynchronous modes of instruction.

Our current list of industry partners includes Bath Iron Works, Community Policing, KidsPeace, MaineGeneral, Maine Instrument Flight, and NFI North, and we see potential partnerships in the areas of cyber apprenticeship, VetTech expansion, Bangor housing, and A Children's Place (through Kennebec County's Impact2023 effort).

Targets

We will continue to form industry training partnerships (such as those with Maine General, BIW, Department of Corrections, and local police departments), especially in our Centers, and add new credentialing programs in part by taking into consideration training for in-demand occupations and growing and declining US undergraduate degrees:

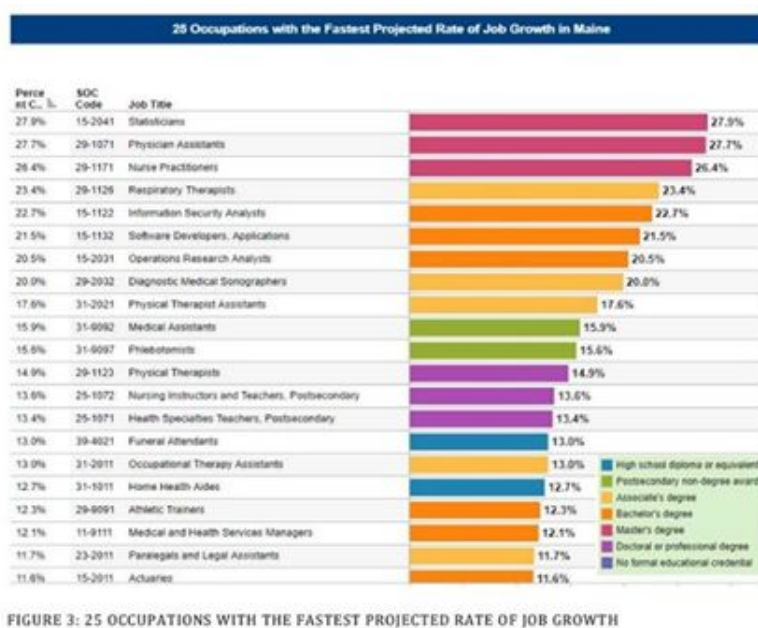


Source: <https://www.maine.gov/swb/svmw/index.shtml>

Of those, UMA is focusing on the programs with the largest growing degrees:

- business
- health professions
- computer and information systems
- interdisciplinary studies
- public administration

Of the occupations with the fastest projected rate of job growth in Maine:



Source: https://www.maine.gov/swb/docs/2023/SWB_MaineWorkforceSystemstrategyreport_2019.pdf

with our emphasis on technology and broad understanding of credentials (degrees, certificates, etc.), UMA is positioned to impact the following:

- data science
- information security analysis
- software developers
- paralegals

Our goal is to double the number of

- Allied health care graduates
- Computing (data science, cybersecurity, and computer information system) graduates.

How We Plan to Meet Targets: Strategic Action Items

2.1 Promote UMA's statewide mission through its Centers and online offerings.

3.1 Expand enrollment.

- 3.1.3 As a statewide institution, position UMA to be an educational gateway for improved employment opportunities to Mainers regardless of location.
 - Focus marketing and recruitment efforts on our key pillars of meeting students where they are, accessible and affordable education, and convenience to fit credential completion into their lives.

3.3 Strengthen and expand current enrollment partnerships.

- Develop additional workforce-based partnerships with employers and agencies, building on our current success.

The University of Maine at Farmington

Report for UMS Strategic Plan, October 2023

Enrollment, Retention, Research, and Workforce Development

Introduction: Strengths, Challenges, Opportunities, and Budget

1. **Strengths:** UMF is a small residential campus located in an idyllic setting in the town of Farmington, which is the gateway to Maine's western mountains. It boasts a strong faculty and staff dedicated to teaching students with hands-on experiential learning. Since 1864, UMF has prepared students to become teachers in Maine's Pre-K -12 schools. UMF's reputation and largest major remains teacher preparation with Psychology and Business, its second and third largest programs. UMF's academic programs in Creative Writing, Actuarial Science and Outdoor Recreation draw students to the university and could attract more students. Its graduate offerings in Education and Counseling have rapidly expanded. The university enjoys an extensive alumni base throughout Maine and strong community support in the greater Farmington region.
2. **Challenges:** UMF has suffered from a decline in enrollment over the last 15 years. In the last five years credit hours have fallen 30 percent. Enrollment has suffered from the demographic decline in high school graduates, the shift in attitude toward higher education with fewer high school graduates attending college, the attraction of the community colleges with their free tuition, the interest in career/vocational pathways rather than the liberal arts, the expansion of online alternatives, and competition from other Maine universities, particularly in the area of teacher preparation. To meet these challenges, UMF has moved forward on a strategy that upends long held practices.
3. **Opportunities:** UMF has adopted a "barbell strategy" with one weight focused on its traditional 18–21-year-old residential student and the other weight devoted to developing online programs to reach graduate, early college, degree completers, and working students. The university aims to shift 25 percent of its classes online to serve new markets. UMF's strong reputation in teacher preparation and its alumni base of PK-12 teachers has opened opportunities to grow its graduate programs, which are up 31.5 percent this fall over last year.
4. **Balancing the Budget:** UMF aims to balance its budget by 1) securing more students in new markets online – graduate, early college, degree completers, and working students;

2) requiring faculty to teach a minimum of 480 credit hours per academic year; 3) increasing its varsity athletics, and 4) securing high occupancy rates in its student housing by offering students more singles rather than doubles, opening an athletes' dorm to keep athletes on campus, and possibly requiring certain students to be on campus beyond their first-year. Our data indicate that students who live on campus persist to graduation at a higher rate than those off campus.

Enrollment

1. Traditional 18–21-year-old residential students

- a. Baseline: New undergraduate students in 2023: Total: 328 including 253 right out of high school and 75 transfers.
- b. Goal for next year 275 from high school plus 100 transfers
- c. Strategies
 - i. Add 20 more athletes (track/field, women's volleyball). (Many more could be added with a Turf Field)
 - ii. Add 15 articulation agreements, 100 transfer students. UMF faculty to nurture community college faculty relationships.
 - iii. Increase early college students by 300%
 - iv. Network with UMF alumni high school teachers
 - v. Add new program in Design using current faculty to become more career oriented in the Arts.

2. Farmington Online+

- a. Baseline: New program – no baseline data
- b. Goals: Add 1,100 student credit hours by next year in degree completion/working adult market
- c. Strategy
 - i. Focus on Degree completers, Ed Techs, Community College working students,
 - i. Majors: Professional Studies, Rehabilitation and Human Services, Special Ed, Elementary by January 2024, Biology, Geography, Political Science, Business, by September 2024.
 - ii. Gen Ed courses in all categories to be online by January 2024.
 - iii. Partner with two of School Districts to certify ED Techs as teachers and complete their degrees.
 - iv. Partner with UMA to have both universities offer courses taught online by UMF faculty.
 - v. Implement course designs, faculty training, and infrastructure to support Farmington Online+

3. Graduate

- a. Baseline: five master's degrees, twelve graduate certificates, 349 students, 1,650 fall credit hours
- b. Goal: increase credit hours by 30 percent to 2,145 next fall and 5,486 for the full year.
- c. Strategies:
 - i. Partner with 3 School Districts this year. Students to take courses online with practicum in their district.
 - ii. Develop four plus one for one major by next fall.
 - iii. Develop additional certifications in our Counseling program

4. Early College

- a. Baseline: 33 students online; 570 in high school classrooms
- b. Goals: Increase online participation by 300% to 100, increase concurrent enrollment by 50% to 855.
- c. Strategies
 - i. Focus of Early College as pathways to attending UMF full time, including interaction with UMF faculty and visits to campus
 - ii. Partner with all 10 CTE programs for Early Childhood Education, Outdoor Leadership, Health, and Graphic Arts
 - iii. Add four pathway programs toward majors in environment, business, arts, and human sciences.
 - iv. Add 15 Gen Ed courses online so early college students can complete their Gen Ed requirements as high school students.

Retention

Retaining students is particularly challenging post-Covid because too many students lack maturity, independence, and academic preparation and suffer from an array of complicated issues including anxiety, financial difficulties, and domestic problems. Many students are not ready for college as it is currently constituted. To increase retention, we focus on academic advising, engagement, experiential learning, and giving students a sense of purpose and belonging.

- 1. Benchmark:
 - a. First to second year: 66 percent
 - b. Second to third year: 82 percent
 - c. Third to fourth year: 87 percent
- 2. Goals for next fall
 - a. First to second year: 70 percent
 - b. Second to third year: 85 percent
 - c. Third to fourth year: 90 percent
- 3. Strategies
 - a. First year faculty advisor program instituted this year.

- b. Increase participation in peer advising from 100 last year to 150 this year.
- c. Open a one-stop student success center in January 2024
- d. Faculty and staff to receive training in High Impact Experiences
- e. Summer experiential experience for 20 percent of incoming students in 2023 to increase to 40 percent in 2024.
- f. Alfond Transforms programs.
 - i. Research, Learning Experiences (RLE) 15 percent of first year students participated this year and 45 percent will participate next year. RLE courses to increase from eleven this year to thirteen next year and to fifteen the following year.
 - ii. Increase advanced RLEs from four this year to five next year, and six the following year.
- g. Financial support: Increase scholarship funds by 5% next year, and increase emergency funds by 10% next year.

Workforce development

UMF is committed to career preparation for every student. Students preparing to be teachers have a clear career pathway and excellent pre-professional experiences. In other majors, the career path is not as clear, which is why preparation for a professional career requires an education in soft and hard skills, mentoring, and internships.

1. Baseline: In addition to all Education majors, 15 majors provide pre-professional experiences. We will be collecting data this year on information about student career objectives, experiences in credit, non-credit, paid, and unpaid internships, as well as students with career oriented part-time jobs.
2. Goals – Provide pre-professional experiences for all students by next academic year, including pre-professional courses, service learning, and internships.
3. Strategies
 - Credit internships in Arts and Sciences to increase from 55 to 100 over three years,
 - Internship partners to increase from 34 to 85 over three years.
 - Identify alumni mentors this year.
 - Identify and teach soft skills (problem solving, communication, creativity, leadership, teamwork, human relations etc.) in 30 percent of our classes this year and increase to 80 percent of classes next year and in 80 percent of extracurricular activities and in our work study program.
 - Experimentation this year in using artificial intelligence in select classes to educate students in the use of AI.

Research

UMF is a teaching institution where faculty make intellectual contributions in advancing their fields, in improving the education experience, and in serving the western Maine community. We will focus on three areas of funded research: 1) experiential education, 2) Pre-K to twelve

education, and 3) rural education, health, science, and outdoor recreation. Below are examples of current and potential funding opportunities.

Grants recently awarded:

Experiential Education: to build on UMF's long history in experiential education.

1. Received a US Department of Education Title III grant to strengthen the FY Experience to improve retention. Granted September 26, 2023; \$419,474.00 for first year, total: \$2,093,369 over five years.

Support for PreK to 12 schools in rural districts with teacher training

1. Getting Maine on Track 2 Develop and Retain the Teacher Workforce, Professor Patricia Williams' recent award of \$330,000 supported by UMS through Maine Jobs and Recovery Act.
2. US Department of Education grant of \$4,058,656 awarded to UMF in September 2023 to assist low-income students to succeed in postsecondary education.

Science and Workforce

1. Professor Tim Breton has been awarded a National Science Foundation grant for \$551,220 grant to identify reproductive roles for the SREB G₁ protein—that will have implications for brain, pancreas, and gut health as well as commercial and therapeutic applications. UMF students and high school students will participate in this research.
2. Professors Tim Breton, Jean Doty, and Chris Magri were awarded a \$400,000 grant on workforce readiness will bridge the gap between STEM educated students and employer expectations of these graduates – building a future workforce through university/industry partnerships to increase capacity for these students to innovate and address novel problems.

Grant Applications in Process

Support for PreK to 12 schools in rural districts with teacher training

1. Applied for Rural Postsecondary and Economic Development Program grant funded by US DOE to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage and in-demand industry sectors and occupations in the region. Amount requested: \$2,218,429.00.
2. Early Child education: The new Sweat-Winter early child lab to serve as a research center for early child education. Applied for Maine Department of Labor (MDOL) grant for a project called UMFs Learn and Develop (LEAD) Program for Early Childhood Professionals to develop a teacher apprenticeship program for early childhood programs. Requested \$150,000 and partnering with Promise Early Education Centers and the Maine Association for the Education of Young Children's (AEYC) T.E.A.C.H. Program.

The University of Maine at Fort Kent

Executive Summary

This document is the result of a shared governance process as demonstrated by our work during the May and August 2023 Campus Development Days. While the document contained herein is not a comprehensive strategic plan, the UMS and UMFK Strategic Plans have guided and framed our work as a campus community. We will work together to achieve the goals as outlined on this plan during the 2023-2024 Academic Year. Our UMFK Strategic Plan 2023-2028 will be submitted for approval by the members of the Board of Trustees by the end of fall semester 2023. The Strategic Plan includes our priority focus areas, goals and data sources, including alignment to NECHE Accreditation Standards, the UMS Strategic Plan, and stakeholder input.

Core Area: Retention

By October 1, 2023, each university will identify goals to increase persistence and completion rates for undergraduates through 2027-2028 (*Commitment 1: Student Success Actions, Goal 2.1; UMFK Strategic Plan: Culture of Assessment*).

Goals:

1. Identify critical gateway courses at each of our universities and devise advising support, curricular pathways, and related resources to help students succeed and progress in their degree programs (*Commitment 1: Teaching Actions, Goal 3.1*)
2. Deliver student life and co-curricular programming that brings students together, fosters social cohesion, and is responsive to all students— traditional and adult, commuter and residential— regardless of instructional format (*Commitment 4: JEDI Actions, Goal 3.1*)
3. Assess and review needs to support mental health to strategically invest in additional resources to support student mental health (*Commitment 3: Place to Work Actions, Goal 1.1*).
4. Promote the *Gateways to Success* work (*Commitment 1: Teaching Actions, Action 3*).
5. Analyze Return Rate
 - a. Improving First-Time, Bachelor's Degree-Seeking Retention Rates by Fall Cohort (*UMFK Strategic Plan, Culture of Assessment*)

Data Sources:

1. First-Time, Bachelor's Degree-Seeking Retention Rates by Fall Cohort:
 - a. IPEDS
 - b. Tableau- UMFK, UMS, Peer Institution
 - c. Tableau- by cohort: first year to second year, first time Bachelor's Degree category
2. Return Rates:
 - a. Tableau- UMFK, UMS
3. National Survey of Student Engagement (NSSE)
4. Healthy Mind Survey Results
5. Navigate
6. National Clearing House - Student Tracker

Core Area: Enrollment:

By May 2024, develop a data-driven plan to attract more in-state and out-of-state students to our universities and law school, and implement that plan in 2024-28 (*Commitment 3: Destination for Public Higher Education, Action 1; UMFK Strategic Plan: Strategic Enrollment Management*).

Goals:

1. UMFK Marketing Plan to include enrollment targets, admissions events, financial aid strategies, etc. (*Commitment 3: Destination for Public Higher Education, Goal 3.2*).
2. UMS academic leaders will establish pathways with our MCCS and Early College partners, beginning with identifying UMS programs most sought after by MCCS and Early College students (*Commitment 1: Student Success Actions, Goal 5.1*).
3. UMS will provide a full general education program available through in-person and distance modalities to assure an inclusive and comprehensive transfer experience for learners of all ages and to ensure that students know which courses across UMFS apply and will be transferable to the general education requirements (*Commitment 1: Student Success Actions, Goal 4.3*).
4. Assess the relationship between academic quality, career preparedness opportunities within the degree program (or the overall student experience), and degree completion (*Commitment 3: Destination for Public Higher Education Actions, Goal 2.1*).

Data Sources:

1. Marketing analyses
2. Tableau- enrollment trends
3. IPEDS
4. Exit Interview Data
5. Destination Survey Data
6. Current Articulation Agreements with MCCS
7. Persistence Rates
8. Academic Program Assessment – 5-year program review, program evaluation plans
9. Hanover Research

Core Area: Research:

Each university and the law school will set measurable goals by October 1, 2023 for research and economic and workforce development outcomes through 2027-2028 (*Commitment 1: Research Actions, Goal 1.6; UMFK Viable, Career-Focused Academic Programs*).

Goals:

1. UMS will centrally promote first-year Research Learning Experiences and academic programs to Early College Students (*Commitment 1: Teaching Actions, Goal 2.2*)

2. Annually document the expansion of student access at every university to ensure that all UMS students can engage in research, innovation, and knowledge creation throughout their college research (*Commitment 1: Research Actions, Goal 1.4*).

Data Sources:

1. Research Inventory- current state of research activities on campus; to be reviewed each year
2. National Survey of Student Engagement (NSSE) results

Core Area: Economic and Workforce Development

Each university and the law school will set measurable goals by October 1, 2023, for research and economic and workforce development outcomes through 2027-28 (*Commitment 1: Research Actions, Goal 1.6; UMFK Strategic Plan: Viable, Career-Focused Academic Programs*).

Goals:

1. Provide a career-relevant experience for every student in every UMS degree program by 2028 (*Commitment 1: Teaching Actions, Goal 4.1*).
2. UMS will promote the UMS Transforms *Pathways to Careers Initiative* (*Commitment 1: Teaching Actions, Action 4*).
3. Partner with Maine employers to deliver multi university programs to specific workforce populations for skill improvement and career advancement (*Commitment 5: Unified Accreditation Actions, Goal 2.3*).

Data Sources:

1. Workforce Data
 - a. Maine Jobs and Recovery Plan
 - b. Maine Economic Development Strategy 2020-2029: A Focus on Talent and Innovation
 - c. Analyst (Lightcast)- Labor market data analysis
 - d. National Association of Career Educators (NACE)- 8 outcomes

University of Maine/University of Maine at Machias

Executive Summary

[The University of Maine System Strategic Plan 2023 – 2028](#) specifies that *by October 1, 2023 the universities and law school will develop Goals in four core areas—retention, enrollment, research, and economic and workforce development—and present them to the Board. The Goals will be benchmarked against our universities’ peer institutions to ensure that the Goals are ambitious, achievable, and measurable.*

This draft document provides a selected subset of the goals that have been developed for the University of Maine and its regional campus the University of Maine at Machias. These goals are in alignment with the UMS Strategic Plan and take into consideration goals and objectives from existing plans that have been developed by the university community, including the UMaine [Strategic Vision and Values](#) framework, the UMaine [Strategic Enrollment Management Action Plan](#), and the UMS [Research and Development Plan](#), in conjunction with themes provided by the [UMS TRANSFORMS](#), the [Maine Economic Development Strategy 2020-2029](#), and [Maine Innovation Economy Action Plan](#) (MIEAP). Over the last three years, I charged a standing committee comprised of cabinet members and other leaders at UMaine and UMM to set Key Performance Indicators (KPIs) benchmarked against our institutional peers (as designated by UMS), and with the dual purpose of integrating multiple high profile initiatives, including the System’s new strategic plan. The living document presented to you today represents the outcomes of this ongoing work, some of which I previewed in my VCRI presentation to the Board in July, with a focus on research and economic development KPIs.

This summary represents a sample of the more comprehensive goals document that is under development at this time and that will help guide our campus work in the coming months, including the launch of the next UMaine Foundation comprehensive fundraising campaign. We view this draft document and the more extensive campus document as dynamic guides that will evolve and undergo iteration as the year progresses.

Moreover, the presented goals address the following three overriding themes derived from the [UMaine Compass](#) project. This project represents the culmination of effort by a 25- member President’s Commission on Excellence and Equity at the University of Maine to produce a dynamic vision of UMaine as a student-centric, research focused, diverse and inclusive institution that serves as a resource for the community, a thought leader in the state and region, and a proactive force in shaping the evolving needs and demands of our society. These themes have been presented, discussed, and refined by multiple stakeholder groups across the university over the past year.

1. Sustaining the Health of Our Planet and Confronting Climate Change
2. Advancing Research and Teaching for Tomorrow’s Innovators
3. Growing a Thriving and Inclusive Community of Learners

As shown in the following sections, for each set of strategic goals on retention, enrollment, research, and economic and workforce development, a set of actions for the realization of the given goals, and proposed

key performance indicators to assess the progress towards the realization of the goals are provided. The goals are meant to be ambitious, achievable, and measurable, and benchmarked against the peer institutions (Montana State University; North Dakota State University-Main Campus; South Dakota State University; University of Idaho; University of New Hampshire-Main Campus; University of Rhode Island; University of Vermont; University of Wyoming – these are also referred to as “Hanover peers”).

In conclusion, the strategic goals presented constitute a selective set of UM/UMM goals that are fully aligned with the University of Maine System Strategic Plan and reinforce the commitment of the University of Maine and its regional campus the University of Maine at Machias to advancing student success, research and innovation, and economic and workforce development in support of the social and economic advancement of Maine and the prosperity of its people. Moreover, striving toward these goals will provide an exceptional education and research environment for students, faculty, staff, and the community, while representing the university’s dedication to achieving excellence, fostering innovation, and promoting accessibility and inclusivity within and beyond its community.

The University of Maine and UMM will assure inclusivity and belonging as central tenets of campus life by employing an interim senior-level diversity, equity, inclusion and belonging lead; fully supporting and ensuring synergies among the President's Council on Diversity Equity Inclusion and Belonging (DEIB), and the Provost's Advisory Council on Equity, and Faculty Senate, student senates, and college-level DEIB committees with the centralized campus-based efforts. UM and UMM will continue supporting and expanding DEIB efforts through the student-focused Office of Diversity and Inclusion. We expect to iterate, refine, and revise these DEIB goals and will continue to align these with UMS DEIB plans and efforts.

UMaine is proud to serve the state of Maine and the System as the state’s only Carnegie R1 research institution, the largest producer of doctoral degrees in Maine, and home of the only Division 1 athletics programs. Our founding as the land-grant institution over 150 years ago places our leadership role and mission driven responsibility to help the state of Maine prosper through research, economic innovation, and preparing our graduates to make a difference in our state, the nation, and the world. We will lead by example, we will lead through research and innovation, and we will lead in service to the state of Maine through our distinct place in the constellation of institutions that comprise Maine’s Public Universities.

Core Goal: Retention**UMaine/UMM Selected Strategic Retention Goals and Actions**

Selected Goals	Representative Actions	Proposed KPIs
Increase rates of persistence and degree completion by undergraduate students.	See following rows for specific actions.	<ul style="list-style-type: none"> • Increase first- to second-year retention at UMaine from 76% to 82% by 2027, and at UMM from 58% to 65% over the same time period.
Implement UMS TRANSFORMS Student Success & Retention initiative across all seven universities.	<ul style="list-style-type: none"> • As part of UMS TRANSFORMS continue to expand Research Learning Experiences (RLEs), Gateways to Success (GTS), and Pathways to Careers (PTC) system-wide • Assess the impact of early-stage authentic experience in research, scholarship and/or creative activity on undergraduate persistence rates. • Centrally promote first year RLEs and academic programs to early college students • Through GTS launch newly designed pedagogical models aimed at reducing negative outcomes in high DFWL courses • Centrally promote UMS TRANSFORMS Gateways to Success and PTC initiatives 	<ul style="list-style-type: none"> • RLE, GTS, and PTC experiences will be offered at all seven UMS universities. • For UMaine and UMM, RLE will increase 10% participation per year for first-year students until at least 60% of incoming students are participating.
Recognize factors within 'at-risk' populations and mitigate attrition by adopting strategies around intervention and targeted support across Academic Affairs and Student Life.	<ul style="list-style-type: none"> • Create a "first-stop" student support center, a central location where advice is accessible and available to support all students. The Center will provide an integrated and coordinated cross-functional service for students needing assistance with financial aid, counseling, academic advising, among other student services. • In addition to the physical center, a virtual one-stop student success will also be developed. • Use an AI Chatbot and/or texting service for 24/7 responses to student concerns – has been shown to be an effective retention tool. • Provide academic coaching services to support 'at-risk' students by proactively building relationships and trust early in their academic career (Mongoose and Mainstay are great options and should be investigated.) 	<ul style="list-style-type: none"> • Reduce historic equity gaps found for factors such as first-generation, Pell, URM, underprepared, and rural student populations by 2 percentage points year 1 and 5 percentage points year 2. • The virtual "One Stop" Student Success Hub will reach 1000 unique students year 1 and 3000 unique students year 2. • All students with 2 or more risk factors will meet with an academic success coach to support their personal and academic transition to UM/UMM.

Selected Goals	Representative Actions	Proposed KPIs
Update and enhance the quality and flow of communication to and about first-year and transfer students.	<ul style="list-style-type: none"> • Implement an effective early alert/progress report system by fully adopting Navigate. • Develop and implement a specific, comprehensive communication plan targeted at first-year students, including tracking and assessment of messaging effectiveness. • Conduct surveys with incentives to be given to incoming and first-year students on a regular basis assessing their academic experience (i.e., advising, student support, etc.). 	<ul style="list-style-type: none"> • Implement an early alert system to 100% of first year students • Successfully close 90% of cases derived from early alert • 100% of all first-year and new transfer students will be communicated with at least once each week by targeted Navigate Communication campaigns.
Fully implement Navigate and utilize its features widely across Academic Affairs and Student Life as a means of connecting students to resources necessary for their academic success.	<ul style="list-style-type: none"> • Expand Navigate by identifying best practices across UMaine and UMM, requiring adoption more broadly across academic programs and units. <ul style="list-style-type: none"> ◦ Incorporate the Division of Student Life into Navigate to flag students who may need direct college support beyond just academic support. ◦ Develop tools for supporting and retaining online students and other non-residential populations. 	<ul style="list-style-type: none"> • All early alert campaigns will provide a “wellness check” option for faculty to flag students with non-academic support that will be managed by Student Life. • Implement the ability for students to reach out for academic and non-academic support through the Navigate App. • Five additional “Care Centers” will be on boarded across Academic and Student Life to provide online support for face-to-face and online students.

Core Goal: Enrollment**UMaine/UMM Selected Strategic Enrollment Goals and Actions**

Selected Goals	Representative Actions	Proposed KPIs
Stabilize the incoming first-year class size at 1,900 for fall 2024, with 2.5% growth annually through 2027.	<p>Implement recommendations from prior consultants' reports with regard to: campus tour experience, communications with prospective and admitted students, including family-focused communications; yield events (accepted student days, regional receptions, orientation, etc.)</p> <p>Increase under-represented and international student populations</p> <p>Optimize the application review process and timelines</p> <p>Increase under-represented and international student populations</p> <p>Reprioritize recruitment of out-of-state students, based on data analysis on yield (movement from interested -> applied -> confirmed -> enrolled)</p> <ul style="list-style-type: none"> Develop, and implement territories for recruitment staff In collaboration with IR and Chief Business Officer's staff, Enrollment Management will assess and refine the Flagship Match program. Develop and pursue specific targets for enrollment of new students from both Flagship Match states and other 	<ul style="list-style-type: none"> Marketing analytics (email open rates, page views, unique users visiting admissions web pages, applications started) Total number of undergraduate admissions applications Count of completed and admitted applicants Percentage of admitted students who submit deposits New student enrollment headcount
Extend recruitment of transfer students, adults with some college and no degree, and former UMaine students who never graduated. This includes working professionals, immigrants to Maine, and those seeking credentials beyond degrees.	<ul style="list-style-type: none"> Create and implement the Finish Strong Adult Completion Program. Create seamless pathways for readmission of former students, tracking readmitted students as a distinct population. Facilitate entry into and completion of a UMaine Bachelor's of University Studies (BUS) or UMM Bachelor's of College Studies for students unlikely to complete a traditional major. In collaboration with the UMS VCASA, significantly expand upon Community College articulation and transfer agreements for undergraduates. 	<ul style="list-style-type: none"> Count of returning adults and New Mainers enrolling in a degree program Count of returning adults and New Mainers attaining a credential Count of new articulation agreements per year (and by partnership institution) Count of new undergraduate transfer (by academic year)

Selected Goals	Representative Actions	Proposed KPIs
<p>Examine and modify current financial aid programs and scholarships to reflect our enrollment goals and outcomes, creating an institutional aid strategy for UMaine and UMM .</p>	<p>Build use of analytics into optimization of financial aid strategies, building on consultants' materials to:</p> <ul style="list-style-type: none"> • Optimize financial aid strategy to achieve various enrollment and revenue goals for new students, including Foundation-based scholarships being managed centrally by 2024 • Create a robust and statistically rigorous approach to yield prediction, segmentation and net revenue projection based on aid packaging strategy. • Create projections of enrollment demand and yield prediction across targeted segments & subgroups and academic programs. 	<ul style="list-style-type: none"> • Admitted to deposited/confirmed yield rate • Overall count of undergraduate deposited/confirmed students • Discount Rate • Revenue generated/Revenue expected (by market segment)
<p>Advance the enrollment goals of Maine College of Engineering and Computing, (MCEC) across undergraduate and graduate student populations, toward the UMS TRANSFORMS target of doubling engineering and computing degrees awarded by 2032, to reach a goal of 878 degrees</p>	<p>Engage with all UMS universities to ensure engineering pathways exist to start technical education on any campus.</p> <ul style="list-style-type: none"> • Build a robust partnership with the Maine Community College System (MCCS), alongside greater online options, for students to access technical education in engineering, computing, and information science. • Strengthen MCCS and early college pathways in engineering and computing • Expand graduate-level offerings in engineering, computing, and information science. 	<ul style="list-style-type: none"> • Headcount of undergraduate (first-year and transfer) applicants admitted to programs for which they applied • Headcount (by academic year) of all new students in MCEC program plans • MCEC students participating in pathways programs
<p>Revise the Enrollment Management structure and align work, resources, and strategy.</p>	<ul style="list-style-type: none"> • Analyze territories for potential strategic growth. • Strengthen linkages between Enrollment Management and Academic units, colleges, research centers, and Division of Student Life as well as with alumni and external stakeholders. • Develop concrete collaborative strategies on a unified campus effort (i.e., develop a coordinated all-hands-on-deck culture). 	<ul style="list-style-type: none"> • Prospective student participation in on-campus and off-campus admissions and yield events • Admitted to deposited student yield rate • Applicant generation by territory (comparison with similar territories in previous years) • New student headcount (fall terms)

Core Goal: Research

As a Carnegie-designated R1 university it is of utmost importance that the university retain this designation due to the multitude of benefits derived, including for student recruitment and enrollment, research and innovation, and economic and workforce development. The research goals presented below are supportive of this objective and in full alignment with the UMS Strategic Plan goals. Moreover, these goals take into consideration the close integration of research, **graduate education**, and teaching to provide the best educational programs and opportunities for students in Maine and beyond.

UMaine/UMM Selected Strategic Research Goals and Actions

Selected Goals	Representative Actions	Proposed KPIs
Continue to grow UMaine's R&D contributions to make Maine among the best states in the nation in which to live, work, and learn.	<ul style="list-style-type: none"> Leverage university-level research centers and institutes in conjunction with university-wide research initiatives to pursue a new set of comprehensive R&D programs and initiatives that address grand challenges facing Maine and the nation, including in building a healthier Maine, growing its blue and green economies, advancing its renewable energy capacity, empowering its rural sustainability, supporting its addressing of the effects of climate change, and making it the Northeast's premier food basket. Complete a Medical School feasibility study 	<ul style="list-style-type: none"> Proposals increase 5% annually Awards increase 5% annually Expenditures increase 5% annually Graduate Degrees increase 5% annually Completed Medical School feasibility study
Comprehensively address the longstanding research facilities maintenance and management needs to retain R1 classification and enable the growth of the research and development enterprise in support of Maine and beyond.	<ul style="list-style-type: none"> Prioritize critical infrastructure improvement needs through multiple funding mechanisms, including Congressional Directed Spending, revenue bonds, state debt service or funded depreciation, and philanthropy Work closely with UMS in securing the necessary funding to address the research facilities maintenance and management needs Develop a budgeting process that is responsive, transparent, aligns resources with strategic priorities, and creates incentive/reward structures that support the successful realization of the given goal sustaining UMaine's R1 classification 	<ul style="list-style-type: none"> Research Deferred Maintenance Prioritized Net Asset Value Increase R1 maintained in the Americans Council on Education (ACE) 2024/2025 assessment
As the state's flagship and R1 research university, lead expansion of cross-university collaboration in research and scholarship in an inclusive and equitable manner.	<ul style="list-style-type: none"> Make available by leveraging funding through UMS, the UMaine R&D resources, programs, and services to UMS campuses, including research development, administration, compliance, computing, and experiential learning, as well as faculty affiliation with university-level research centers and institutes, and university-wide research initiatives. 	<ul style="list-style-type: none"> Proposals increase 5% annually Awards increase 5% annually Expenditures increase 5% annually Graduate Degrees increase 5% annually

Selected Goals	Representative Actions	Proposed KPIs
	<ul style="list-style-type: none"> • Grow 4+1s and 3+2s • Convert top undergraduate research students into future UMaine graduate students 	
Grow productivity of the research enterprise through increase in creation and application of new knowledge and scholarship to enrich lives.	<ul style="list-style-type: none"> • Incentivize, support, and reward contributions of faculty, staff, and students to the advancement of the research enterprise • Increase investment and faculty participation in university-level research centers and institutes, and in university-wide research initiatives. 	<ul style="list-style-type: none"> • Proposals increase 5% annually • Awards increase 5% annually • Expenditures increase 5% annually • Graduate degrees increase 5% annually
Continue and grow integration of research and teaching to provide the best educational programs and opportunities for students in Maine and beyond	<ul style="list-style-type: none"> • Grow undergraduate research experiential learning, including through the programs and services provided by the Center for Under Graduate Research (CUGR), the Experiential Programs Innovation Central (EPIC), and the Research Learning Experiences (RLE) 	<ul style="list-style-type: none"> • Increase first- to second-year retention at UMaine from 76% to 82% by 2027, and at UMM from 58% to 65% over the same time period. • For UMaine and UMM, RLE will increase 10% participation per year for first-year students until at least 60% of incoming students are participating.

Core Goal: Economic & Workforce Development

UMaine/UMM Selected Strategic Economic & Workforce Development Goals and Actions

Selected Goals	Representative Actions	Proposed KPIs
<p><i>Advance Research and Teaching:</i> Welcome and support all learners and engage them in experiential learning, and our curricula will prepare undergraduate and graduate students for success by aligning tailored academic pathways with the skills needed to thrive in a range of career contexts.</p>	<p>Authentic experience in research, scholarship, and/or creative activity will be part of every undergraduate's experience.</p> <ul style="list-style-type: none"> • Offer first-year research learning experiences to all incoming students • Service learning and capstone projects provide applied research and learning opportunities <p>Provide students with opportunities for career exploration, professional development, and internship experiences through the Pathways to Careers initiative.</p> <ul style="list-style-type: none"> • Students are exposed to career opportunities and pre-professional development early in their academic careers, helping to ensure success in an internship • Internships are coordinated by economic sector, allowing students to explore internships in a broad range of sectors and allowing for tailored skill development <p>Offer a range of educational programs to our diverse learners, including noncredit, professional development programs, badges, and other micro-credentials.</p> <ul style="list-style-type: none"> • Engage with state, industry, and community partners to ensure that educational programs prepare students for workforce needs <p>Expand production of students with graduate-level credentials to meet workforce needs in Maine and beyond.</p> <p>Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation</p>	<p>First-year participation in Research Learning Experience & evidence of learning</p> <p>% of graduates completing at least one internship</p> <p>% Employed or continuing education</p> <p># of credentials</p>
<p><i>Advance Research and Teaching:</i> Move new products from concept to commercialization, growing economic sectors and creating new markets in Maine and beyond.</p>	<p>Provide training and programs (such as the I-Corps and the MIRTH accelerator) to enable faculty, staff, and students to engage in commercialization.</p> <p>Build a culture that supports faculty, staff, and student engagement in innovation and commercialization activities.</p> <ul style="list-style-type: none"> • Continuous improvement of policies and practices to facilitate engagement • Recognize the contributions of faculty, staff, and students who engage in innovation and commercialization activities 	<p>Invention disclosures</p> <p>Commercialization revenue (\$)</p> <p>IP-based spin-offs</p>

	<p>Utilize Research Reinvestment Funds (RRF) and Maine Economic Improvement Funds (MEIF) to accelerate innovation projects into marketable products and services.</p> <ul style="list-style-type: none"> Build upon UMaine's research strengths in biomaterials, sustainability, and climate science for the health of our planet and to confront climate change <p>Grow an inclusive community of innovators through outreach to faculty, staff, and students underrepresented in commercialization activities.</p>	
Grow and advance partnerships to catalyze the cultural, economic, and civic future of Maine and beyond.	<p>Collaborate with stakeholders, taking advantage of individual and collective strengths to address needs, innovate for the future, and bring about positive change.</p> <ul style="list-style-type: none"> Work with partners to meet the goals of Maine's Climate Action Plan <p>Engage with external partners to build industry roadmaps (such as FOR/Maine and Outdoor Recreation) that identify opportunities for innovation, talent development, and new infrastructure that will help sectors grow.</p> <p>Expand corporate engagement as a means of forming mutually beneficial strategic partnerships.</p> <p>Build UMaine's reputation as an easily accessible and highly desirable partner to apply creativity and innovation to solve problems for Maine businesses, K-12 education, industry, and the state.</p> <ul style="list-style-type: none"> Increase marketing to industry and community partners Continuous improvement of accessible and transparent mechanisms for industry partnerships 	<p>Business & industry innovation revenue (\$)</p> <p>Number of business & economic development partners</p> <p>Increase PR related to economic & workforce development to tell the story of UMaine R&D</p>

University of Maine at Presque Isle**Enrollment, Retention, Research, and Workforce Development Strategic Plan Priorities****Overview**

The University of Maine at Presque Isle has been on a deliberate continuous improvement journey over the past several years, with ongoing work in areas ranging from organizational structure, to our campus community culture, to our academic portfolio. In so doing, we have affirmed and extended our regional and national identity around personalized learning, opportunity, and innovation. In the past three years, we have received multiple significant U.S. News and World Report rankings, including recognition as one of the Most Innovative Schools for Regional Colleges in the North as well as placing within Best Regional Colleges, Top Public Schools, Least Debt, and Social Mobility.

UMPI's strengths include its YourPace competency-based degree-completion programming for "New Traditional" students (formerly known as "non-traditional" or "adult learners"), which remains the only public university competency-based programs in NECHE; our ability to provide a comprehensive and affordable residential experience to traditional age students; our "Free for Four" financial aid packaging that ensures zero tuition costs for (Pell) eligible Maine students; our strong professional and health-care related programming that meets both regional and statewide needs (this includes Education, Business Administration, Accounting, Social Work, Medical Lab Technician, Physical Therapy Assistant, and Nursing programming administered by UMFK); a proficiency-based curriculum that ensures master of content at both the General Education and program level; outstanding athletic programming as a member of the NAC conference (NCAA-Div III); professional advising and student support (including counseling) services for all on-ground and distance education students; opportunities for all healthcare and science majors to engage in extended research and/or clinical experiences; and opportunities for all majors to graduate with extensive internship experiences.

UMPI has seen historic growth within its YourPace distance education programming (400% increase since Fall 2020, from 138 to 692), which now incorporates associate, bachelor, and graduate degrees. We have continued to experience a decline in in-state enrollment since 2019 (29% overall), although that decline has moderated significantly in the past two years. However, Canadian enrollment has increased 225% since 2019 (from 27 to 78), and International and out-of-state (non YourPace) enrollment has remained steady. Overall, enrollments at UMPI have increased 55% since Fall 2019 (pre-pandemic), from 900 to 1400+ (Fall 2023 numbers are incomplete and still increasing at the time of this report). Although much of the enrollment increase has occurred in Business, Education, and additional professional programs, Humanities majors have also enjoyed success in the YourPace program, e.g., History and Political Science doubling in size since 2019 (from 36 to 72).

Core Area Goals:

We have documented the specific UMS Strategic Plan Goals aligning to each of our four priority areas, with specific goals noted in parentheses following individual initiatives.

Enrollment:

UMS Strategic Plan Commitment/Goal alignment:

Commitment 1: Action 3: UMS will be the state-wide leader in adult degree completion, credentialing, industry certifications, and licensure preparation. By May 2024, UMS will create a plan and establish targets in each of these areas to be achieved by 2028.

Goal 3.1 UMS will deliver degree completion, credentialing, and certification programs that achieve national recognition for their innovative delivery methods and accelerated rates of success and completion.

Goal 3.2 UMS will continue to expand its competency-based education portfolio and be a national leader in providing opportunities that measure skills and learning with an emphasis on degree completion in high-demand occupational programming.

Commitment 1: Action 4:

Through our array of programs and services, UMS will bring education to all learners regardless of where they are physically or in their educational journey by supporting them across the calendar year and across their lifetimes through plans to be developed by June 2024.

Action 5: UMS will strengthen Maine Community College System (MCCS) and Early College pathways to our universities by March 2024.

Goal 5.1: UMS academic leaders will establish pathways with our MCCS and Early College partners, beginning with identifying UMS programs most sought after by MCCS and Early College students.

Teaching Action 1:

Action 1: The University of Maine System will expect and foster collaboration, innovation, and academic quality at each university and the law school to become a regional and national leader in developing programs that meet students' needs and ensure access through traditional and new instructional formats.

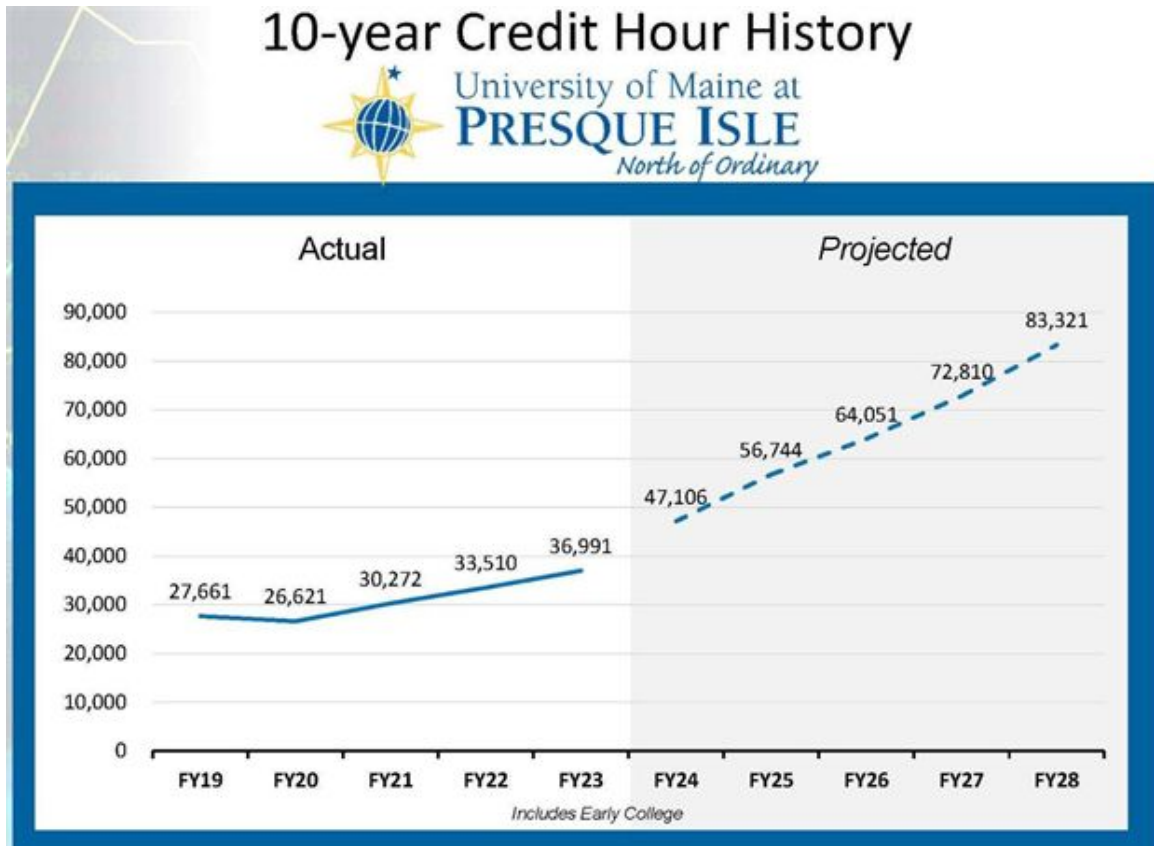
Commitment 5: Action 2:

Action 2: UMS will support the development of new multi-university academic programs.

Enrollment Overview: In regards to the above, particularly Commitment 1: Action 3, Goal 3.1, Goal 3.2, and Commitment 1: Action 4, UMPI continues to expand its YourPace competency-

based programming in regards to both undergraduate majors (four-year and two-year), certificates, and graduate programming. The projected 250% growth for YourPace over the next 5 years is predicated upon **current** offerings; it does not include the following additional programs either in development or being prepared for delivery: Early Childhood Education (AA), History (MA), DEI in Education (MA), Cybersecurity certificate and BS, Data Science (BS), Master of Science in Business, Master of Science in Accounting, MHRTC certification. The growth of this program is limited only by institutional resources and concern of competition from existing programs/institutions within the UMS.

UMPI projects significant growth in its competency-based (YourPace) programming and minor reductions in enrollments of Traditional Undergraduates (TUG). We present two potential enrollment scenarios; the first is “conservative” and should be considered a baseline for enrollment, whereas the second is a bit more “bullish,” but still a reasonable expectation. Please note that both scenarios indicate a significant change to the dominant mode of delivery at the institution by 2028. In the conservative scenario, we expect a headcount of 2393 by 2028; in the moderate growth scenario, we expect a headcount of 2800. We include, first, the latest MYFA credit hour projection followed by our enrollment projections. We are also preparing scholarship opportunities for MCCS directly into the YourPace program. Finally, it is important to note that although these projections reflect a further (minor) reduction of TUG in-state students, the YP program continues to accelerate in-state enrollments, more than making up for the lost revenue of TUG students within this demographic. As an example, in Fall 2023, UMPI enrolled 34 fewer FTE-equivalent TUG students. Simultaneously, it enrolled 201 new Maine students within the YP program. If a TUG student is valued at \$9035 tuition/fees per semester (fall and spring), typically taking 15 credits/semester, the YP student (in-state) is valued at \$3000 per semester, completing 18 credit hours equivalency. The increase of YP vs. TUG students results in an overall value of 67 new FTEs against the loss of “traditional” aged TUG students.



Conservative (TUG -1% / YP 20%)

	2023	2024	2025	2026	2027	2028	5-year
Overall	1398	1529	1688	1881	2113	2393	71%
TUG	706	699	692	685	678	671	-5%
YourPace	692	830	996	1196	1435	1722	149%

Moderate (TUG -.5% / YP 25%)

	2023	2024	2025	2026	2027	2028	5-year
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Overall	1398	1567	1780	2047	2381	2800	100%
TUG	706	702	699	695	692	689	-2%
YourPace	692	865	1081	1352	1689	2112	205%

It is important to reiterate that these projections are based only upon courses and programs that are currently available, not projected programs or those currently being prepared for marketing. The addition of the programs noted above could considerably change these projections.

Initiatives include:

- Comprehensive marketing campaign targeting in-state TUG students and MCCS transfers; OOS TUG students to traditionally-delivered programs; nation-wide campaigns for YP programming (both undergraduate and graduate); international campaigns for YP programming (especially Atlantic Canada). Estimated cost: 450-500k ([Goal 3.2](#))
- ADC campaigns for Mainers (including MCCS transfers, i.e., the “Level Up” campaign) as well as national campaigns for adult learners with some college and no degree, including discounted subscription rates (for YP programs) and discounted credit hour rates (for in-state learners). ([Commitment 1: Action 5, Goal 5.1](#))
- Continue to add staff as necessary in admissions and support areas to ensure rapid response times, both in TUG and YP programming. ([Commitment 1: Action 3](#))
- Comprehensive enrollment management plan (attached) ([Commitment 1: Action 3](#))
- Continued development of multi-university academic programming in both “traditional” and YP environments (e.g., UMFK [Business programming at both undergraduate and graduate level], UMA [Cybersecurity and Data Science], UMF [Education, both undergraduate and graduate level]) ([Commitment 5: Action 2](#))
- Continue awareness of UMPI’s YP programming at the national level, where it is currently being compared to institutions such as Western Governor’s, SNHU, Northern Arizona, Purdue Global, University of Phoenix, and University of Wisconsin, within forums such as College Hacked, Degree Forum, Reddit, etc. ([Commitment 1: Action 3](#))

Retention

UMS Strategic Plan Commitment/Goal alignment:

Commitment 1:

Goal 3.1: Identify critical gateway courses at each of our universities and devise advising support, curricular pathways, and related resources to help students succeed and progress in their degree programs.

Goal 4.1: Provide a career-relevant experience for every student in every UMS degree program by 2028.

Commitment 3:

Destination for Public Higher Education Actions:

Action 1: By May 2024, develop a data-driven plan to attract more in-state and out-of-state students to our universities and law school, and implement that plan in 2024-28.

Action 2: Increase undergraduate degree completion through high-quality and career-spanning academic options and ensure the professional success of our graduates.

Action 5: UMS will centrally support academic High Impact Practices (HIPs)— structured learning opportunities that include internships, service-based projects, and related activities—beginning in spring 2024 and expanding incrementally through 2028.

Retention Overview: UMPI's current identified 6-year graduation rate (from Hanover Research) is 32.9%. This is near the mode of our peers, which range between 30.5% and 42.6%. Our goal is to increase our TUG 6-year rate to 37.9% by 2028. This is a highly reasonable goal, as it would reflect both an incremental increase and a recovery of our rates pre-covid. In terms of full-time retention rates, UMPI is at 70.9%, which is at the higher end of peers (ranging from 61.2% to 75.8%). Our goal, again for TUG students, is to achieve 76% by 2028, or a near 5% increase.

In terms of YourPace (competency-based) students, traditional graduates rates and retention rates do not uniformly apply. As this is a subscription-based model, in which students complete as many modules as they choose within each of six subscription periods/annum, it is more useful to calculate the number of average units “taken” in a period vs. “earned” in a period. Our most recent data shows average units taken during aggregated fall/spring/summer sessions (each one equalling two subscription periods), ranging between 10 and 14.6. The average units earned ranges between 6 and 13.4. Our goal would be to continue to close the gap between units taken and units earned (or successfully completed). We would like this gap to close to an average of 2.0 by 2028.

Initiatives include:

- Increase functionality and usage of EAB Navigate to all student-service units
(Commitment 1: Goal 3.1, Commitment 3: Action 2):
 - Navigate currently used to conduct four student success campaigns each fall/spring semester; will be expanded to summer sessions
 - Navigate currently used with TUG students; will be expanded to include YourPace (YP) learners

- Navigate will be expanded to include student services such as tutoring, counseling, scheduling faculty appointments, and notification from financial and registrar services
- Continue expansion of professional academic advising support to both TUG and YP learners (Commitment 1: Goal 3.1, Goal 4.1; Commitment 3: Action 2):
 - All TUG and YP learners will have a faculty and professional academic advisor assigned to them
- Continue capital improvements to dormitories (converting all dorms to singles and doubles with updated facilities) and dining facilities. (Commitment 3: Action 1)
- Continue advancement of dorm occupancy to the goal of 225 by 2025-2026. Currently at budgeted occupancy of 185 and expect to have 200 in dormitories by 2024-2025. (Commitment 3: Action 1)
- Continue improvements to Athletics facilities, following up on the \$7 million+ project renovating the gymnasium and offices. This necessitates a major capital campaign to install a turf field, which we project will help us yield 40 more student athletes (or 800k/annum) to our current athletic teams while also allowing for the addition of two more women's sports programs and one more men's sport to add an additional 40 more athletes (or 800k/annum). (Commitment 3: Action 1)
- Increase retention and graduation rates by expanding opportunities for campus engagement, both by growing intramural sport offerings and reducing missed class time for student athletes (e.g., fall midweek games at night, more home contests for spring sports teams). (Commitment 3: Action 2)
- UMPI recently hired a new Internship Coordinator who will work with academic and student affairs staff to ensure availability of internships, clinicals, and extended research opportunities for all students in all majors; including ability of students to demonstrate achievement of NACEP standards through certificates/badging. (Commitment 1: Goal 4.1)
- Continue to expand UMS TRANSFORMS Gateways to Success support on campus (initiated in 2022-2023 in four disciplinary areas). (Commitment 3: Action 5)
- Continue to develop awareness of High Impact Practices (HIP) for all programs and modalities through UMPI's Center for Teaching and Learning. This includes work with individual faculty as well as weekly and semester-based workshops. All UMPI courses, regardless of modality, are required to employ multiple HIPs within their courses. (Commitment 3: Action 5)

Workforce Development:

UMS Strategic Plan Commitment/Goal alignment:

Commitment 1:

Goal 3.2: UMS will continue to expand its competency-based education portfolio and be a national leader in providing opportunities that measure skills and learning with an emphasis on degree completion in high-demand occupational programming.

Goal 4.3: Consistent with Goals 4.1 and 4.2, led by faculty, in accordance with university faculty governance policies, and with the support of provosts, the Vice Chancellor for Academic and Student Affairs, and other academic leaders, UMS will provide a full general education program available through in-person and distance modalities (i.e. types of instruction) to assure an inclusive and comprehensive transfer experience for learners of all ages, and to ensure that students know which courses across UMS apply and will be transferable to their general education requirements.

Initiatives include:

- Partnerships with fellow UMS institutions to ensure availability of high-demand academic programming within the YP modality for adult learners both in-state and nationally. (Commitment 1, Goal 3.2)
- Continued expansion of graduate programming within the YP modality in high-need areas (e.g., Business, Data Science and Cybersecurity, Health Administration, Education). (Commitment 1, Goal 3.2)
- Ensure certificates available in high-need areas, both within the state (i.e., Education) and nationally, through the YP modality. (Commitment 1, Goal 3.2)
- UMPI already provides a full General Education program through its “traditional” online programs and its YP programs; this programming can be expanded to include coursework from other UMS institutions. (Commitment 1: Goal 4.3)
- Provide internships, clinicals, and extended research opportunities for all students in all majors, including ability of students to demonstrate achievement of NACEP standards through certificates/badging. (Commitment 1, Goal 3.2)
- Continue to develop employer partnerships both through UMPI’s Board of Visitors (Advocacy Committee) and its Business and Industry Advisory Boards. (Commitment 1, Goal 3.2)
- Work with school district partners to ensure timely and accessible certification/degree opportunities for current and future educators, especially through the YP modality. This includes partnerships with the Central Aroostook Council on Education with state-funded grant programs such as the Teacher Apprenticeship Program. (Commitment 1, Goal 3.2)

Research:

UMS Strategic Plan Commitment/Goal alignment:

Commitment 1:

*Goal 1.6: Each university and the law school will set measurable goals by October 1, 2023 for research and economic and workforce development outcomes through 2027-28. (This goal is addressed through items previously noted, particularly under **Enrollment**, and, as a collective, by the initiatives noted below.)*

Goal 3.1: Secure increased MEIF apportionment in accordance with UMS Research and Development Plan goals to grow the research portfolio and strengthen the research hub in Portland and across the state while expanding the research capacity of all UMS universities.

Goal 4.2: Working with our universities' education faculty and academic leaders, create a system-wide vehicle for supporting and partnering with the K-12 schools to advance specific educational initiatives.

Initiatives include:

- Ability of all majors within STEM programs to engage in extended research practices, either through bench research or fieldwork throughout their academic career. (Commitment 1: Goal 1.6)
- Continue to expand the number of RLEs available to incoming first year students, including expansion into YP modality. (Commitment 1: Goal 1.6)
- Ensuring that students working with professional/service programs in Aroostook County have opportunities to produce research for state and local agencies (i.e., ACAP, AMHC, Central Aroostook Association, Aroostook Partnership, local hospitals), both as ways to provide career development and employment opportunities and as a means of supporting economic development and state/federal grant funding opportunities for services essential for economic growth. (Commitment 1: Goal 3.1)
- Increase total grant funding to support research initiatives by 10% as compared to the baseline reported in the 2022 NSF Higher Education R&D Survey (HERD) report. (Commitment 1: Goal 3.1)
- Institute a Director of Faculty and Programmatic Research (as of 9/2023) responsible for working with our Executive Director of Advancement to: coordinate current research priorities and future opportunities within both the University's strategic plan and the UMS strategic plan; enhance research funding through UMS, state, federal, foundation, non-profit, and commercial sources to a level that is above average for peer comparators; foster increased engagement in research-based approaches in disciplines that typically are less engaged in research; and represent the University in UMS-level as well as institution-level committees related to research or pedagogical efforts to increase use of high impact practices (i.e., UMS Transforms (including RLE), INBRE, Vice Chancellor Research Leaders Group). (Commitment 1: Goal 3.1)

The University of Southern Maine

Action/Initiative	What is the action/initiative the office is taking?
Sub-Topic	Items that fit beneath larger actions/initiatives
Population	What population does the action/initiative serve?
Faculty & Staff (F&S)	Faculty (full-time & part-time) & Staff of USM.
Students	FT, PT, Undergraduate, and Graduate students are included, as well as Transfer students and potential students
Student Employees (SE)	Graduate assistants, interns, employees whose primary occupation is "student".
Internal Partners (IP)	Persons/divisions employed by UMS, including sister universities.
External Partners (EP)	Persons/organizations not employed by UMS.
UMS Strategic Plan	The commitments, actions, and goals of the UMS Strategic plan. How and where does the action/initiative align with one or more of the commitments, actions, and goals of the UMS Strategic Plan?
	Please find the link to the strategic plan here: https://umainesystem.sharepoint.com/:w:/s/USERVICES-OnlineDocs/EVG84-eXyV9OvU726kPLc4UBCQPgpZbEh3YilsGT4Vomxw?rt=23Yw-6Rt20g
President	The 5 R's laid out by President Edmondson. How and where does the action/initiative align with one or more of the 5 R's?
A. Recruitment	"The University of Southern Maine should be a first-choice school for students from our region, the U.S., and the world. Everyone has a role to play in this as we build the reputation of our programs, provide a welcoming environment for new students and their families, and seek new populations of students to enroll at USM.

	"
B. Retention	<p>"We must fulfill our service promise to be "student focused every day." This is another area where we all have a role to play. We need a welcoming environment that instills a sense of belonging and care as we support students who are engaging hard work to earn their education. We need to provide wrap-around services including counseling, advising, learning support, and clubs and organizations that will provide a sense of belonging and care, and we need to engage our students on a first-name basis so they know they are part of our Husky nation.</p> <p>In addition, we need to make pathways toward degree completion clear to our students and their families. In the year ahead, with Provost Frierson's leadership, we will review and revise our curriculum to understand where students face roadblocks and how those may be diminished. We need to create pipelines, including the Southern Maine Pathways, that welcome students from the community college system."</p>
C. Revenue	"We are working with our broader USM community to develop new revenue streams for the University. This includes taking seriously the ideas that faculty and staff suggested in the spring. Some of the more obvious changes will be seen in how our parking is managed and through possible extended partnerships with vendors with whom we already have strong relationships."
D. Research	"Under Dr. Frierson's leadership, we will continue to develop support for faculty, staff, and student research, scholarship, and creative activity at USM. The Research Service Center at USM and our University of Maine partners will be central to this activity. Enhanced research will contribute in some cases to increasing our revenue stream through indirect cost recoveries on funded research, and, in other cases, to elevating our reputation as a center for excellence in education. "
E. Reputation	"The reputation of our University is critically important to our future success. We will be known as a place of academic excellence that provides access to students from diverse backgrounds. We will be noted for our culture of inquiry as we seek to enhance and expand knowledge and understandings about the complex problems our society faces."

University of Maine School of Law**Core Goals: Summary of 5-Year KPI Strategic Plan Goals for Maine Law****1. ENROLLMENT:**

Reach and maintain an average incoming class size of 100 students.

The current 8 year average is 85, and 5-year average is 88 for entering classes.

2. RETENTION

Support and maintain current average retention rate of 95%.

With the exception of the COVID year, Maine Law's attrition rate averages 5%.

3. STUDENT SUCCESS AND EMPLOYMENT

Support and maintain an average JD-required and JD-adjacent job rate of 80% at 10 months and 90% at 12-18 months.

The graduating class of 2022 reach a 96% employment/higher ed rate.

4. RESEARCH

Support current jurisprudential research.

Goal: 90% publications annually by Tenure/Tenure-track faculty.

Begin collaborations with scientific and other research at UMS so that, by FY 2025, cross-disciplinary research projects, one or two each year, are presented by Maine Law and other UMS faculty.

DRAFT

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Role of the Strategic Planning Committee and
DRAFT Strategic Plan Committee Oversight Plan

INITIATED BY: Emily Cain, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION: The Strategic Plan is a working document that is constructed and implemented by internal and external stakeholders to the System to bring about unified change.

BACKGROUND: Chair Cain will lead a discussion clarifying the role of the strategic planning committee as we move into implementation and how additional reports will be handled across committee jurisdictions.

See attached. As previously discussed at the full board meeting in September, the executive committee of the board will review the strategic plan Action Items and determine the appropriate committees of oversight and accountability for the work ahead. This is a draft of that committee oversight plan that was developed by VC St. John, VC Dorsey, and Chair Cain that will go next to the executive committee for consideration.

Attachment

[DRAFT Strategic Plan Committee Oversight Plan](#)



Building a Foundation for Our Future



Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

Strategic Plan 2023 - 2028

Executive Summary

In July 2021, the University of Maine System (UMS) Board of Trustees directed Chancellor Malloy to initiate a system-wide strategic planning process. As distilled from the original charge, the following principles have guided the plan's development:

1. Be student-centric in teaching, learning, service, and research.
2. Express values of sustainability, quality, affordability, and justice, diversity, equity, and inclusion.
3. Align the UMS mission with the state of Maine's needs and priorities.
4. Make bold and transparent decisions based on objective data.
5. Use cost-effective measures to balance the current and future interests of our students, faculty, and staff.
6. Maximize each university's unique strengths while enabling the System to function as a cohesive whole.
7. Leverage unified accreditation as a tool to produce system-wide benefits.
8. Modernize aging facilities and improve organizational infrastructure while preserving our history and supporting future strategic initiatives.
9. Seek input from a diverse and broad set of UMS stakeholders.
10. Foster a system-wide culture of innovation and collaboration to achieve academic excellence.

The plan will galvanize faculty, staff, students, and other stakeholders to strengthen the System as a whole while honoring the distinctiveness of our universities and law school. Its central goal is to serve our students and our state.

Process and Structure

Huron Consulting Group, a nationally recognized firm, helped UMS engage stakeholders across the state in 2022. Consultants spoke with legislative and business leaders, alumni, and others, and visited all of our universities and law school to meet with faculty, students, staff, and university leaders and collect their feedback. Stressing transparency as a core value, Chancellor Malloy openly shared feedback on the drafts with all stakeholders.

A writing team comprising faculty, trustees, university administrators, System staff, a president, and a student was formed in December 2022. Working in close consultation with the Chancellor, presidents, and trustees, and incorporating stakeholder feedback throughout the drafting process, the team presented the plan to the Chancellor in early May 2023. After reviewing it, he shared the plan with the Board for their consideration.

The plan is grounded in five Commitments. Each is expressed by Actions that reflect Goals: measurable outcomes ensuring that we achieve what we set out to achieve in a given area. The Commitments are:

1. Advancing the state of Maine through teaching, research, and service
2. Strengthening our System through financial sustainability and effective academic and infrastructure portfolio management
3. Making our System a destination for public higher education and a respected, engaging, and rewarding place to work
4. Creating a sense of belonging in our System through our commitments to justice, equity, diversity, and inclusivity, including opportunities for learning presented through multiple modalities (i.e. types of instruction)
5. Expanding the ability of our universities and law school to collaborate and flourish through our unified accreditation

Implementation

A four-stage process will anchor the plan's implementation:

1. The Board's formal adoption of the plan will authorize the work of implementation.
2. By October 1, 2023, the universities and law school will develop Goals in four core areas—retention, enrollment, research, and economic and workforce development—and present them to the Board. The Goals will be benchmarked against our universities' peer institutions to ensure that the Goals are ambitious, achievable, and measurable.
3. By October 1, 2023, in consultation with the Chancellor, presidents, and Strategic Planning Committee, the Vice Chancellors for Strategic Initiatives and Academic and Student Affairs will develop a structure and communication plan for implementation and present it to the Board.
4. The Board will oversee implementation through its Strategic Planning Committee and related bodies and hold System and university leaders accountable for outcomes.

Vision Statement

The University of Maine System helps students become critical thinkers who can adapt to a changing world to solve problems with new solutions locally, nationally, and globally, pursue fulfilling careers, and lead meaningful lives. Stewards of Maine's distinctive environmental and cultural assets, seven unique universities and a law school work as a whole to provide broad access to quality, affordable education to all types of learners. University of Maine System faculty, staff, and students set a high standard for academic collaboration and innovation that produces exemplary student-centered outcomes, and benefits the great state of Maine and beyond. Dynamic partnerships in scholarship, research, and community service help drive the State's economic and workforce development objectives, increase economic opportunity, and advance justice, diversity, equity, inclusion, and belonging. By fostering independent, civic-minded people, the University of Maine System improves the quality of life for all Mainers.

Defining Unified Accreditation

Unified accreditation is a first-of-its-kind tool for change and innovation for the University of Maine System and its students, faculty, and staff. At its core, unified accreditation allows UMS to be evaluated by its regional accreditor as a unit, rather than requiring every university within UMS to obtain and expend the resources needed for individual accreditation. It is the mechanism through which our universities and law school are able to maximize resources and capitalize on opportunities for growth and collaboration.

Unified accreditation can foster vital improvements and provide multiple benefits:

- For students: by removing barriers, it allows our students to take full and fluid advantage of programs, talents, and resources throughout our System.
- For robust programming: as a force-multiplier for our strategic plan, it propels our nimble academic collaborations, cross-disciplinary courses, and cross-campus planning.
- For fiscal efficiencies: it buttresses our pursuit of financial and infrastructural sustainability, and assists us in achieving operational efficiencies through coordinated planning and action while reinforcing the distinctive missions of our institutions within our collective mission.

Through unified accreditation, we will do what we could not do without it: Advance student success and our aligned System of universities to achieve extraordinary things for the benefit of each and the benefit of all.

Introduction: Our Challenge, Our Opportunity

Our Challenge

The University of Maine System (UMS) includes seven universities and the law school, each embodying a distinct educational space and purpose for the citizens of Maine. In the past decade, three main challenges have arisen as UMS has carried out its mission to develop an educated citizenry and a productive workforce. Those challenges are demographics, enrollment, and finances. Individually and collectively, the solutions identified in our plan are designed to address all three.

The demographic challenges in our state are well-known and are reflected in real and projected census data. Maine is the oldest state in the nation— the average Mainer is now 45 years old— and is located in the oldest part of the country's oldest region. The number of students graduating from Maine high schools will decrease from 13,170 in 2013 to an estimated 11,180 in 2027, a decline of 15.1%. That decline is sobering for a university system that serves as the designated vehicle for four-year public higher education in Maine.

Consistent with the downward trend in high school graduation numbers, the last ten years have witnessed a significant drop in enrollment across UMS. In Fall 2013, total headcount enrollment (excluding Early College) was 29,849. By Fall 2022, that number had decreased by 16.9%, or 5,041 students— about one-sixth of our total student population.

Our sharpest enrollment decline has been among in-state undergraduates, whose numbers fell by 36.7%— a loss of 8,168 students— from 22,285 in Fall 2013 to 14,117 in Fall 2022. While the System saw a 45.8% increase in out-of-state undergraduates over that period, and the addition of nearly a thousand undergraduates through enrollment in new online programs, the overall undergraduate headcount fell from 25,799 to 20,004. This represents a decrease of 22.5%, or 5,795 students. A further hurdle is that since 2021, there has been a substantial decrease in the percentage of new Maine high school graduates pursuing any form of higher education in the semester following graduation: that figure has shrunk from 62% to 54%. Taken together, the data suggest that in the near term, fewer traditional-age Maine students will join our universities each fall.

In Fall 2013, graduate enrollment was 3,778. That number increased by 20.1%, or 761 students, to 4,539 in Fall 2022. Over the same time, University of Maine School of Law enrollment has remained stable, with only a slight drop from 272 students in Fall 2013 to 265 in Fall 2022.

UMS relies primarily on net student tuition and fees and state appropriations for operational funding. As enrollment has weakened, the impact on budgets at our universities and law school has intensified. Tuition increases can strengthen budgets, but costs to families and student debt must be weighed carefully. The most rural state in New England, Maine has a high percentage of first-generation and Pell-eligible students.

Our Opportunity

Notwithstanding the challenge we face, the opportunity to shape a remarkable path forward for our System and our students is real and urgent. We will use our strategic plan to set and follow that path and track the outcomes of our efforts. We will make each of our institutions a university of choice for high school students from Maine and beyond, validating their decision to join us through our support for their academic, civic, and personal success.

Our plan will maximize the resources made possible through the historic \$240M Harold Alfond Foundation grant to our System, known internally as UMS TRANSFORMS. In addition to funds supporting University of Maine Athletics programs and facilities, the Alfond grant and challenge funds raised by UMS support student success and retention initiatives, the Portland-based Maine Graduate and Professional Center, and the Maine College of Engineering and Computing.

Our plan will track progress in areas identified by our regional accreditor, the New England Commission of Higher Education (NECHE), during our 2021-2023 comprehensive evaluation.

Our plan will capitalize on the University of Maine's top-tier American research classification (Carnegie R1) to expand and strengthen research activity and opportunity and doctoral education throughout the state, the region, and beyond. UMaine is one of just 146 R1 universities in the United States and the only one in the state of Maine.

Our plan will respond to Maine's economic and workforce needs— in our agricultural, forest, and ocean economies, and in new and emerging industries— and foster our development of leaders for our state.

Our plan will make efficient and effective use of our System's human, fiscal, and physical resources as we collaborate and coordinate to provide the fullest possible educational experience to all students in all locations through all modalities.

Our plan will emphasize what our students want and need. For example, attracting adult learners requires offering courses in different formats and in variable delivery schedules— that is, calendars far more flexible than the typical 15-week fall and spring semesters. Across UMS, we see this flexibility evident in our universities' summer offerings and in the University of Maine at Presque Isle's competency-based education (CBE) programs. We can deliver a greater range and number of programs on this model and meet the needs of more people, including the 185,000 Mainers who have some college credit but no degree or other credential of value.

Most importantly, our plan will guide our continuing fulfillment of the distinctive and shared missions of our universities and law school in serving our students and our state. We take great pride in contributing to the advancement of Maine's civic life, its natural attributes, and its economy, and we embrace the challenge of meeting our responsibility to advance Maine's public higher education system and improve the quality of life for current and future Mainers.

The Plan

The body of the plan is organized around five Commitments:

1. Advancing the state of Maine through teaching, research, and service
2. Strengthening our System through financial sustainability and effective academic and infrastructure portfolio management
3. Making our System a destination for public higher education and a respected, engaging, and rewarding place to work
4. Creating a sense of belonging in our System through our commitments to justice, equity, diversity, and inclusion, including opportunities for learning presented through multiple modalities (i.e. types of course delivery)
5. Expanding the ability of our universities and law school to collaborate and flourish through our unified accreditation

Under each Commitment is a set of Actions indicating what we will do to grow and improve our student-focused, innovative, and financially sustainable universities and law school over the next five years. Under each Action is a set of

Goals: the steps we will take to operationalize our Actions in the service of our Commitments. In short:

- Our Commitments are what we value.
- Our Actions are the ways we express our values.
- Our Goals are how we will achieve measurable results.*

Sources of the Plan

The Commitments, Actions, and Goals below reflect ideas and recommendations shared over the past two years by:

- faculty, students, staff, and administrators at our universities and law school
- external stakeholders, including legislative, business, and community leaders, alumni, and donors
- our Board of Trustees, our presidents, and our Chancellor

Our Commitments, Actions, and Goals complement and reinforce existing System priorities, including:

- UMS TRANSFORMS
- guidance shared by our regional accreditor, the New England Board of Higher Education (NECHE), through our comprehensive evaluation process
- the University of Maine's R1 research enterprise and support for research and doctoral education system-wide

Guided by this plan, our Board of Trustees, Chancellor, presidents, faculty, students, staff, administrators, alumni, and external stakeholders will work together to lead the University of Maine System to a vibrant and sustainable future.

*Wherever applicable, outcomes associated with our Goals will be measured against the UMS Board of Trustees Key Performance Indicators (KPIs), which track performance in important areas (e.g. enrollment, student debt, six-year graduation rate). To the extent possible, those outcomes will be accounted for through existing reports (e.g. the Integrated Postsecondary Education Data System, or IPEDs; our internal Annual Academic Program Report; etc.).

Two important notes

1. All of the initiatives below that require funding will be supported through existing UMS resources, and we will adopt efficiencies where necessary to implement them. Budgets will be based on known and measurable funding assumptions.
2. Wherever applicable, universities will assess and take into consideration their peer institutions as defined by our Hanover peers: colleges and universities comparable to ours in various key characteristics (enrollment, faculty size, etc.).

DRAFT Committee Oversight Plan – 10/7/23**Body of the Plan: Commitments, Actions, and Goals****Commitment 1**

The University of Maine System will serve the state of Maine, its constituents, and its economy through world-class research, teaching, and service to build new knowledge, create new technologies, and prepare students to find solutions to challenges in Maine and beyond.

Student Success Actions

ASA

Action 1: UMS and its universities and law school will be transparent in key student success indicators.

- Goal 1.1: Our universities and law school will survey all first-year students in their second semester and all graduating students in their final semester to gain information leading to the continuous improvement of academic programs and student outcomes.
- Goal 1.2: UMS will publish clear, easily understandable student success data on System and university websites, and share it with prospective students and their families.
- Goal 1.3: UMS will employ a comprehensive data warehouse (i.e. repository) to collate relevant student success metrics for reporting and analysis.

ASA

Action 2: Our universities will increase rates of persistence (i.e. retention) and degree completion by their undergraduate students.

- Goal 2.1: By October 1, 2023, each university will identify goals to increase persistence and completion rates for undergraduates through 2027-28.
- Goal 2.2: In 2024-28, UMS will monitor implementation and achievement of outcomes for each university annually and adapt strategies and investments where needed to meet those goals.

ASA

Action 3: UMS will be the state-wide leader in adult degree completion, credentialing, industry certifications, and licensure preparation. By May 2024, UMS will create a plan and establish targets in each of these areas to be achieved by 2028.

- Goal 3.1: UMS will deliver degree completion, credentialing, and certification programs that achieve national recognition for their innovative delivery methods and accelerated rates of success and completion.
- Goal 3.2: UMS will continue to expand its competency-based education portfolio and be a national leader in providing opportunities that measure skills and learning with an emphasis on degree completion in high-demand occupational programming.
- Goal 3.3: UMS will measure progress in each of these areas annually through 2027-28.

ASA



Action 4: Through our array of programs and services, UMS will bring education to all learners regardless of where they are physically or in their educational journey by supporting them across the calendar year and across their lifetimes through plans to be developed by June 2024.

Goal 4.1: Led by faculty, provosts, the Vice Chancellor for Academic and Student Affairs, and other academic leaders, UMS will create a system-wide collaboration to create and support high-quality online education, including formulation of best practices in year-round advising and support services, to meet the needs of all online students across the System.

- Goal 4.2: Consistent with Goal 4.1, UMS will support coordination of the timing, instructional formats, and substance of online offerings across our System in each academic term to maximize opportunities for our students and enrollment at each of our universities.
- Goal 4.3: Consistent with Goals 4.1 and 4.2, led by faculty, in accordance with university faculty governance policies, and with the support of provosts, the Vice Chancellor for Academic and Student Affairs, and other academic leaders, UMS will provide a full general education program available through in-person and distance modalities (i.e. types of instruction) to assure an inclusive and comprehensive transfer experience for learners of all ages, and to ensure that students know which courses across UMS apply and will be transferable to their general education requirements.

ASA

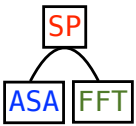
Action 5: UMS will strengthen Maine Community College System (MCCS) and Early College pathways to our universities by March 2024.

Goal 5.1: UMS academic leaders will establish pathways with our MCCS and Early College partners, beginning with identifying UMS programs most sought after by MCCS and Early College students.

Goal 5.2: UMS will review transfer agreements and work with MCCS to improve transfer processes and outcomes. This goal will be measured by incremental improvement in transfer outcomes.

Goal 5.3: UMS academic leaders will introduce Early College students and newly enrolled full-time UMS students to faculty and administrators in our graduate and professional programs, including business, education, law, public policy, STEM fields, arts and humanities, health fields, and other areas to promote 3+3, 4+2, 4+1, and related pathways into UMS graduate and professional programs before or during the first semester of their UMS careers. Expanded pathways to achieve this goal will increase on an annual basis.

Research Actions



Action 1: UMS will further establish and invest in system-wide infrastructure to grow the research and development enterprise at our universities pursuant to a plan to be developed in 2023-24.

Goal 1.1: Enhance research capacity and extramural funding competitiveness through access to research infrastructure by investing in research administration, compliance, and development staffing, shared facilities and equipment, and seed funding. UMS will measure the implementation of this goal annually by growth in capacity and funding compared to the investments required to expand these opportunities.

Goal 1.2: Grow external funding from government, industry, and philanthropic sponsors.

Goal 1.3: Increase the number of doctoral students, with research placements occurring state-wide to extend faculty capacity to conduct world-class research, mentor student researchers, and engage with community, government, and business partners.

Goal 1.4: Annually document the expansion of student access at every university to ensure that all UMS students can engage in research, innovation, and knowledge creation throughout their college careers.

Goal 1.5: Increase System commercialization outputs, including invention disclosures, revenue, corporate and industry partnerships, intellectual property-based spinoffs, and student entrepreneurship activities, and measure and report these results annually.

Goal 1.6: Each university and the law school will set measurable goals by October 1, 2023 for research and economic and workforce development outcomes through 2027-28.



SP

Action 2: Develop and incentivize cross-university collaboration in research and scholarship to attract new learners engaging in faculty-mentored learning.

Goal 2.1: Invest in research initiatives at the intersection of information technology and the arts and humanities, a rich terrain for innovation. Areas for investment will include bioengineering and biomedical sciences, artificial intelligence, digital humanities, health sciences, and ocean science. Such initiatives will be identified and will progress in implementation annually.

Goal 2.2: Support non-grant funded research through stipends, course releases, and other resources, and brand UMS as spurring innovation in the arts and humanities while also stressing excellence in other fields with sponsored research as the norm.

FFT

Action 3: Secure increased investment in the Maine Economic Improvement Fund (MEIF) by the Maine legislature.

Goal 3.1: Secure increased MEIF apportionment in accordance with UMS Research and Development Plan goals to grow the research portfolio and strengthen the research hub in Portland and across the state while expanding the research capacity of all UMS universities.

Goal 3.2: Annually evaluate and promote MEIF outcomes to demonstrate the return on investment for Maine and position UMS for potential additional MEIF support.

SP

Action 4: Serve as an engine for innovation for Maine businesses, non-profits, state and local governments,

communities, and the K-12 schools through plans to be developed by June 2024.

Goal 4.1: Working with University of Maine Cooperative Extension, the Wabanaki Center, the Foster Center for Innovation, the Maine Business School, and other centers and organizations, create a system-wide, state-wide means of supporting and partnering with businesses, non-profits, state and local governments, and communities.

Goal 4.2: Working with our universities' education faculty and academic leaders, create a system-wide vehicle for supporting and partnering with the K-12 schools to advance specific educational initiatives.



ASA

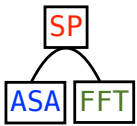
Action 5: UMS and its universities will promote and celebrate scholarship and creative activity among our faculty.

Goal 5.1: Working with research centers, faculty collaboratives, and individual faculty in the arts, humanities, social and behavioral sciences, and elsewhere, UMS will promote and celebrate intellectual and cultural scholarship and creative activity through workshops and internal and external marketing.

Goal 5.2: Modeled on the existing University of Maine at Augusta Faculty Institute and similar events, UMS will support an annual state-wide gathering and celebration of scholarship and creative activity and workforce and economic development in partnership with state, federal, and private sponsors.

Goal 5.3: UMS will convene and support a task force of faculty, provosts, the Vice Chancellor for Academic and Student Affairs, students, and others to explore revitalization of the arts and humanities and recommend steps for strengthening academic, research, and cultural programs and programming in those vital areas.

Teaching Actions



Action 1: The University of Maine System will expect and foster collaboration, innovation, and academic quality at each university and the law school to become a regional and national leader in developing programs that meet students' needs and ensure access through traditional and new instructional formats.

Goal 1.1: Each university will document its plan to accelerate our commitment to student-focused programming and outcomes-based assessments for all learners by June 2024. This plan and its university-specific commitments will identify students' communities of interest and provide them with resources tailored to meet their needs.

Goal 1.2: With assistance from System staff, the universities will design financial, business, and learning platform models that support changes in programmatic focus beginning in spring 2024 and expanding incrementally through 2028.

ASA

Action 2: UMS will continue to expand access to course offerings at each of its universities to students at all of its universities.

Goal 2.1: UMS will centrally promote May term and summer course offerings by all of our universities and law school to all students in advance of each term's registration period.

Goal 2.2: UMS will centrally promote first-year Research Learning Experiences and academic programs to Early College students.

Goal 2.3: UMS will centrally support multi-university program development and delivery and measure the progress in such programs and their effectiveness.

ASA

Action 3: UMS will centrally promote the UMS TRANSFORMS Gateways to Success initiative.

Goal 3.1: Identify critical gateway courses at each of our universities and devise advising support, curricular pathways, and related resources to help students succeed and progress in their degree programs.

Goal 3.2: Make well-developed and engaging gateway courses delivered at one of our universities available to students at all of our universities.

Goal 3.3: Develop a learning analytics framework to identify and inform student success practices in gateway courses.

SP

Action 4: UMS will centrally promote the UMS TRANSFORMS Pathways to Careers initiative.

- Goal 4.1: Provide a career-relevant experience for every student in every UMS degree program by 2028.
- Goal 4.2: Coordinate system-wide to make an internship available to every UMS student.
- Goal 4.3: Evaluate this initiative annually and use employer, student, and faculty feedback to improve it. Market this initiative and others like it to potential students as one of the many attractions of attending one of our universities.

ASA

Action 5: UMS will centrally support academic High Impact Practices (HIPs)— structured learning opportunities that include internships, service-based projects, and related activities— beginning in spring 2024 and expanding incrementally through 2028.

- Goal 5.1: Provide workshops and practical strategies at every university and the Law School to foster the development and deployment of HIPs.
- Goal 5.2: Evaluate HIPs at the university and/or program level and use student and faculty feedback to improve them.

Service Actions

HR/LR

Action 1: UMS will identify ways to support faculty, staff, and administrators seeking to serve Mainers and Maine communities through outreach projects and related activities.

- Goal 1.1: Support initiatives by university community members that directly serve Mainers and their communities.
- Goal 1.2: Promote the expansion of those initiatives where feasible through the involvement of additional university community members.

ASA



Action 2: UMS will support the growth of service learning opportunities to students and faculty across the System and make these opportunities educational and enjoyable.

- Goal 2.1: Build on existing models of service learning to expand options currently available to students and faculty.
- Goal 2.2: Increase badges and micro-credentials tied to service learning experiences through a plan to be developed in spring 2024.

Commitment 2

Financial Sustainability Actions

The University of Maine System will advance a financially sustainable and effective academic and infrastructure portfolio at every university and our law school supported through innovative programming and strategic collaborations.

FFT

Action 1: In order to position our System for the future, each university and the law school will propose a balanced budget for each fiscal year and will conclude that year in balance without reliance on central support.

- Goal 1.1: Budgets will be tied to realistically achievable enrollment targets derived from historical enrollment trends and a data-driven assessment of demographic conditions.
- Goal 1.2: Mid-year budget revisions will be tied to achievable cost reductions, and will not include mid-cycle upward revisions of enrollment estimates unless clearly justified by available enrollment data.

ASA

Action 2: Each university will build on spring 2023 direct admissions initiatives by developing and implementing a comprehensive direct admissions plan for the fall 2024 recruitment cycle. (Note: Direct admissions is a enrollment strategy whereby colleges and universities identify academically qualified students who have not applied to their institutions and offer them admission.)

- Goal 2.1: Delineate recruitment targets, admissions events, financial aid strategy, and marketing efforts to grow enrollment through direct admissions.
- Goal 2.2: Evaluate the impact of direct admissions on enrollment in summer 2024 and revise enrollment strategies and the use of resources accordingly for the fall 2025 recruitment cycle and beyond.

FFT

ASA

Action 3: UMS will partner with the universities and law school to identify and implement by spring 2024 new operational efficiencies leading to cost reductions for each institution in the System.

ASA

Goal 3.1: Identify efficiencies in academic delivery, including reducing the number of low-enrolled courses and increasing the use of cooperating departments where appropriate.

FFT

Goal 3.2: Identify efficiencies in infrastructure, including optimizing the upkeep and use of primary classroom and lecture spaces, meeting and conference rooms, artistic/performance spaces, and public gathering spaces.

FFT

Goal 3.3: Identify reductions in energy consumption, including strategic management of underused or unused buildings and offices during periods of peak energy consumption (winter and summer).

Effective Academic Portfolio Actions

SP

Action 1: Develop innovative programs and curricula responsive to changing economic and workforce needs, data-driven projections of growth areas, and technological innovation.

Goal 1.1: Focus on workforce readiness to help students gain clarity and insight into how academic pursuits can enhance employability and professional advancement.

ASA

Action 2: Design a literacies curriculum that teaches a range of informational, digital, and computational literacies and skills enabling students to pursue advanced studies or professional employment in Maine and beyond.

Goal 2.1: Adhering to faculty governance and program development and approval processes, establish a two-year plan to develop this curriculum led by faculty with support from instructional designers, provosts and other academic administrators, and university assessment staff.

Goal 2.2: Centrally support the system-wide rollout of the curriculum.

Goal 2.3: Evaluate the curriculum to improve content, instructional formats, and resources.

ASA

Action 3: In partnership with the Faculty Governance Council, the individual faculty senates and assemblies, and the System-wide Assessment Committee, develop a process for the effective assessment of program learning outcomes in multi-university programs by the end of fall 2023.

Goal 3.1: Implement regular outcomes assessment of multi-university programs in spring 2024.

ASA

Action 4: Use the Annual Academic Program Report (AAPR), a provost-led review conducted each spring and summer using university academic data, to evaluate the effect of new academic programs on existing programs in the same field to ensure the continuing viability of all programs in that field beginning in summer 2023.

Goal 4.1: Determine whether the launch of new programs has positively or adversely affected a) enrollment in existing programs in the same field, and b) ease of transfer for incoming students, including those from the Maine Community College System.

Goal 4.2: Adjust marketing, course formats and scheduling, and related elements of program delivery to grow enrollment for all programs in the same field.

Effective Infrastructure Portfolio Actions

FFT

Action 1: Develop a system-wide capital plan and priorities for capital investment by May 2024.

Goal 1.1: Address system-wide physical plant needs in relation to other infrastructure needs (e.g. residence hall improvement).

Goal 1.2: Assess the utility and return on investment of our instructional sites and centers across the state by June 2024.

FFT

Action 2: Achieve fiscal and energy efficiencies through physical space reduction.

Goal 2.1: Continue to target disused and low-Net Asset Value buildings for removal.

Goal 2.2: Identify multi-use/multi-purpose functionality for new buildings and heavily renovated buildings.



Commitment 3

The University of Maine System will be a destination for public higher education and a respected, engaging, and rewarding place to work.

Destination for Public Higher Education Actions

SP

Action 1: By May 2024, develop a data-driven plan to attract more in-state and out-of-state students to our universities and law school, and implement that plan in 2024-28.

Action 2: Increase undergraduate degree completion through high-quality and career-spanning academic options and ensure the professional success of our graduates.

Goal 2.1: Assess the relationship between academic quality, career preparedness opportunities within the degree program (or the overall student experience), and degree completion.

Goal 2.2: Invest in academic quality tied to career preparedness opportunities and track outcomes among graduates.

SP

Action 3: Coordinate enrollment management marketing and develop a system-wide marketing plan by spring 2024.

Goal 3.1: Align enrollment-related marketing initiatives across the System.

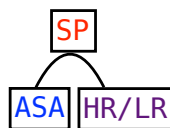
Goal 3.2: Evaluate marketing outcomes annually in relation to enrollment targets and revise strategies and investments accordingly.

SP

Action 4: UMS will encourage and support research and analysis of climate change and environmental sustainability as hallmarks of the state of Maine and of educational experiences and opportunities in the University of Maine System.

Goal 4.1: A UMS marketing plan will identify new avenues for marketing our System as a center of research and academic excellence in climate change and environmental sustainability in American public higher education.

Goal 4.2: Identify research-based goals for environmental sustainability incrementally beginning in spring 2024 and implement those goals through 2028.



FFT

SP



Place To Work Actions

Action 1: Increase our capacity to address student and employee mental health as a prerequisite for student persistence, completion, and well-being, and employee effectiveness and well-being through plans to be developed by spring 2024.

Goal 1.1: Invest in additional resources to support student mental health.

Goal 1.2: Invest in additional resources to support employee mental health.

Text

Action 2: Promote a culture of intellectual curiosity and open-ended inquiry to model for our students and society the essential skills of engaged dialogue and problem-solving.

Goal 2.1: Sponsor system-wide colloquia on contemporary problems and topics and invite faculty, staff, and student participation.

Goal 2.2: Engage in regional and national conversations about dialogue and problem-solving with or through peer institutions and/or academic organizations.

Commitment 4

The University of Maine System will create a safe and welcoming community and foster a sense of belonging for our students, faculty, and staff through formal and applied commitments to justice, equity, diversity, and inclusion, including opportunities for learning presented through multiple instructional formats, such as experiential and online learning.

SP



Justice, Equity, Diversity, and Inclusion Actions

Action 1: UMS will use its DEI Steering Committee, the Wabanaki Center, and university-level DEI councils and committees to ensure a system-wide commitment to justice, equity, diversity, and inclusion in all programmatic and functional areas at all of our institutions, identifying and embracing initiatives and strategies that are reflective of the state we serve.

Goal 1.1: Welcome and support a range of DEI perspectives, including constructive disagreement, and honor a diversity of viewpoints.
Goal 1.2: Centrally support the implementation of specific university-level DEI goals in consultation with faculty and staff leaders, and offer research and programming resources to support collaboration on topics that enrich the cultural and historical understanding of interactions among diverse social communities that continue to shape civic life.

HR/LR

Action 2: UMS will identify and address systemic barriers to student, faculty, and staff recruitment and retention, particularly for underrepresented and underserved populations.

Goal 2.1: UMS will regularly review and update recruitment and hiring policies and processes to ensure the removal of systemic barriers.

Goal 2.2: UMS will regularly evaluate the outcomes of recruitment and hiring efforts on student, faculty, and staff retention to improve the efficacy of those efforts.

HR/LR ASA

Action 3: UMS and its universities will cultivate a safe and welcoming community and a genuine sense of belonging in our university and law school communities and throughout the System for all students, faculty, and staff.

Goal 3.1: Deliver student life and co-curricular programming that brings students together, fosters social cohesion, and is responsive to all students— traditional and adult, commuter and residential— regardless of instructional format.

Goal 3.2: Support community social and cultural gatherings and events to promote collegiality, fun, and a sense of institutional affiliation.

Opportunities for Learning Actions

ASA

Action 1: UMS will pursue best practices in classroom, experiential, and online learning, with an emphasis on outputs versus inputs.

Goal 1.1: Share existing and emerging best practices with faculty system-wide through instructional designers, campus centers for teaching and learning, and related resources.

Goal 1.2: Evaluate the effects of outputs-oriented (i.e. what students learn) teaching on course- and program-level learning outcomes, using assessment to improve those outputs over time. In other words, emphasize both what is learned and what is taught to ensure the best possible outcomes for our students.

Goal 1.3: Support undergraduate experiential learning opportunities available through Honors colleges and programs system-wide.

ASA

Action 2: UMS will double the number of its fully online academic programs by 2028.

Commitment 5

The University of Maine System will expect and measure how our universities and law school collaborate and flourish through the advantages afforded by unified accreditation.

Unified Accreditation Actions

SP

Action 1: Through the Unified Catalog and Repaving MaineStreet initiatives, UMS will eliminate structural barriers to transfer and course registration and refine a course-search mechanism to make locating any class offered by any of

our universities simple and fast by June 2024.

Goal 1.1: The plan will include feedback from and participation by key functional areas, including the university registrars, transfer officers, financial aid directors, academic advisors, and (where appropriate) their counterparts in the Maine Community College System.

ASA

Action 2: UMS will support the development of new multi-university academic programs.

Goal 2.1: Invest human and technological resources in new multi-university programs developed in areas of known workforce need and/or known enrollment growth.

Goal 2.2: Centrally market new and existing multi-university programs to out-of-state and adult-learner populations.

Goal 2.3: Partner with Maine employers to deliver multi-university programs to specific workforce populations for skill improvement and career advancement.

Full
Board
with
cmte
help

Action 3: UMS will address areas for improvement identified in the fall 2022 NECHE evaluation team report and the March 21, 2023 NECHE letter concluding the comprehensive evaluation process.

Goal 3.1: UMS will report on the ongoing implementation of the Faculty Governance Council, including any changes that body elects to make to its charter.

Goal 3.2: UMS will track our progress in achieving our goals for system-wide integration and centralization of processes.

Goal 3.3: UMS will track progress in achieving goals for justice, diversity, equity, and inclusion.

Goal 3.4: UMS will address our facilities planning goals.

Goal 3.5: The Board of Trustees, Chancellor, and presidents will ensure regular review of System, university, and law school missions and their internal alignment.

Goal 3.6: UMS will improve mechanisms for faculty, staff, and student input to be considered at the System level, including working with faculty to review shared governance.

Goal 3.7: Universities identified as needing to update time frames for academic program reviews will complete those updates and implement their new or revised time frames by the end of spring 2024.

Goal 3.8: UMS will work with its library directors to resolve a key issue identified in the system-wide 2021 libraries strategic plan: the need for funding adequate to ensure equitable access to online and physical library resources across the System. A solution will be identified by early fall 2023 and implemented incrementally through 2028.

Goal 3.9: Working with campus-level faculty governance bodies, the chief academic officers, the UMS Faculty Governance Council, and institutional research staff, UMS will determine by June 2024 how assessment data from the individual universities will be collected and represented in system-wide accreditation reporting and related reporting.

Implementation Plan

Our implementation plan is grounded in measurable assessments of what we have done to achieve our Goals. Its success will require a coordinated set of structures and processes and clear information about who is responsible for what, and when, and how, and with what effect(s). The implementation plan has the following aims:

1. Enact a comprehensive strategy-management framework with accountability and measurement features.
2. Establish goals in the form of key performance indicators (KPIs) and target measures.
3. Employ an effective communication model throughout the organization.
4. Develop user-friendly mechanisms to report progress on specific goals.
5. Clarify and deploy the human and fiscal resources required for implementation.
6. Launch an ongoing cycle of assessment, reporting, and modification.

Alignment, Communication, and Measures

To create clear connections between the University of Maine System's mission and vision and individual members of our workforce at all levels, each university and the law school will begin by identifying how their own strategic plans share priorities with the UMS strategic plan, including university-level commitments that align with the UMS plan's Commitments. Each university and the law school will identify and articulate that alignment within eighteen months of the Board of Trustees' formal adoption of the new UMS strategic plan, although the work required to achieve that alignment will begin much earlier than that point.


The UMS strategic plan will be communicated and evaluated through a holistic framework called the Balanced

Scorecard. It will allow faculty, staff, and administrators at all levels anywhere in our System to see the impact of their work in advancing the UMS mission. The Scorecard translates our plan's Commitments through four perspectives to ensure sustained growth is achieved. The Learner, Financial, Internal Process, and Innovation and Growth perspectives represent the needs of internal and external constituents. The Scorecard monitors each of these areas so one function is not overburdened in promoting progress in another.

The Chancellor and presidents will translate Commitments to, and apply actionable goals for, our universities and law school and report on progress to the Board through its Strategic Planning Committee and related bodies.

The following example demonstrates the framework using one sample action and associated goals. The final form of the Scorecard will be determined in early fall 2023, and our abiding commitment is to ensure that progress toward goals is clear and measurable. The reporting content and timeline will vary by audience depending on relevance and need.

BALANCED SCORECARD						
ACTIONS	GOALS	TARGETS			INITIATIVES	
		YEAR 1	YEAR 2	YEAR 3	PROGRAMS	BUDGETS
1.2 Increase statewide access to courses	1.2.1 Promote course offerings in high-demand fields	x %	x %	x %	UMS Internal marketing project	TBD
	1.2.2 Increase the number of courses available via flexible term options	x %	x %	x %	UMS Course Access Initiative	TBD
	1.2.3 Increase the number of courses available through different modalities	x %	x %	x %	UMS Course Access Initiative	TBD


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Each Action will have an identified Goal in the form of a Key Performance Indicator (KPI) and target. These Goals will not replace existing UMS KPIs, but will draw from them to assess the plan and its fulfillment of our Commitments.

Resources, Assessment, and Celebration

By October 1, 2023, System staff— working with the presidents and in consultation with faculty, staff, and administrators— will recommend to the Board of Trustees a communication/tracking system for assessing progress on the plan.

The System and each university will develop budgets, funding plans, and programs that reflect their respective performance obligations under the strategic plan. The Board will integrate outcomes of Goals (i.e. performance metrics) in its review of proposed budgets, academic programs, and the development of state, federal, and foundation funding plans and programs.

The Chancellor, vice chancellors, and presidents will have access to live indicators and will provide updates appropriate to the trustees, Boards of Visitors, the legislature, and the public. Presidents and vice chancellors will participate in a coordinated quarterly assessment session and share its outcomes with the Chancellor.

Each year, the Board will receive a formal report prepared by System staff in close coordination with the Chancellor and presidents. The report may include requests for adjustments depending on external forces and internal needs. The Board's Strategic Planning Committee may recommend specific reports to/for the applicable Board committees with system-wide reporting through the Strategic Planning Committee. The Board will incorporate specific performance and action items in its ongoing review of System and university/law school performance.

A coordinated and enterprise-wide effort will be required to achieve these outcomes. Beginning with System and university leadership, the development of champions to coordinate and convey messaging will be critical. The Scorecard relies on a system of accountability and as such will need to secure support at all levels. This work, as part of the strategic planning implementation reporting cycle, will be managed by the Vice Chancellor for Strategic Initiatives and the Vice Chancellor for Academic and Student Affairs.

Lastly: public recognition or celebration of Goals achieved will be a priority. Implementing the plan will entail considerable time and effort by faculty, staff, and System and university leaders. We will periodically acknowledge the fruits of that work.

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender, gender identity or expression, ethnicity, national origin, citizenship status, familial status, ancestry, age, disability physical or mental, genetic information, or veterans or military status in employment, education, and all other programs and activities. The University provides reasonable accommodations to qualified individuals with disabilities upon request. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 Boudreau Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).



University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Brief update on Strategic Plan Implementation Executive Steering Committee

INITIATED BY: Emily Cain, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION: The Strategic Plan is a working document that is constructed and implemented by internal and external stakeholders to the System to bring about unified change.

BACKGROUND: VC St. John will provide an update on the creation and staffing of the Strategic Plan Implementation Executive Steering Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Process of assigning deadlines to goals

INITIATED BY: Emily Cain, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION: The Strategic Plan is a working document that is constructed and implemented by internal and external stakeholders to the System to bring about unified change.

BACKGROUND:

VC Dorsey and VC St. John will update the committee on the progress toward assigning deadlines to strategic plan goals and action items.