

Input on University of Maine Strategic Values and Vision Statements
College of Natural Sciences, Forestry and Agriculture
February 15, 2019

Fostering Learning Success

Input from Academic Units

How well do these statements capture a strategic value that should guide the university's development? Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic value?

The faculty from six academic units reported the statement on Fostering Learning Success was well written and captured this value very well (e.g., "excellent description," "well written and capture the nature of the important work at UMaine," "well aligned with unit's mission.")

There were several suggestions for topics to consider in a revised statement:

- Include an added emphasis on experiential learning and the message that we encourage students to be "thinkers and problem solvers." Two units suggested you consider the importance of experiential learning in the statement.
- Include an emphasis on innovation and what it represents to the state as it relates to preparing our future leaders (i.e., graduates) to face of unknown future challenges.

No units expressed an opinion that there should be alternative values or approaches to expressing our values in their comments on this value statement.

Input from Dean's Office

This statement is well crafted and nearly every sentence is aligned with a major theme of our college road map (Achieving excellence in undergraduate student advising and program quality, enhancing quality and impact of our graduate education programs, strengthening our support systems as the foundation for program excellence, enhancing quality and impact of our graduate education programs, and enhancing our culture of excellence: equity, inclusion, and diversity.) Therefore, this statement would have broad support by our faculty. Strong and relevant sub-themes from listening sessions and consistent in part with the above input include the importance of experiential education and the importance of career advising and development. Two areas of interest that emerged from our roadmap process which do not appear reflected here or in the other value statements include the significance of graduate education and importance of alignment (i.e., relevance) of our academic programs with workforce needs. The current statement notes the diversity of learners but does not acknowledge the importance of one of the highest levels of educational attainment within our array of academic programs, i.e., graduate education.

Input on University of Maine Strategic Values and Vision Statements
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Creating and Innovating for Maine and Beyond

Input from Academic Units

How well do these statements capture a strategic value that should guide the university's development? Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic value?

The faculty from six academic units reported the statement on Creating and Innovating for Maine and Beyond captured this value very well, but in comparison to the statement on Fostering Learner Success the faculty found themselves in deeper discussions of content and phrasing. We noted unit names with input because it will assist in understanding perspectives.

- Two health science units (Social Work, Nursing) struggled with the phrase “designers, builders, makers, and discovers” as not obviously representing them. They recognize it is meant to be inclusive, but these comments signal the phrase is less than perfect.
- Wildlife Ecology felt that the current statement suggests a high importance of applied research and as a consequence tends to minimize the value of “pure discovery.” This unit offered some suggested edits.
- The phrase “social, cultural and economic well-being received attention. Nursing suggested consideration of health and well-being of Maine’s citizens and possibly health of Maine’s environment. Wildlife Ecology suggested adding “environmental well-being.
- Economics suggested that “interdisciplinary” be considered as an element of this statement.

No units expressed an opinion that there should be alternative values or approaches to expressing our values in their comments on this value statement.

Input from Dean’s Office

We appreciate the challenge of crafting an inclusive statement for the diversity of activities at UMaine. Overall, we do not find this statement as rich in content as the statement on Fostering Learner Success (examples of weaker phrases: wide variety of forms, all aspects of our operation, remarkable range of contexts). Some thoughts: impact phrasing sounds passive rather than purposeful, undergraduate and graduate students are key actors, is public research university a more effective term for the purpose of this communication than Land Grant and Sea Grant, is concept of bringing cutting edge tools to Maine issues of value here, is health and quality of life a useful phrase, should we embrace development of fundamental knowledge too, do we claim to take on big societal needs or in today’s terms, grand challenges. We hope the examples help illustrate our initial observation and offer potential ideas for revision.

Input on University of Maine Strategic Values and Vision Statements
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Growing and Stewarding Partnerships

Input from Academic Units

How well do these statements capture a strategic value that should guide the university's development? Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic value?

The faculty from six academic units reported the statement on Fostering Learning Success was well written and captured this value very well. There were only two comments as listed below:

There were several suggestions for additional topics to consider as part of a revised statement:

- Wildlife Ecology noted that partnerships with nongovernmental organizations do not fit within the current phrase, "partners in science, industry, commerce, government and the arts." The faculty noted as examples that educational, religious and conservation organizations would not be represented in the current statement.
- Economics found the following phrase unclear: "even when a direct impact on the university's mission is not obvious." The faculty thought this phrase could be interpreted several ways and some clarity would be helpful.

No units expressed an opinion that there should be alternative values or approaches to expressing our values in their comments on this value statement.

Input from Dean's Office

Partnerships are central to much of what Natural Sciences, Forestry, and Agriculture does and achieves. We think that the three sentences in this statement encompass all aspects of our partnerships. We wonder if there are important nuances to our partnerships that may not be obvious and might warrant consideration so we have listed some below.

- Well-developed stakeholder engagement processes align our research activities with needs. This is an important value in our college. (Encompassed by the first and third sentences of the statement).
- Strong linkages with employers to better understand workforce needs and to provide student experiential learning is an important value in our college. (Encompassed by the first and third sentences of the statement).
- Working in integrated teams with professionals in our external networks is an important value in our college. (Encompassed by the second sentence in the statement.)

The faculty of the Department of Wildlife, Fisheries, and Conservation Biology (WFCB) were provided with these statements and considered the two questions for which the steering committee asked for feedback. Broadly, we found these statements well worded, and they do a good job of capturing both the important work that is done on campus and the diversity of that work. We recognize that this is a difficult task to do, and we applaud the work of the steering committee. Below are a few comments that we think would improve how well the statements capture our vision of our mission. We have, however, no additional strategic values that we feel need to be captured by these statements.

Fostering Learning Success:

The faculty of WFCB broadly agreed on the wording of this statement. We encourage Dr. Ferrini-Mundy to also emphasize our value for *innovation* in learner success and what that represents for the state. In much the same way that research can provide for the “social, cultural, and economic well-being”, education is core to our ability to preserve and improve these “well-beings”. Learner success is the state’s mechanism for training the agents of change that determine our future well-being. Through innovations in our curriculum, we re-tool our societal actors to address the newest societal problems (in Maine and beyond) and provide solutions to problems we have not yet encountered. We are an important part of the engine for new economies and of solutions for yet-unseen challenges.

Creating and Innovating for Maine and Beyond:

The faculty of WFCB again broadly agreed on this statement. We have close ties with conservation and policy organizations in Maine and across the region, and our research and innovation certainly address the multiple “well-beings” mentioned in this statement. While we applaud highlighting the land and sea-grant missions, however, it seems as though the pure act of discovery is more minimized with the current wording. We suggest changing “innovation is [sic] present in all aspects of our operation” to “Innovation and discovery is present in all aspects of our operation”. “Innovation” captures the important applied aspects of our research, and “Discovery” captures the equally important basic aspects of research. You could then change “discoverers” to “investigators” or “scholars” to avoid the repetition this edit would cause. Both applied and basic research are core to our mission, and we would like to hold them both up equally. We also believe that one of the central missions of the University is to help provide for the “environmental well-being” of the state, as well as the “social, cultural, and economic well-being”. There are strong reasons to protect and preserve our natural resources where the primary motivation for doing so is not societal, cultural, or economic gain. Furthermore, research of the environment is one of the strongest areas of innovation on campus, occurring in every college.

Growing and Stewarding Partnerships

Again, we found the statement well worded. We would point out, however, that many of the University’s partnerships are with not-for-profit, non-governmental organizations. These do not fit in neatly with the “partners in science, industry, commerce, government, and the arts”. Conservation, education, and religious organizations, as a few examples, would not fit well into any of these categories. More importantly, we also thought we should emphasize the active role of the university in Department of Wildlife, Fisheries, and Conservation Biology (continued)

Department of Wildlife, Fisheries, and Conservation Biology (continued)

founding and stewarding these partnerships. We came up with many examples where collaborative networks across many institutions were begun by the University of Maine and likely only continue because of the University's on-going involvement. As written, the statement emphasizes passive participation, but as a central mission of the university, this service value is something many of us actively pursue, and the University often plays a disproportionate role in multi-institutional networks that have benefits for society far beyond the individual participating members.

Ecology and Environmental Sciences
Input to the President's Strategic Vision Statements
February 11, 2019

The **EES Mission** is to provide a high-quality interdisciplinary education and mentoring that prepares undergraduate and graduate students for current environmental sciences and social-ecological systems research, professional careers, and/or public service; and to link faculty and researchers across the UMaine campus and beyond in interdisciplinary education and research surrounding stakeholder-driven issues and basic research. This mission aligns with the Strategic Vision and Values proposed by Provost Hecker for consideration by President Ferrini-Mundy. Specific notes on each of the three Values Statements follow. As a **broad reflection** on these values, we note that the values generally extend or emphasize strengths of EES. They also suggest support for some recent or new initiatives. While new programs and initiatives are certainly warranted in some areas, we would like to suggest a focus on strengthening and supporting faculty, student, and research programs and the processes that are foundational for current and future success. For example, there is often limited support for sharing of best practices across units and colleges. Units can work more efficiently and effectively if we build on each other's efforts to overcome issues and bottlenecks. EES can play a role in such cross-unit facilitation. For example, there are few opportunities at UMaine to share best practices on student advising and mentoring. EES just offered an advising workshop (specific to our major), and faculty who attended noted that the 1.5-hour session was the most training they have ever received on advising practices. Other units have excellent policies on workload, research management, stakeholder engagement and communications practices, or faculty mentoring that could be shared rather than re-invented.

Fostering Learner Success: EES is one of the oldest such programs in the country (est. 1972) but we continue to innovate teaching and learning strategies in concert with RiSE and CITL. We use evidence-based approaches to improve teaching and mentoring, and focus on creating student cohorts, at both UG and Grad levels, to promote student success. Creative course and program offerings working across disciplines and institutions could engage lifelong learners and 'traditional' students alike. We underscore the importance of field, lab, and hands-on teaching as noted in the values; these are key for our program, providing critical content and professional skills for students. We demand excellence from our students, who are largely not Maine residents and who are gender-balanced. We support and model diversity (most program staff are women scientists and we have a vibrant affiliated faculty) in our interactions with students. Student mentoring and advising begins on day one when students are taught professional development; strong emphasis on jobs and internships begins as early as campus open houses.

Creating and Innovating for Maine and Beyond: EES graduate, faculty, and undergraduate research takes advantage of the natural laboratory that our social and biophysical environment provides, in Maine and beyond, to address stakeholder-driven needs in our coursework and in broader research efforts. Our interdisciplinary model is well-suited to emerging issues that address coupled human-natural systems and ecosystem services. EES faculty and students span college boundaries, and include economists, anthropologists, communication specialists, and traditional biophysical scientists. We suggest the inclusion of language that emphasizes UMaine's commitment to interdisciplinary to enhance this vision statement.

Ecology and Environmental Sciences (cont.)

Growing and Stewarding Partnerships: A focus on partnerships is what EES is all about. Research conducted by grad students and faculty is inter- and transdisciplinary and responsive to needs of stakeholders and partners, with emphasis on applied projects spanning wildlife and human health (wild turkey disease, ticks & tourists, rockweed harvest, climate change, and contaminants in forest and freshwater foodwebs and human systems). EES is also a home for teaching that involves partners from state and federal agencies, NGOs, and private businesses; our signature courses EES 217 and 489 engage students in authentic research with these partners.

School of Social Work
Input to the President's Strategic Vision Statements
January 25, 2019

Question 1: How well do these statements capture a strategic value that should guide the university's development?

The Social Work faculty found the "Fostering Learner Success" to be an excellent description of a UM strategic value.

We had some discussion about the "Creating and Innovating for Maine and Beyond". We struggled a bit over the sentence: "Our community encompasses designers, builders, makers, and discovers working in and across a remarkable range of context." We were trying to think broadly about the descriptors: "designers, builders, makers, and discovers" and whether those words encompassed social work knowledge (practice, policy and program) development. At first glance the words seemed geared towards more "hands on" knowledge development (e.g. engineering, natural sciences, etc.) Ultimately, we decided the words were relevant to social work in our broad understanding. For example, social workers "design" and "build" new programs which we evaluate for development and innovation in social work practice and policy. Through that process, we "discover" new ways of providing services within health and human services.

The Social Work faculty found the "Growing and Stewarding Partnerships" to be an excellent description of a UM strategic value.

Question 2: Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic values?

We did not have additional strategic values to add to the three presented.

School of Economics
Input to the President's Strategic Vision Statements
February 11, 2019

Fostering Learner Success

The university is a community committed to fostering learning opportunities for all of its members. We celebrate the diversity of our community and are committed to creating a safe and respectful environment within which all learners can flourish. We create rich learning opportunities in the classroom, laboratory, studio, field, and community as well as the spaces within which students live, work, and socialize. We create academic and co-curricular pathways for success and assure that our students are prepared for successful careers and rich lives. Our faculty and staff are life-long learners and we are committed to their professional development over the span of their careers. Our community welcomes learners who do not easily fit the traditional definition of "student" and we are committed to their learning success.

How well does this statement capture a strategic value that should guide the university's development?

The School of Economics (SOE) believes that these statements nicely capture the values that should guide the development of UMaine's instructional activities. Many efforts are underway in SOE that are consistent with these values. As a way to reach individuals who do not easily fit the traditional definition of "student," we offer late afternoon and evening sections of our required introductory courses and we are very close to having on-line versions of the courses needed to pursue a major in Economics. We offer a mix of coursework and research opportunities that help our graduates find rewarding careers and provide a solid foundation for those students who pursue additional education. We have several spaces in our department where students can socialize and learn together, as well as interact with SOE faculty.

Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic values?

No.

Creating and Innovating for Maine and Beyond

At the core of the university's mission is the creation of new knowledge. Fulfillment of this mission takes a wide variety of forms. As Maine's Land and Sea Grant University we are committed to creating knowledge that impacts the social, cultural, and economic well-being of the state. At the same time, the impact of our creativity is not limited to the state's borders. Innovation is present in all aspects of our operation. Our community encompasses designers, builders, makers, and discoverers working in and across a remarkable range of contexts. We champion this work and we apply it in the service of our state, our region, and the world.

How well does this statement capture a strategic value that should guide the university's development?

The School of Economics (SOE) believes that these statements nicely capture the values that should guide the development of UMaine's research activities. In fact, these values are

School of Economics (continued)

perfectly aligned with our research activities. Faculty and students in SOE research topics (e.g., environment and natural resources, health, economic development, public finance) that are highly relevant to the state's well-being. In our study of these topics, however, we often create new foundational and applied knowledge that is impactful well outside of Maine's borders.

Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic values?

It might be useful to add some language related to research problems that require an interdisciplinary approach. Here's an idea... "Our approach to research recognizes that not all problems can be solved by a single discipline and encourages research efforts that incorporate diverse perspectives."

Growing and Stewarding Partnerships

As a public institution, the university partners with other entities in fulfilling its teaching, research, and service/outreach missions. These partnerships leverage the university's and its collaborators' assets to advance the cultural, economic, and civic interests of Maine communities even when a direct impact on the university's mission is not obvious. In this way, we serve as good stewards of the resources entrusted to us by the people of Maine, and by our many partners in science, industry, commerce, state and local government, and the arts.

How well does this statement capture a strategic value that should guide the university's development?

The general idea of seeking out and expanding partnerships is important and very much aligned with our activities in the School of Economics. The one part of the statement that is a little bit ambiguous is "even when a direct impact on the university's mission is not obvious." We think this can be interpreted several ways and some clarity would be helpful.

Are there additional strategic values that should be considered or alternative ways of articulating the university's strategic values?

As noted above, we think there needs to be some clarity around the statement "even when a direct impact on the university's mission is not obvious."

I. Fostering Learner Success

The university is a community committed to fostering learning opportunities for all its members. Diversity is celebrated with commitment to a safe and respectful environment. Rich experiential learning opportunities are provided in the classroom, laboratory, studio, field and community, as well as creation of spaces in which learners can live, work and socialize. The promotion of life-long learning and collaboration sets the stage for students' success in personal growth and career development.

Additional concepts to consider:

- Collaboration
- Support
- Experiential learning
- Life-long learners
- Encourage students
- Faculty - thought leaders
- Empowerment

II. Creating and Innovating for Maine and Beyond

At the core of the university's mission is the creation of new knowledge. Fulfillment of this mission takes a wide variety of forms. As Maine's Land and Sea Grant University we are committed to creating knowledge that impacts the social, cultural, and economic well-being of the state as well as the health of its citizens and its environment. At the same time, the impact of our creativity is not limited to the state's borders. Innovation infuses all facets of this complex dynamic University. Our community encompasses designers, builders, makers, and discoverers working in across a remarkable range of contexts. We champion this work and we apply it in the service of our state, our region, and the world.

Additional concepts to consider:

Health and well-being of Maine's citizens
Health (?) of Maine's environment (inclusive of forests, farms, waterways and air)
Attention to the creative arts

Wording changes:

Change the word "operation" to something that does not sound so administrative. We realize that the intention is to be inclusive of all facets of the University as an organic whole. We are not fond of the sentence about discoverers, designers, etc.

School of Nursing (continued)

III. Growing and Stewarding Strategic Partnerships

The University leverages the resources entrusted to it by the people and communities of the state

of Maine through strategic partnerships with academic, governmental, research, public and private organizations. As a public educational institution, the University engages specifically with these diverse entities and stakeholders in executing and fulfilling its teaching, research and service/outreach missions. We are committed to identifying and aligning with these partners, attracting and retaining innovative and talented people, providing educational opportunities to all members of the Maine community, and collaborating with diverse enterprises to effectively lift the state, the region and the nation toward excellence in all aspects of our social commitment. These strengths are actualized through strategic engagement of the University's faculty, students and staff with external services and entities that reach all corners of the state, the nation and the globe.

Additional thoughts:

It is our belief that the tripartite mission of the University is best demonstrated through a diagram that shows the interdependence and intersects of the three strategic values.

Department of Molecular and Biomedical Sciences
Input to the President's Strategic Vision Statements
February 11, 2019

From our discussion of the Value statements during our faculty meeting, I can provide the following feedback:

- An added emphasis on the idea of ‘experiential learning’, we felt was warranted.
- Students should be strongly encouraged to be thinkers/problem solvers
- The idea of student participation in creating and innovating should be mentioned; not just faculty.

From my own perspective, I would like to see an added Value on Community Connection. The outreach statement seems to be business directed. I think the role of Cooperative Extension is what I am getting at with an expanded definition, somehow more people oriented.

Department of Communication Sciences and Disorders
Input to the President's Strategic Vision Statements
February 11, 2019

The Provost's three strategic values align perfectly with the tri-part mission of the Department of Communication Sciences and Disorders. The strategic values and the CSD department's mission emphasize excellence in teaching, scholarship and service as an integral part of meeting the needs of UMaine students and constituents in the state. Please refer to the CSD mission statement below for details.

In the context of exploring and presenting human communication processes and disorders, the **educational mission** is accomplished through:

- Fostering the development of independent and cooperative learning.
- Nurturing critical thinking and problem solving.
- Modeling professionalism.
- Providing opportunities to apply knowledge to clinical processes and practices.
- Engaging in research and scholarly activity.

In the context of contributing to the knowledge base in communication sciences and disorders, the **scholarship mission** is accomplished through:

- Conducting research in communication sciences and disorders.
- Publishing and presenting research in scholarly journals, books and at professional conferences.
- Teaching students to access and use existing research.
- Involving students in scholarly investigation and presentation.

As communication sciences and disorders professionals, our departmental **service mission** is accomplished through:

- Providing the highest quality educational and clinical opportunities for the students of Maine.
- Serving as an academic and clinical resource for the professional and private communities.
- Collaborating with state agencies and governing bodies concerned with the welfare and service for individuals with communication disorders.
- Supporting the mission of the Albert D. Conley Speech and Hearing Center.