

**Fogler Library and University of Maine Press  
Strategic Vision and Values Report  
February 13, 2019**

This summary includes suggestions from Fogler Library and the University of Maine Press staffs.

The staff felt that in general the statements captured the values that would guide the university going forward, but expressed a concern that it may be helpful and clearer to an audience to differentiate between mission and values. In addition, they questioned whether these values are intended to replace those previously articulated such as community service or if they are intended to build upon them.

Staff had suggestions for other values particularly to address current environmental and social conditions and thought they could be incorporated into the three draft values. Their suggestions are:

We value knowledge rooted in empirical research, seek to increase public acceptance of such knowledge, and encourage public institutions to make decisions based on such knowledge.

We especially value research and education focused understanding and ultimately mitigating or reversing environmental degradation, reducing social inequality, and ameliorating social divisions and conflict.

We value human diversity and believe that the campus community and the state of Maine is enriched and strengthened by all forms of human diversity.

They also asked that the following values be considered, which would apply to all three draft strategic values: data driven decision-making; accountability; integrity/honesty/ethical engagement; community; sustainability; intellectual freedom; and inclusivity and equity.

They also suggested that the importance of a liberal education should find its way into this document.

Fostering Learner Success – suggestions for edits:

- Add library to the list in the third sentence, “We create rich learning opportunities in the classroom, *library*, laboratory, studio, field, and community as well as the spaces within which students live, work, and socialize.
- Mention the resources and expertise offered to students to support learner success to capture some of the learning materials, equipment, and services beyond what is conveyed in the third sentence – “We create rich learning opportunities”.
- Include mention of "teaching" as directly related to learner success.
- Staff thought there could be a clearer emphasis on the combined expertise of the staff of the university that helps students succeed.
- Virtual, as well as physical, spaces are an essential part of our learning environment and this should be explicit.
- Swap the position of the last two sentences to end with the one on professional development for university staff.

### Creating and Innovating for Maine and Beyond – suggestions for edits:

- Add to the second sentence "to creating, *preserving and communicating knowledge that positively impacts*".
- Add to the fifth sentence "designers, builders, makers, *thinkers, scholars, and discoverers*".
- The value statement could be more specific about some of the creations and innovations that the university produces in terms of technology, policy, and academics. In particular, we thought the "remarkable range of contexts" could be outlined to demonstrate the many ways in which the University drives economic and social growth in the region.
- Insert, between sentences one and two, something about the acquisition, maintenance, dissemination, and instruction in the use of [library] resources as a catalyst for knowledge creation. Our community needs the tools of inquiry and the skills in using these to make the most of our intellectual pursuits.

### Growing and Stewarding Partnerships – suggestions for edits

- Staff suggested adding "nonprofit organizations" or an equivalent term to the partner list.
- They noted that there are statements about services and personnel supporting the local, state efforts. Perhaps there should also be a statement about resource(s) provision and collaboration for local, state, and national interests.
- They suggest including concepts of disseminating and preserving knowledge here in this value too.
- They suggest that long-term investments of time and resources may be required as immediate impact is not always feasible.
- Staff did not think that this statement captured the growth of partnerships; it seemed that the value being conveyed was that the University "actively seeks partnerships that benefit the state." This may need clarification by adding how the university may grow partnerships.
- A mention of "education" in the final sentence would cover a number of collaborations left out by the list, such as the many partnerships that allow K-12 students to study at the university and the many campus units that help educators and learners who are not part of the university community.