The University of Maine
Strategic Vision and Values
Defining Tomorrow at the University of Maine
The University of Maine at Machias
January 23, 2019
Comments heard in the open session

Fostering Learner Success:

- We should incorporate "more about the importance of access, and the student transition process. Drawing learners in"

- We should include the use of "foster teaching excellence"

- "How do we support student success and access. Reference to support, mentoring and advising is missing.

- "What is our definition of success, what does success mean, what are its outputs/outcomes, and development

- "What are our critical state needs: **1.** workforce- nursing, engineering, technology, healthcare **2.** Research University to help innovate industry **3.** Providing teachers for the state **4.** Economic development **5.** Well-positioned to educate for the future, and meet the needs of students **6.** What are the broader region's needs"

- Are we currently (and if not, how do we become) "the heart of the region, we are functional and vital, but not centrally located"

- In terms of workforce readiness, we are critically thinking about "STEM, but what about the arts, humanities, literature… we need to partner with organizations in Maine to advance/benefit these fields"

- The national/global environment is "rapidly changing, and people who study in multiple disciplines will be better prepared"

- "We need artists, writers, designers. We need to provide depth to Maine's culture"

- "How do we remove the redundancy/repeated words from this values statement"?

- We classify ourselves as a "regional university… it's not just about the region". We have expertise in rural issues. We have/need to develop "links to local communities that benefit broader bodies of research in America: eg, understanding our rural crisis"

Creating and Innovating for Maine and Beyond:

- "How do communities prepare for change, and what are we innovating for, in what context. How do we plan for change"

- What will the "social and cultural impact" be

- "What about changing technology, preparing and keeping ourselves competitive"

- "Innovation sounds businessy, innovation can be ok, but it can also come with social consequences. We need to understand the impacts of research and innovation, and find a way to include arts and humanities into the conversation of innovation"

- We need to "understand what our needs are, and where we're going"

- "What are our problems, and are we solving the right ones?"

- How do we develop a "cohesive plan for getting to where" we want to be

- What are we doing to "build existing partnerships, what are we doing well, and how do we let 'beyond' know we're here"

- "Teaching innovation requires inquiry that is critical, how do we get ahead of the curve"

- "The statement is missing the changing world as the context for innovation"

Growing and Stewarding Partnerships:

- "Partnership festivals. Work and play. Cultural sharing: how do we convey "care and feeding of partnership"

- We should include/consider "agencies, schools, and non-profits"

Goals and Strategies:

- What do we have/need to develop in regards to "programs for enhancing student success, and other skills to support 'adulting' and transitioning into being scholars"

- What do we have/need to develop in regards to "programs for learners transitioning back into college: eg. how do we become the university/institution of choice

- How do we "help students get to services they need: disability, mental health…"

- What is our vision for "regional graduate programs": marketing and messaging to the region"

Indicators:

- Existing at full "capacity, having to turn some prospective students away… this would be a novel problem to have"

Recommendations and Comments for the Initiative as a Whole (from individual notes on the handouts):

- The "3 values are not linked, but they need to be. We need to incorporate how we prepare learners and have the values reinforce each other", "tie the 3 values together. Learning communities through project… might help the flow"
- We need to consider the "importance of language/messaging"
- "The focus on mission differentiation creates problems when asking for collaboration between campuses"
- "The 'regional campus' question is a proxy for the anxiety revolving around the coming change in the primary process"
- "Fostering learner success:

    The university is a community committed to fostering learning opportunities for all its members. Our community is committed to access and learning success for learners from all backgrounds, including those who do not easily fit the definition of 'traditional student'.

    We celebrate the diversity of our community and are committed to creating a safe and respectful living, learning, and working environment within which all learners can flourish.

We commit to excellence in teaching and advising to support all learners in defining and achieving their personal goals. Our faculty and staff are themselves life-long learners committed to their own professional development over the span of their careers.

We create academic and co-curricular pathways for success and assure that our students are prepared for successful careers and rich lives."