



**STRATEGIC PLAN
2025**

This is college:

THE WAY IT SHOULD BE

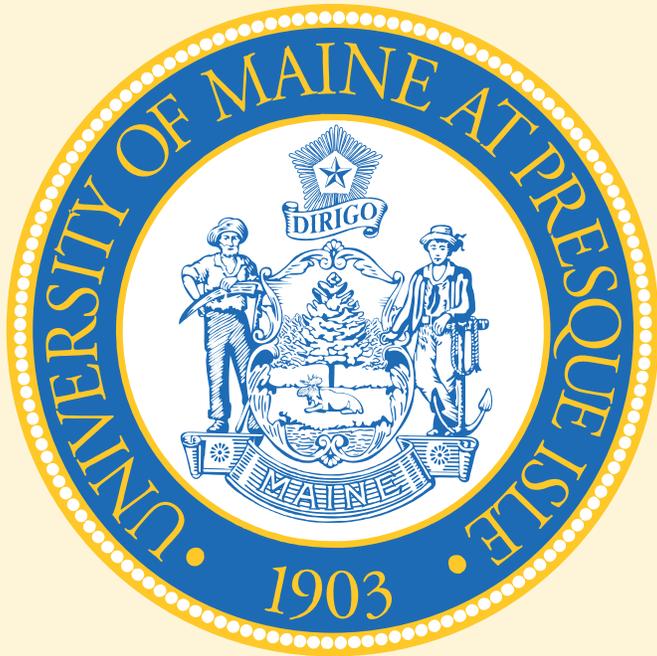
University of Maine at Presque Isle



University of Maine at
PRESQUE ISLE
North of Ordinary

Table of Contents

Letter from the President	1
Executive Summary	2
Introduction and Foreword from Co-Chairs	5
Our Vision	6
Our Mission	6
Our Institutional Values	7
Our Inclusion and Diversity Statement	8
Strategic Goals, Objectives, and Initiatives	9
Goal 1: Learner Success	10
Goal 2: Faculty and Staff Success	17
Goal 3: Healthy and Inclusive University	21
Goal 4: Community Engagement and Enthusiasm	28
Goal 5: Institutional Strength and Sustainability	34
Appendix A. UMPI 2025 Operational Planning Template	39
Appendix B. SWOT Summary Illustration	40
Appendix C. Governance and Support	41
Appendix D. OKR Framework	45
Appendix E. SP2025 Steering Committee Members	46
Appendix F. Glossary	47



We like to say at the University of Maine at Presque Isle that this is college the way it should be.

Our University has been on a deliberate continuous improvement journey over the past five 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 last year alone, we were honored by five significant U. S. News and World Report rankings, including recognition as one of the Most Innovative Schools for Regional Colleges in the North.

As we entered into our first planning stages for a new Strategic Plan in Fall 2019, none of us could have foreseen the challenges that our institution, nation, and world would face that coming Spring. The impact of COVID-19 led to a recognition of the need for new goals and success indicators that simply were not initially conceptualized, as well as revised priorities and timeframes for those that were. In addition, our very process for developing the plan transformed drastically, moving from an iterative series of (mainly) in-person workshops to a series of teleconferenced meetings with various constituencies of the sort to which we have all grown so quickly accustomed. As this all unfolded, we recognized the imperative for an Ethic of Care in all aspects of our institutional culture, not just for the health and success of our students, but to ensure abiding values that are foundational to our ability as a community to meet the needs of our students—and ourselves—in extraordinary times.

The 2025 Strategic Plan presented here is thus not only a document that sets forth what we identified as transformative goals, but ones truly shaped and impacted, both directly and indirectly, by our global environs. As you review it, you will note our continuing attention to an outstanding academic experience that provides high-impact career-readiness programming for all learners, regardless of geographic location, through the support of faculty and staff who embrace our Ethic of Care and convey it in our actions and interactions. Indeed, this Strategic Plan, first and foremost, illustrates our dedication to ensuring the best possible experience at the University of Maine at Presque Isle for everyone.

This experience includes securing a culture that acknowledges and embraces diversity, practices equity and inclusion, and attends to social justice in all that we do. It embraces an accessible environment that utilizes universal design supporting engaging educational outcomes while eliminating systemic disparities among the populations we serve. It ensures integrating internships, practicums, research, service learning, or other experiential learning opportunities into all of our academic programs. It confirms that we will continue to develop our partnerships with employers, community leaders, and subject matter experts within our disciplines to ensure that our learning outcomes are relevant and responsive to the needs of today's workforce. And, perhaps most importantly, we will further expand our opportunities for outstanding teaching, research, and discovery, in the classroom and out in the field or in the workplace, for our students.

Finally, my thanks to the wide and diverse group of individuals who have been involved in the process of developing this new Strategic Plan. This truly was a dynamic and inclusive endeavor and I could not be more proud of the result.

I look forward to working with all of you as we bring this ambitious new vision to fruition.



Raymond J. Rice, Ph.D.
President and Provost
University of Maine at Presque Isle

Executive Summary

The following table summarizes UMPI's five strategic goals and their connection to those of the Board of Trustees at the University of Maine System. The number of primary and secondary (or cross-over) objectives aimed at achieving each strategic goal is also listed.

University of Maine at Presque Isle Strategic Goals					University of Maine System Board of Trustees Strategic Goals			
					Workforce Readiness and Economic Development	Maine Educational Attainment	Academic Programs and Innovation	Competitiveness and Sustainability
1	<p>Learner Success. We inspire and support students of all ages and career stages to pursue a purposeful, productive, and fulfilling life through the timely acquisition of educational goals and development of crucial competencies – such as critical thinking, technological and academic program mastery, daring leadership and advocacy, effective communication, and collaboration – for meaningful engagement in 21st-century work and life adventures.</p>				◆	◆	◆	
	Primary Objectives	9	Secondary Objectives	10				
2	<p>Faculty and Staff Success. We hire great, diverse talent and prioritize their experience, development and ability to deliver excellence. Specifically, we ensure efficient and effective systems to support their work, relevant and meaningful learning opportunities that enhance their core competencies, and a culture that nurtures and stimulates their personal and professional innovation and growth.</p>				◆	◆	◆	◆
	Primary Objectives	5	Secondary Objectives	7				

Introduction & Foreword from Co-Chairs

The 2025 strategic planning process was an enormous effort - one that sought to meaningfully engage all voices from the UMPI community and to thoughtfully consider and synthesize their input, while in the midst of the coronavirus pandemic. Under the guidance of a 36-person Steering Committee appointed by President Rice, faculty, staff, students and board members were invited to convene beginning in January 2020 to create this vision for UMPI's future. Together, we developed a comprehensive strategic plan that builds authentically on UMPI's distinctive strengths and ambitiously imagines our future.

Throughout the seven-month strategic planning process, the University community provided significant input through meetings with President Rice and the SP2025 leadership team. Biweekly meetings, and oftentimes weekly meetings, of the steering committee or its many workgroups provided the opportunity for reflecting, visioning, and brainstorming strategic goals and objectives. Ten minutes into the March 11th meeting of the Steering Committee, all but four members were abruptly called away to stand up the Emergency Operations Center to implement our pandemic flu plan.

At each significant juncture in the planning process, the steering committee and/or workgroups (Vision, Mission, Inclusion & Diversity, Service Excellence, and Goal-specific) held conversations about the plan's elements and received updates on the process, to include:

- faculty dialogues about the future of the academic program,
- staff discussions about departmental goals,
- conversations with the Board of Visitors, Foundation, and Alumni Boards,
- President Rice's Town Hall discussions,
- focus groups for clarifying service excellence,

- submissions to a Google survey sent to faculty, staff, students and board members, and
- responses to calls for feedback on plan drafts.

Throughout the process, more than 100 members of the UMPI community have reviewed, suggested initiatives, and provided feedback that can help us reach our aims; this includes more than 50% of UMPI faculty and staff, and feedback from members of all three UMPI boards. Recognizing the significant impacts to our learners during the coronavirus pandemic, implementation teams have already begun this timely work, even before receiving official approval by the University of Maine System Board of Trustees in September 2020. Operational plans will be developed by university departments and committees to bring these initiatives to life.

Through this plan, and achievement of the goals we have outlined, the University of Maine at Presque Isle will build on our considerable strengths to forge a bold future and assume a place of leadership among the University of Maine System and regional public colleges and universities. Our plan is focused, achievable, and forward thinking and provides the direction as we work to serve our learners and meet the needs of Aroostook County, the State of Maine and beyond.

We express our sincere appreciation and lasting gratitude to those who contributed to the in-depth and insightful research, the thoughtful reflective analysis, and detailed and technical writing of UMPI's five-year strategic plan.

Sincerely,



Scott Harrison, SP2025 Co-Chair
Executive Director
Central Aroostook Council on Education



Deborah Roark, SP2025 Co-Chair
Executive Director
University Advancement & External Affairs

Our Vision

*“Fiercely dedicated to
delivering opportunity
for all.”*

Our Mission

*Our success is built on
an ethic of care:*

We inspire learners from near and far, of all ages and career stages, and support their personal journeys toward the future they seek.

We value our team members and ensure they have the right tools, technology, and resources to provide learners with educational experiences they will draw upon for the rest of their lives.

We serve our community and strive to engage all in activities that strengthen and sustain a rich and rewarding life.

*Every day, in every way,
it’s about excellence for everyone.*

Our Institutional Values

The core philosophies that will drive our employees are captured in a set of institutional values, known collectively as “The UMPI Way.” These values reflect our culture, guiding our actions and defining how we do business.

UMPI differentiates by providing an Ethic of Care for each and every student, faculty, staff, and administrator. Innovative at our core, we rally around the need for change while supporting success for all within our community. We embrace collaborations with our peers, the communities we serve, and our fellow institutions, allowing us to provide students outstanding education focused on practical and authentic learning experiences. We ask each and every one of our faculty and staff to consider the following: *I am an UMPI Owl and strive to help develop and support other UMPI Owls. Given that critical priority, every day, in every way, I commit to being..*

Supportive: I share information and resources to support my colleagues and our students alike because I care about our collective success.

Ethical: I communicate, exhibit behaviors, and make decisions that demonstrate honesty, integrity, and decency.

Responsive: I am solutions-focused, adaptable, and timely in my day-to-day work.

Visionary: I am fiercely dedicated to providing opportunity to all.

Innovative: I contribute to UMPI’s vision and mission while continually looking for creative and cutting-edge ways to spark inspiration and strengthen our efforts.

Collaborative: I recognize the importance of partnerships and do what I can to remove obstacles that get in the way of success.

Equitable: I question assumptions, develop empathy, and treat others with dignity, respect, and care.

We are committed to inclusion and diversity

UMPI is committed to creating an inclusive living and learning environment that allows our diverse community to grow, matter, and succeed together. By striving to create and sustain a community of diverse perspectives and experiences through an ethic of care, UMPI encourages all to question their assumptions, develop empathy, and achieve a richer understanding of the world.

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Diversity describes individual differences (e.g., life experiences, hometowns, languages, learning and working styles, personality types) and differences in social identities (e.g., age, race, ethnicity, socio-economic status, class, gender, sexual orientation, country of origin, ability, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

Strategic Goals, Objectives, and Initiatives

This Strategic Plan is divided into five sections, with each listing goals that are primary to the section's purpose in addition to objectives from other sections that contribute at a noteworthy level. UMPI has intentionally prioritized goals that serve cross-purposes. This reflects the reality that actions can be leveraged for multiple purposes and shows UMPI's commitment to work smart with the resources we have to maximize outcomes for our constituents.



Goal 1

LEARNER SUCCESS



We inspire and support students of all ages and career stages to pursue a purposeful, productive, and fulfilling life through the timely acquisition of educational goals and development of crucial competencies – such as critical thinking, technological and academic program mastery, daring leadership and advocacy, effective communication, and collaboration – for meaningful engagement in 21st-century work and life adventures.

Our Identity:

- Learner success is the core of UMPI's past, present, and future – it is the success of our students that fuels our passion to serve in the profession of higher education.
- Our learners hail from near and far and from all walks of life – we value the diversity this brings to our university and the unique contributions made by each learner.
- Here for our learners and with their best interests at heart, we provide innovative engagement opportunities and caring support that begins before their arrival and continues after graduation.

Objectives and Key Results Primary to Learner Success

UMPI will...	As Measured By:
<p>G1.1: Ensure that students successfully attain degrees and recognized credentials, including those through the Houlton Center and strategic partnerships with other academic and community institutions.</p>	<ul style="list-style-type: none"> • By FY2025, UMPI’s overall two-, four-, and six-year graduation rates, as indicated by the Office of Student Records (OSR) annual reports, will increase by the following: two-year rate to 45% (baseline of 33.33%); four-year rate to 30% (baseline of 21.85%); and six-year rate to 45% (baseline of 35.10%). • BY FY2025, graduation rates from academic programs in partnership with other University System campuses (i.e., nursing, MLT, etc.) will meet or exceed national average graduation rates for that discipline, as determined by individual program coordinators. • By 2025, the fall-to-fall retention rate of UMPI’s first time full-time incoming class will increase by 1% per year from 62% (2018 freshman cohort) to 67%. • UMPI will expand efforts to collaborate with fellow institutions to share resources and programs that create greater opportunities and access for all learners as provided by unified accreditation. For example: <ul style="list-style-type: none"> • UMPI will continue to develop 2+2 undergraduate programming with the University of Maine at Fort Kent and other UMS partners with the goal of establishing at least one new partnership each year. • UMPI will develop competitive 4+1 and equivalent graduate programming coursework with University System partners and ensure at least five such pathways within the next three years. • By 2025, UMPI will ensure a mature portfolio of YourPace (competency-based) programming with a minimum of 15 individual undergraduate programs and 3 graduate programs.
<p>G1.2: Ensure that all programs maintain comprehensive curriculum pathways that clearly guide students to graduation.</p>	<ul style="list-style-type: none"> • 100% of faculty and staff are annually informed about program goals and provided an introduction to our teaching and learning culture and common practices. • By FY2025, 100% of student learning (courses and other co-curricular) incorporates timely formative assessment practices and is assessed through clear and measurable learning outcomes. • 100% of new programs (e.g., Cybersecurity and Computer Science) will achieve national accreditation through appropriate accrediting bodies by approved deadline. • 100% of academic programs meet the program quality assessment and review process at least every 5 years. • By 2025, increase awareness of transfer services (i.e., PLA or articulation agreements) for degree completion pathways for adult learners such that 100% of adult learners are offered such services.

UMPI will...	As Measured By:
<p>G1.3: Ensure that students have access to a comprehensive career program either with standards grounded in the National Association of Colleges and Employers (NACE) competencies of Career Readiness or department / discipline-specific career standards, leading to successful employment within six (6) months of graduation.</p>	<ul style="list-style-type: none"> • By FY2025, 100% of students entering the final two (2) years of their program utilize at least two (2) high-impact career-readiness activities, such as completing an experiential career learning opportunity, mock interview panels, networking events, attending conferences, etc. • By FY2025, 100% of graduates will meet appropriate milestones of the NACE career readiness standards, appropriate to their specific major, in and out of the classroom. • By FY2025, 90% of graduate survey respondents indicate meeting personal employment goals and / or continued education goals six (6) months following graduation. • By FY2024, the percent of students graduating from UMPI having completed an experiential learning project (e.g., internships, practicum, or service learning) will increase to at least 85% (Fall 2018 baseline of 60%).
<p>G1.4: Provide multiple modes of programming delivery to UMPI's demographically diverse local, national, and international learners.</p>	<ul style="list-style-type: none"> • By Fall 2020, 100% of academic programs are deliverable via distance modalities and student end-of-course satisfaction levels are at least 80%. • By FY2021, 100% of academic programs have explicitly identified the primary modalities (minimum of two) available for the delivery of their curriculum as appropriate for learner demographics. • By FY2022, 100% of academic programs conduct a cultural assessment and implement curricular and programmatic revisions. • UMPI will actively participate in the ongoing development and delivery of micro-credentialing opportunities for its learners (pre-college through post-baccalaureate) with the goal of adding one (1) or more credentials per year.
<p>G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU's Liberal Education and America's Promise (LEAP) initiative.</p>	<ul style="list-style-type: none"> • By May 2021, provide an assessment of the current General Education program and develop a plan, to include guidelines and timeline, for updating the curriculum. • By FY2025, 100% of University program coordinator curriculum surveys indicate that AACU VALUE skills are embedded in curriculum. • By FY2025, faculty and student quality assessments demonstrate integration of at least 80% of AACU VALUE skills inherent in the learning outcomes. Across all courses 90% of students demonstrate at least baseline proficiency in AACU VALUE skills and, of that 90%, 60% of students demonstrate high-level proficiency in AACU VALUE skills. • By FY2025, NACE standards integrated throughout the learner academic, professional, and co-curricular life cycle.

UMPI will...	As Measured By:
<p>G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.</p>	<ul style="list-style-type: none"> • By FY2021, the Student Success and Retention Committee will define and develop a process for identifying at-risk students. Further, committee members will identify which of those students demonstrate need for academic and other targeted support services. • By FY2025, increase achievement of YourPace learners as evidenced by 75% retention rate and 60% graduation rate. (UMPI benchmark: FY2019 is 70% retention rate and 49% graduation rate; Nationally, retention rate is 62-71% and graduation rate is 15-80% in similar programs; Source: AACU.)
<p>G1.7: Ensure that academic, co-curricular, and living environments are co-created to be appropriately designed, configured, and equipped consistent with UMPI's mission and values (e.g., classrooms, virtual learning spaces, labs, Makerspaces, greenhouse, library, residence halls, dining, athletic facilities, Houlton Center, and other off-site facilities).</p>	<ul style="list-style-type: none"> • Living environments depict UMPI's unique identity as welcoming, safe, inclusive, healthy, clean, and comfortable in support of student health, wellness, learning, and development as evidenced by 55% satisfaction in an annual survey of residential students. • Academic learning environments depict UMPI's identity* as welcoming, accessible, personal, supported, clean, comfortable, and technologically advanced enhancing learner success as evidenced by at least 75% satisfaction in an annual survey of learners. *UMPI's culture includes our academic partnerships and being part of the overall UMS. • Co-curricular environments depict UMPI's identity as welcoming, accessible, safe, inclusive, healthy, clean, and comfortable in support of student health, wellness, learning, and development as evidenced by at least 75% satisfaction in an annual survey of co-curricular participants.
<p>G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.</p>	<ul style="list-style-type: none"> • By FY2025, 100% of faculty employ high-impact practices (HIP) in courses; 100% of full-time faculty within each major directly oversee internships / practical learning experiences.
<p>G1.9: Develop and expand to better serve the adult learner.</p>	<ul style="list-style-type: none"> • By FY2025, achieve 80% (3-year rolling average) overall satisfaction level by adult learners with YourPace and in-person classes based on nontraditional student survey. • By FY2025, increase night and weekend class offerings at both the Presque Isle and Houlton campuses by 10% over FY2020. • By FY2025, increase number of blended course offerings by 10% over FY2020. • By FY2025, increase the number of certificate programs and continuing education course offerings for employees of local businesses by 15% over FY2020.

Some of the Initiatives to Achieve these Objectives are:

- Academic Affairs and Enrollment Management working together to provide outstanding programs in recognized and emerging fields of study, such as Health Administration and Computer Science.
- The Center for Teaching and Learning using data to develop professional development programming for faculty and provide course design support, specifically regarding differentiated course modalities.
- Academic and Student Affairs ensuring each student participates in the University Experience (UNV) designed to 1) acclimate students to college and the community, 2) act as a thread connecting general education courses with all other academic programs, 3) infuse financial literacy modules, and 4) develop career-readiness “curriculum” that includes targeted programming for 1st, 2nd, 3rd, and 4th year students.
- College Deans, faculty, Career Readiness, and Title III teams working to ensure every academic program provides experiential career learning opportunities such as internships, capstones, or other practical learning experiences that directly apply learning to their intended careers and/or future graduate work and credentialing, integrating career ready skills and career discussions into all levels of the curriculum.
- Advising, Academic Affairs, and Marketing developing and monitoring academic maps for each major, such as the Finish in 4 maps.
- Career Readiness, College Deans and Title III team working together to implement a comprehensive career readiness program based on National Association of Colleges and Employers (NACE) career readiness standards.
- Students Affairs and Career Readiness partnering to provide at least one career-related event each semester for students.
- Student Financial Services, Student Support Services, Academic Affairs, and University Credit Union partnering to improve student financial literacy.
- Student Financial Services participating in the University of Maine System Peer-to-Peer Financial Literacy initiative.
- Faculty and staff working together to ensure coordinated care for supporting high-risk-student issues.
- Dean of Students, Administration and Finance, and Campus Center team monitoring and addressing food service needs and satisfaction levels.
- Athletics and Dean of Students design programming ensuring a student-athletic environment that promotes leadership skills, academic achievement, and athletic excellence.
- The Library collaborating with other departments to: add 5,000 titles over the next 5 years to support existing programs; add 1,000 titles to support the Master’s in Organizational Leadership; produce video tutorials for utilizing Library Services; and add new resources to support the new Computer Science and Health Administration majors.
- Academic Affairs, Deans, and Faculty continuing the development and expansion of the YourPace program portfolio.
- Marketing and Communications, Advancement/ Alumni Relations, and Career Readiness promoting career readiness opportunities through social media and alumni engagement.
- All departments working together to strengthen timely collaboration with the Houlton Center to best serve the needs of all learners.

Objectives that are Primary to Other Sections that Cross-Serve to Foster Learner Success

UMPI will...	Primary Strategic Plan Section
<p>G2.3: Promote and enhance professional development for all employees.</p>	<p>Faculty and Staff Success</p>
<p>G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.</p>	<p>Healthy and Inclusive University</p>
<p>G3.2: Develop and implement a theory-based curriculum that reflects the vision and mission of the institution, enhances student development outside of the classroom with clear learning outcomes, and provides the tools to create a healthy and inclusive community.</p>	<p>Healthy and Inclusive University</p>
<p>G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today’s workforce.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.2: Work with employers to integrate internships, practicums, research, service learning or other experiential learning opportunities into all academic programs.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.3: Contribute to the educational, economic, and cultural development of our region.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.</p>	<p>Community Engagement and Enthusiasm</p>

UMPI will...	Primary Strategic Plan Section
<p>G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.</p>	<p>Institutional Strength and Sustainability</p>
<p>G5.8: Create impactful campus facility transformations aligned with the Campus Master Plan, budgets, and changing student needs.</p>	<p>Institutional Strength and Sustainability</p>



Goal 2

FACULTY AND STAFF SUCCESS

We hire great, diverse talents and prioritize their experience, development, and ability to deliver excellence. Specifically, we ensure efficient and effective systems to support their work, relevant and meaningful learning opportunities that enhance their core competencies, and a culture that nurtures and stimulates their personal and professional innovation and growth.

Our Identity:

- Every day - with tenacity, renewed enthusiasm, and conviction - we embrace UMPI's ethic of care and convey it in our actions and interactions. We help our learners, including one another, flourish. We are caring and supportive and find ways for all to develop their gifts.
- We are doers - hardworking, patient, and resourceful. We can do a lot with a little and face every challenge by coming together with a can-do attitude and commitment to getting work done well. It's 'owl' in a day's work.
- We seek excellence in all of our endeavors, using our open and creative minds to identify and implement the best solutions for serving our constituents' evolving needs: if we can dream it, we can work together to achieve it.



Objectives and Key Results Primary to Faculty and Staff Success

UMPI will...	As Measured By:
<p>G2.1: Leverage UMPI's strengths and success to continually enhance market competitiveness of faculty and staff salaries within total compensation.</p>	<ul style="list-style-type: none"> • By July 1 of each year, Human Resources conducts annual review of salary lines for all faculty and staff positions across the university to ensure institutional advocacy with UMS leadership. • By FY2025, at least 75% employees express overall satisfaction with their total compensation package as measured by <i>Great Colleges to Work For</i> survey. • By FY2025, at least 80% of new employees and hiring managers express overall satisfaction with the hiring and onboarding processes and ongoing communication processes in regards to available support services. • By FY2025, UMPI retains at least 90% of employees hired within 3 years and 75% of employees hired within 5 years.
<p>G2.2: Implement and continually refine its comprehensive onboarding and off-boarding program.</p>	<ul style="list-style-type: none"> • By FY2021, implement the multi-faceted orientation and onboarding processes and tools such that hiring managers and new employees express at least 85% satisfaction in the process. • By FY2022, an UMPI off-boarding program will be designed, completed, and tested at a 75% or greater satisfaction rate by departing employees, their managers, and top two key intersects with their work.
<p>G2.3: Promote and enhance professional development for all employees.</p>	<ul style="list-style-type: none"> • Become a <i>Great Colleges to Work For</i> by FY2020. • By FY2021, 100% of employees participate in at least two relevant UMPI sponsored professional development opportunities and apply the learnings to the job. • By FY2022, at least 85% of employees feel they are given the opportunity to develop their skills at UMPI as measured by the <i>Great College to Work For</i> survey.



UMPI will...	As Measured By:
<p>G2.4: Rigorously implement faculty and staff recruitment efforts to assess candidates against UMPI's identity and cultural priorities, including diversity and inclusion, dedication to academic programs, the overall learner experience, and institution-wide success.</p>	<ul style="list-style-type: none"> • 100% of final candidates demonstrate through their credentials proven commitment to academic programs, diversity and inclusion, practices in learner experience, and a focus on institution-wide success. • 100% of exempt-level searches will search state-wide (or broader) and specifically include a search posting approach to maximize diversity. Also, the search committee will not progress a search through to the interview phase without at least 30% representation of underrepresented or traditionally marginalized candidates. • By FY2025, improve 3-year retention of underrepresented populations in our faculty / staff by 10%.
<p>G2.5: Prioritize an environment that supports and honors the achievements of faculty and staff through demonstrable venues and recognition.</p>	<ul style="list-style-type: none"> • Support faculty and staff in improving their productivity and professional practice (e.g., writing articles and books, attending/ presenting at conferences, serving on panels, conducting research, etc.) as evidenced by increased activity within discipline or field. • By FY2022, at least 75% of employees feel recognition and awards programs are meaningful to them, as evidenced by <i>Great Colleges to Work For</i> survey. • Increase in public recognition (local, national, international) of our employees' work and innovation over FY 2020 baseline.

Some of the Initiatives to Achieve these Objectives are:

- Human Resources in collaboration with Finance to ensure minimum salaries match those of peer institutions in regards to new hires and that explicit attempts are engaged to address compression among current faculty.
- Human Resources, Center for Teaching and Learning, and Finance to develop a centralized professional development fund for all employees and related processes.
- Human Resources, faculty, and staff to create an on-boarding, induction, and mentoring program that includes an introduction to Aroostook County community organizations.
- Library Services in collaboration with Academic Affairs to strengthen support of Faculty Research by increasing access to all forms of scholarly resources.
- Human Resources, Academic Affairs, and administrative departments to prioritize diversity in the recruitment of faculty and staff.

Objectives that are Primary to Other Sections that Cross-Serve to Foster Faculty and Staff Success

UMPI will...	Primary Strategic Plan Section
<p>G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.</p>	<p>Learner Success</p>
<p>G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.</p>	<p>Healthy and Inclusive University</p>
<p>G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today’s workforce.</p>	<p>Learner Success</p>
<p>G4.3: Contribute to the educational, economic, and cultural development of our region.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.</p>	<p>Institutional Strength and Sustainability</p>

Goal 3

HEALTHY AND INCLUSIVE UNIVERSITY

We mindfully foster a healthy, caring, and inclusive environment that welcomes all who share in ideals of excellence in access, instruction, engagement, and learner support. Our commitment is creating a globally engaged, culturally rich, and highly collaborative campus.

Our Identity:

- We demonstrate care in every aspect of our work and continuously strive to support the near- and longer-term needs, interests, and success of each learner.
- We celebrate our similarities and differences as strengths, empower all to embrace their identity and its evolution, and encourage all to share and make connections through their experiences, customs and beliefs.
- We emphatically believe and teach core professional and life skills for creating a collaborative global community – compassion, diversity awareness, inclusion practices, and daring advocacy.



Objectives and Key Results Primary to a Healthy and Inclusive University

UMPI will...	As Measured By:
<p>G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.</p>	<ul style="list-style-type: none">• Viewing our purpose, people, places, processes, products, and price, through a lens of equity and inclusion as evidenced by all campus departments adopting inclusion and equity goals in their individual operational plans by Fall 2021.• By FY2022, visible evidence of a community dedicated to inclusivity, access, and equity as reflected in our physical / virtual spaces and tangible materials. [annual audit and reporting of results to Cabinet]<ul style="list-style-type: none">• 20% expansion in student enrollment demographics (all social identity groups, including, but not limited to: veterans, students with disabilities, gender non-binary students, students of color, LGBTQ+ students, international students, various ages, and all socioeconomic backgrounds).• 100% of students, faculty, and staff attend inclusion training and demonstrate practical understanding and skills.• 15% increased representation of currently underrepresented populations in our faculty and staff.



UMPI will...	As Measured By:
<p>G3.2: Develop and implement a theory-based curriculum that reflects the vision and mission of the institution, enhances student development outside of the classroom with clear learning outcomes, and provides the tools to create a healthy and inclusive community.</p>	<ul style="list-style-type: none"> • By Fall 2021, Academic and Student Affairs enhances its Student Life and co-curricular operations and formalizes a plan with measurable results for supporting a healthy and inclusive community for all learners; residential and non-residential, traditional and non-traditional, domestic and international. • Academic and Student Affairs develop and implement a theory-based residential curriculum for traditional age learners that enhances development outside of the classroom with cogent and specific learning outcomes by Fall 2021. • Students Affairs works with YourPace staff and leadership to design a co-curricular strategic plan specifically designed for adult learners by Fall 2021. • By FY2025, at least 20% increase in levels of attendance and engagement from on-campus students, commuter students, faculty, staff, and community members at programs, events, and activities. • By FY2025, at least 20% increase in retention numbers in the residence hall communities. • By FY2025, 100% of students are able to articulate that they had access to at least five (5) co-curricular activities during the year as evidenced by an annual survey conducted by Office of Student Life. • By FY2025, 100% (or a decided upon % increase) of students, no matter their environment, participated in at least three (3) co-curricular activities during the year as evidenced by an annual survey conducted by Office of Student Life. • By FY2025, 100% students who participated in co-curricular activities during the year are able to articulate what they have learned through their co-curricular engagement as evidenced by an annual survey conducted by the Office of Student Life. Additionally, at least 90% of students report on the annual student life survey that staff operate as advocates, allies, and educators, providing effective and efficient service while empowering students. • By FY2025, at least 90% of students demonstrate proficiency in a variety of life skill areas that will result in safer spaces, a reduction in conduct cases, and self-sufficiency as evidenced by conduct data.
<p>G3.3: Institute an annual institution-wide inclusion audit related to the University’s commitment to diverse student and employee populations.</p>	<ul style="list-style-type: none"> • Beginning in FY2020, annually identify priority barriers to address and take steps to implement proposed solutions. • Beginning in FY2021, based upon the results of the inclusion audit, complete an enhanced action plan. • By FY2021, implement at least three (3) ongoing programs / activities that expand inclusion-related educational opportunities for students and employees.

UMPI will...	As Measured By:
<p>G3.4: Promote and enhance a healthy working environment where all employees are fully engaged.</p>	<ul style="list-style-type: none"> • By FY2024, increase to at least 95% in the <i>Great Colleges to Work For</i> survey items associated with employee engagement.
<p>G3.5: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice that improve educational outcomes and eliminate systemic disparities among all groups.</p>	<ul style="list-style-type: none"> • Adapt physical structures and spaces to meet universal design and social justice principles. <ul style="list-style-type: none"> • Identify guidelines for addressing campus needs and timeline for implementation by Spring 2021 (e.g., physically accessible facilities for all individuals regardless of gender identity, mobility, etc.; furniture and fixtures adjustable for mobility and improved work environment, etc.; emergency and security policies and procedures are clear, visible, and inclusive of all individuals). • Beginning Fall 2020, design all course and learning resources to meet minimum standards for universal design that challenges institutionalized inequity within multiple delivery modalities. • Beginning Fall 2020, provide comprehensive and continuing training and educational resources to help college employees and students engage effectively in a diverse college community. <ul style="list-style-type: none"> • Ensure trainers and facilitators embed in their diversity and inclusiveness trainings the concepts of power, privilege, and other social influences on educational opportunity and achievement. • Ensure trainings and workshops rely on active learning methods. • Provide training, workshops, and development opportunities inclusive of all campus populations (students, staff, and faculty).



Some of the Initiatives to Achieve these Objectives are:

- University administration will reconstitute the Inclusion and Diversity Council and reboot its educational efforts to ensure an inclusive living and learning environment.
- A new Inclusion and Diversity Statement will be implemented and marketed, communicating our aspirations and goals for creating a culture of care and inclusion.
- Academic Affairs, Student Affairs, Center for Teaching and Learning, Human Resources, ID Council, and Marketing and Communications will create educational programs, training sessions, and promotional materials to educate students on various issues relating to inclusion, diversity, equity, and social justice.
- Student Affairs in conjunction with GenEd Committee will create a competency model for student development that maps progress that should be made towards various learning outcomes and includes training staff and student staff to offer support and care for students as they progress through the developmental model and meet benchmarks.
- Human Resources, Center for Teaching and Learning, and Organizational Effectiveness will develop programming supportive of creating and maintaining positive working relationships. This will include offering training opportunities at least once per semester for the professional development of faculty and staff throughout the institution.
- Marketing and Communications, in collaboration with the Inclusion and Diversity (ID) Council, will ensure that all campus communications are seen through an ID lens and communicate a clear message of inclusivity.
- Enrollment Management, Admissions, and Marketing and Communications will refine and expand The Way It Should Be: Free for Four campaign strategy with an emphasis on inclusion in all out-facing materials, including video and website page emphasizing Play More, Pay Less.
- The Coordinator for Campus Engagement will become the Coordinator for Campus Engagement and Inclusivity, with a specific focus on diversity and inclusivity initiatives written into the job description.



Objectives that are Primary to Other Sections that Cross-Serve to Foster a Healthy and Inclusive University

UMPI will...	Primary Strategic Plan Section
<p>G1.1: Ensure that students successfully attain degrees and recognized credentials, including those through the Houlton Center and strategic partnerships with other academic and community institutions.</p>	<p>Learner Success</p>
<p>G1.4: Provide multiple modes of programming delivery to UMPI’s demographically diverse local, national, and international learners.</p>	<p>Learner Success</p>
<p>G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU’s Liberal Education and America’s Promise (LEAP) initiative.</p>	<p>Learner Success</p>
<p>G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.</p>	<p>Learner Success</p>



UMPI will...	Primary Strategic Plan Section
<p>G1.7: Ensure that academic, co-curricular, and living environments are co-created to be appropriately designed, configured, and equipped consistent with UMPI's mission and values (e.g., classrooms, virtual learning spaces, labs, Makerspaces, greenhouse, library, residence halls, dining, athletic facilities, Houlton Center, and other off-site facilities).</p>	<p>Learner Success</p>
<p>G1.9: Develop and expand to better serve the adult learner.</p>	<p>Learner Success</p>
<p>G2.3: Promote and enhance professional development for all employees.</p>	<p>Faculty and Staff Success</p>
<p>G5.4: Ensure UMPI brand clarity for all constituents.</p>	<p>Institutional Strength and Sustainability</p>



Goal 4

COMMUNITY ENGAGEMENT AND ENTHUSIASM



We take pride in our northern Maine roots and continually seek to engage with community partners in and outside the region to effect mutually beneficial change and outcomes impacting economic and workforce development, innovation, entrepreneurship, cultural heritage, and the environment.

Our Identity:

- We are committed to meaningful and mutually beneficial alliances that deliver real value to our community partners.
- We acknowledge that authentic community engagement is reciprocal and seek partnerships.
- Honoring different ages and career stages, we team with businesses, organizations, school districts, and learners for college and career readiness and continued professional development.

Objectives and Key Results Primary to Community Engagement and Enthusiasm

UMPI will...	As Measured By:
<p>G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today’s workforce.</p>	<ul style="list-style-type: none"> • By FY2022, 100% of academic programs will be guided by a program advisory board that meets annually to update curricula and support changing industry needs and standards. • By FY2021, establish UMPI’s Career Advisory Board with representation from each academic program advisory board. This board will meet each semester to engage in discussions related to overall career preparedness of our graduates and industry trends.
<p>G4.2: Work with employers to integrate internships, practicums, research, service learning or other experiential learning opportunities into all academic programs.</p>	<ul style="list-style-type: none"> • By FY2024, 100% of majors will offer formal internship / capstone / experiential learning opportunities where at least 75% of student interns and hosting employers report at least a ‘satisfied’ rating. • By FY2022, UMPI’s Title III team and the Experiential Career Learning Task Force will have supported 1-2 professional development opportunities for faculty and staff on experiential learning, to include working with employers to create such opportunities. • By FY2024, achieve at least 10% increase in the number of employers offering student career experiential learning opportunities that meet quality design criteria. • By FY2024, at least 85% of students graduating from UMPI will have completed an experiential learning project (internships, practicum, or service learning) (Fall 2018 baseline of 60%). • By FY 2025, 100% of experiential learning opportunities will provide civic engagement opportunities (i.e., https://www.presence.io/blog/the-ultimate-guide-to-civic-engagement-on-campus/) which support organizational goals.

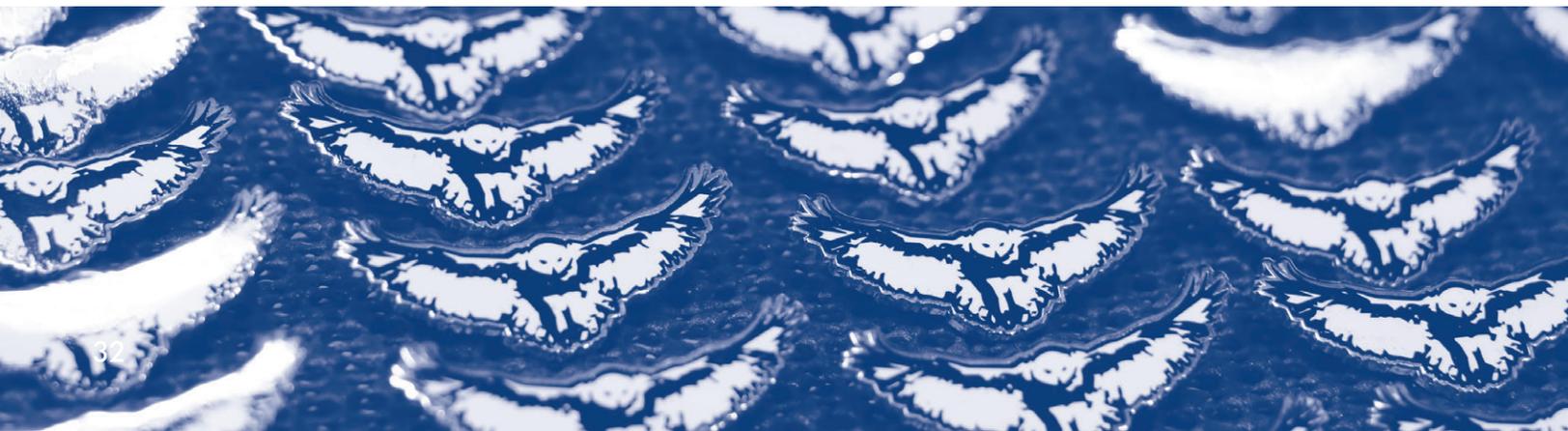
UMPI will...	As Measured By:
<p>G4.3: Contribute to the educational, economic, and cultural development of our region.</p>	<ul style="list-style-type: none"> • By FY2025, UMPI will ensure the Libra Distinguished Lecture Series (LDLS) has the resources necessary to grow sponsored cultural events by 10% per year and is being informed by campus goals to maximize impact of speakers and workshops, thereby serving to inform and engage with campus-wide initiatives and the community. • Promote EmployerU opportunities to area businesses: <ul style="list-style-type: none"> • By FY2025, increase American Management Association (AMA) from two to three sessions per year. • By FY2025, develop and implement targeted marketing campaign for VESi PK-12 educator professional development for the State of Maine. • By FY2025, host at least one UMPI skill-building and/or networking event for Young Professional Institute (YPI 2.0) alumni annually. • By FY2025, offer online micro-credentialing and certification-based training opportunities (e.g., MindEdge) to employers statewide through an external contract. • By FY2025, Library Services will increase: <ul style="list-style-type: none"> • outreach events by at least 50% for community and school partners; • overall circulation by at least 3% per year over the next 5 years through outreach efforts to Aroostook County libraries (school and public); and • usage of the large-format scanner by at least 15% per year over the next 5 years through community outreach efforts for digital archives and preserving the history of our communities.
<p>G4.4: Maintain and continue to build the strong reciprocal ties between the University and community that weave together a thriving, sustainable rural community.</p>	<ul style="list-style-type: none"> • By FY2025, achieve at least 10% year-over-year increase in participation of community members at university events as measured by attendance rates. (Baseline data collected in FY2021). • By FY2025, 100% of University committees whose charges impact the community include at least one (1) community representative. • By FY2025, increase representation of university faculty and staff on community and professional organizations / committees by at least 5% (Baseline data collected in FY2021). • Beginning FY2021, 100% of University staff known to be serving in community organizations will be recognized annually for their engagement.

UMPI will...	As Measured By:
<p>G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.</p>	<ul style="list-style-type: none"> • Beginning in FY2021 and in collaboration with the Central Aroostook Council on Education (CACE) and Northern Maine Educational Collaborative (NMEC), increase number and variety of PK-16 professional development offerings focused on teaching, learning, and leadership strategies. • Beginning in FY2021 and working through the UMPI Education program, increase the number of field experience / substitute teaching partners by at least 25% in Aroostook County to further expand placement opportunities while strengthening the college-to-career pipeline (Baseline: 4 partners.) • Beginning in FY2021, create preservice and new teacher mentorship program that connects preservice and new teachers with experienced in-service teachers. • Convene a strategic team charged with coordinating Early College, TRIO College Access, and Student Support Services to develop a plan for ensuring measurable educational success from middle school through higher education and graduation, as evidenced by a plan completed by December 2020 with implementation beginning in Spring 2021. <ul style="list-style-type: none"> • By Fall 2025, increase the conversion rate of Early College (EC) students that matriculate to UMPI as first-time, full-time (FTFT) students by at least 15% from the 2020 benchmark. • Increase Aspirations programming by at least 15% by 2025, to include customized Aspirations cohorts, modalities, and specific programs. • Beginning in FY2021, increase career-related programming and activities with K-12 partners, such as the Career Day for Aroostook County high school sophomores and TRIO College Access partnerships, as well as Counselor / Tutor opportunities between the Secondary Education Program and TRIO College Access. • By Fall 2022, ensure that an Associate of Arts degree is available to qualifying public high school students in Aroostook County, attainable through a combination of concurrent enrollment and other Early College coursework.



Some of the Initiatives to Achieve these Objectives are:

- Career Readiness, Academic Deans, Enrollment Management, and Program Advisory Boards will create the Career Advisory Board to ensure that the University is responsive to today's quickly changing workforce needs.
- College Deans and faculty will establish new and strengthen current program advisory boards by major to ensure strong industry connections between the university and business community.
- Administration will support continued strength and participation of leadership boards: Board of Visitors, Foundation Board, and Alumni Board.
- Administration to represent UMPI on Presque Isle and Houlton Downtown Revitalization Committees, Aroostook Partnership (AP) Board, and Education-to-Industry Workgroup to build industry and education relationships and network.
- College Deans, Student Life, LDLS Committee, and Administration will work to ensure an array of cultural offerings hosted annually, such as Libra Distinguished Lecture Series (LDLS) and cultural arts performances.
- Campus Center and Administration to continue promoting Seniors Achieving Greater Education (SAGE) for increased lifelong learning opportunities.
- EmployerU, Marketing and Communications, Advancement / Alumni Relations, and other key partners to continue developing and promoting workforce development opportunities to organizations, educators, and alumni.
- Administration and community members will work together to develop a strategic plan for renovation of the auditorium in Wieden Hall.
- Library Services will strengthen collaboration with community and school libraries in Aroostook County.
- TRIO College Access Services, Early College, Library Services, CACE Board, and Aroostook County superintendents will collaborate to support area high school students in their preparation for college.
- Enrollment Management, Admissions, Student Financial Services, and Academic Affairs team will promote monthly academic program days for prospective students.
- Admissions, TRIO College Access, and Career Readiness will collaborate with area high school guidance counselors to provide career awareness activities.



Objectives that are Primary to Other Sections that Cross-Serve to Foster Community Engagement and Enthusiasm

UMPI will...	Primary Strategic Plan Section
<p>G1.3: Ensure that students have access to a comprehensive career program either with standards grounded in the National Association of Colleges and Employers (NACE) competencies of Career Readiness or department / discipline-specific career standards, leading to successful employment within six (6) months of graduation.</p>	<p>Learner Success</p>
<p>G1.5: Provide a proficiency-based general educational experience informed by best practices and aligned with the AACU’s Liberal Education and America’s Promise (LEAP) initiative.</p>	<p>Learner Success</p>
<p>G1.9: Develop and expand to better serve the adult learner.</p>	<p>Learner Success</p>
<p>G3.1: Create a culture that acknowledges and embraces diversity and practices equity, inclusion, and social justice in all that we do.</p>	<p>Healthy and Inclusive University</p>
<p>G3.3: Institute an annual institution-wide inclusion audit related to the University’s commitment to diverse student and employee populations.</p>	<p>Healthy and Inclusive University</p>
<p>G5.4: Ensure UMPI brand clarity for all constituents.</p>	<p>Institutional Strength and Sustainability</p>

Goal 5

INSTITUTIONAL STRENGTH AND SUSTAINABILITY



We are fiercely dedicated to serving learners in Maine and beyond. We have the privilege and challenge of supporting our constituents' needs. Our institutional strength ensures that we can be the launch pad for learners' success and community support and development.

Our Identity:

- Our learners and community are why we exist, and UMPI's commitment is to provide access, holistic care, and a personal touch.
- We are, we attract, and we serve pragmatic dreamers – learners at every phase of their lives who want relevant education that builds useful, immediately applicable skills.
- UMPI seeks to work smarter and be resourceful, focusing on efficiencies, partnerships, and an excellent and affordable experience.

Objectives and Key Results Primary to Institutional Strength and Sustainability

UMPI will...	As Measured By:
<p>G5.1: Further cultivate in our UMPI employee team the sentiment, advocacy, and skills to proudly demonstrate UMPI’s values.</p>	<ul style="list-style-type: none"> By FY2024, increase to at least 95% in the <i>Great Colleges to Work For</i> survey items associated with values alignment.
<p>G5.2: Ensure excellence in serving all learners: K-12, Residential, Commuter, Online, Transfer, and Adult.</p>	<ul style="list-style-type: none"> By CY2020, develop / test personas for all learner types. By FY2025, increase attendance at campus events by at least 10%, and grow traffic on campus and use of campus resources by all populations. By FY2025, expand YourPace program portfolio to fifteen (15) undergraduate programs, three (3) graduate programs, and five (5) corporate partnerships through the College of Degree Completion and Credentialing. By FY2025, increase total UMPI enrollment by at least 15%.
<p>G5.3: Ensure an organizational framework resulting in greater efficiencies while maintaining the highest level of inclusion and service excellence.</p>	<ul style="list-style-type: none"> By FY2021, implement and promote three (3) regular communication processes to identify, from all constituents, barriers to an optimal experience at UMPI. Each year, beginning in FY2021, institutional units will maintain and report operational plans for addressing barriers and new ventures. Plans will intentionally include perspectives on inclusion, service excellence, process improvement, and OKR’s.
<p>G5.4: Ensure UMPI brand clarity for all constituents.</p>	<ul style="list-style-type: none"> By CY2020, formally assess the degree to which current marketing strategy is aligned with foundational elements, such as: brand values, brand story, target audience, brand personality, and positioning. By FY2022, launch a coordinated marketing campaign aimed at enhancing new student recruitment.

UMPI will...	As Measured By:
<p>G5.5: Grow total enrollment through an integrated, multi-channel, market-segmented plan that facilitates prospects moving from inquiry to enrollment.</p>	<ul style="list-style-type: none"> • Increase year-over-year total enrollment by 3% to 5% across all market segments (early college / Aspirations, traditional, adult, YourPace, online, etc.). • By FY2025, 25% expanded utilization of marketing verticals and tools that yielded the best prior year results. • By FY2025, meet the needs of a diverse student population and ensure all academic programs are available through distance modalities. • By FY2021, ensure that all new programs added to the academic portfolio are available in both face-to-face and distance modalities. • By FY2025, ensure that all programs serving the top 25 occupations, according to Burning Glass data within the Northeast, are available both through traditional modalities and YourPace competency modality. • By FY2025, ensure that UMPI's YourPace program maintains the most extensive curriculum available to adult learners of any public university in New England.
<p>G5.6: Analyze and creatively innovate student financial assistance strategies.</p>	<ul style="list-style-type: none"> • By FY2021, launch coordinated student financial literacy program (curricular and co-curricular) serving both undergraduate and grades 8-12 students. • By FY2021, submit a plan to Cabinet regarding enhanced awarding process for implementation in Spring 2021.
<p>G5.7: Establish a university-wide framework for strategic resource development, alumni and donor engagement, and community partnerships.</p>	<ul style="list-style-type: none"> • By FY2021, create formal long-term plans to cultivate targeted relationships with alumni and friends for sustainable engagement and funding in support of achieving UMPI's Strategic Priorities, Goals, and Objectives. • By FY2025, achieve at least 75% employee participation in the UMPI Faculty / Staff giving campaign. (Benchmark: FY20 employee participation was 64%.)
<p>G5.8: Create impactful campus facility transformations aligned with the Campus Master Plan, budgets, and changing student needs.</p>	<ul style="list-style-type: none"> • By FY2022, increase campus density by at least 15%. • By FY2022, increase by at least 10% in campus Net Asset Value.

Some of the Initiatives to Achieve these Objectives are:

- The academic team and community outreach leaders will formalize new Faculty / Staff mentorship and introduction to the community, including connections to the greater Aroostook County area and non-affiliated stakeholder organizations.
- To serve all learner populations, Marketing and functional areas will collaborate to provide a more robust explanation of our various services in multiple arenas, including resource and informational materials highlighting the county and state.
- In an effort to optimize service excellence for learners, all departments will develop a plan to identify barriers and implement innovative and student-centered solutions. This may include, e.g., a One Stop service model that ensures efficient and effective means for resolving learner issues.
- The Cabinet will establish a campus-wide Professional Development Committee tasked with creating and implementing a comprehensive and constituent-relevant schedule of professional development opportunities open to all employees each semester. These will be focused on specific learning outcomes and areas of proficiency.
- UMPI employees will use data to identify our most detrimental silos on campus and create a plan to eliminate those barriers within the university community, allowing for more effective and efficient methods for achieving collective goals.
- HR, EO, Academic Leaders, and the ID Council will conduct an equity audit and provide programming supportive of creating and maintaining inclusive, positive working relationships throughout the institution.
- Financial Aid and Admissions will work together to enhance the awarding process, improving communication of the direct out-of-pocket cost to attend UMPI.
- Marketing and Communications, Admissions, Advancement / Alumni Relations, and Career Readiness will weave together social media and alumni engagement opportunities to occur in conjunction with campus to career opportunities.
- Advancement / Alumni Relations and Marketing and Communications will partner in communication efforts aimed at increasing alumni engagement.
- Administration and Facilities will collaborate with the Academic Deans and Athletics to design and implement renovation projects for optimal use of campus facilities and resources to support teaching, learning, engagement, and co-curricular activities.



Objectives that are Primary to Other Sections that Cross-Serve to Foster Institutional Strength and Sustainability

UMPI will...	Primary Strategic Plan Section
<p>G1.6: Manage systems for identifying at-risk students and direct wrap-around services for those students in need.</p>	<p>Learner Success</p>
<p>G1.8: Commit to small classes and direct faculty interaction with students as mentors and advisors.</p>	<p>Learner Success</p>
<p>G2.1: Leverage UMPI’s strengths and success to continually enhance market competitiveness of faculty and staff salaries within total compensation.</p>	<p>Faculty and Staff Success</p>
<p>G2.4: Rigorously implement faculty and staff recruitment efforts to assess candidates against UMPI’s unique identity and culture priorities, including diversity and inclusion, dedication to academic programs, the overall learner experience, and institution-wide success.</p>	<p>Faculty and Staff Success</p>
<p>G4.1: Consult and partner with employers, community leaders, and subject matter experts to establish discipline-specific advisory boards that ensure academic programming and learning outcomes across the curricula are relevant and responsive to the needs of today’s workforce.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.3: Contribute to the educational, economic, and cultural development of our region.</p>	<p>Community Engagement and Enthusiasm</p>
<p>G4.5: Develop and implement a coordinated plan for strengthening educational partnerships with PK-12 and other educational and business entities to support the success of PK-12 educators, and the enrollment and seamless transition of students into undergraduate and graduate programs.</p>	<p>Community Engagement and Enthusiasm</p>

Appendix A

UMPI 2025 OPERATIONAL PLANNING TEMPLATE

Strategic Goal	Objective & Key Results ¹	Initiative	Priority ³ (High/ Med/ Low)	Responsibility Charting ²			
				Who's Accountable?	Who's Responsible?	Who Should be Consulted?	Who Should be Informed?
Goal X	GX.X: Xxx	Xxx	Xxx	• X	• X	• X • X	• X • X • X • X

NOTES:

- ¹Key result: Develop measures that meet SMART criteria.
- ²Priority: Determine the priority of each initiative using decision-making protocol – see below sample decision-making frameworks.
- ³Responsibility charting: Identify those involved in successfully carrying-out the initiative (Accountable ‘the buck stops here,’ Responsible ‘the doer,’ Consult ‘in the loop,’ and Inform ‘keep in the picture.’)

DECISION-MAKING FRAMEWORK: SAMPLE ONE

Initiatives	Costs		Benefits		Consequences		PRIORITY (High/ Med/ Low)
	Short-Term	Long-Term	Short-Term	Long-Term	(+)	(-)	

DECISION-MAKING FRAMEWORK: SAMPLE TWO

Major Improvement	Highest Priority (Get Started Now/ Year 1)	Highest Priority (Get Started Soon/ Year 2 or 3)
Minor Improvement	Medium Priority (Do It Later/Year 3 or 4)	Low Priority (Consider Deleting)
	Easy to do	Hard to do

Appendix C

GOVERNANCE AND SUPPORT

The following groups provide governance and support to the University of Maine at Presque Isle in addition to serving as key constituents in the strategic planning and management process.

University of Maine System Board of Trustees		
Pender Makin	Commissioner of Education	Augusta
Samuel W. Collins	President of Lumber/Building Materials Business, S.W. Collins	Caribou
James O. Donnelly	SVP Bangor Savings Bank	Brewer
Lisa Marchese Eames	Maine Deputy Attorney General	Augusta
James R. Erwin, Board Chair	Leader, Pierce Atwood Employment Group	Portland
Tim Doak	Superintendent, RSU 39 and RSU 86/MSAD20	Fort Kent
Mark R. Gardner	President/CEO, Sappi Fine Paper North America	Boston, MA
Trevor J. Hustus	USM Student	Portland
Gregory G. Johnson	US Navy Admiral (retired)	Harpwell
Kelly A. Martin	Registered Investment Advisor, Prudential	Fort Kent
David M. MacMahon	Retired CEO Maine Machine Products	Poland
Shawn H. Moody	President, Moody's Collision Center	Gorham
Elizabeth (Betsey) M. Timm	AVANGRID Board of Directors	Falmouth
Michael Michaud	Congressman, State of Maine	Millinocket
Patricia Riley	President, Center for Health Policy Development and Director of NASHP	Brunswick

University of Maine at Presque Isle Board of Visitors		
Dan Bagley	Executive Vice President, County Federal Credit Union	Caribou
Ellen Bemis	CEO, Aroostook Mental Health Center	Presque Isle
AJ Cloukey	Senior Accountant, MMG Insurance	Presque Isle
Rick Duncan	President, House of Comfort Foundation	Presque Isle
Bill Flagg	Director of Community Relations and Development, Cary Medical Center	Caribou
Nancy Fletcher	Retired Head of Access Services, UMPI	Presque Isle
Ben Greenlaw	Superintendent, MSAD 1	Presque Isle
Darlene Higgins	Retired COO, Cary Medical Center	Caribou
Jason House	Regional VP, TD Bank	Presque Isle
Chelsie Johnson	Outreach Coordinator, Hope and Justice Project	Presque Isle
Carl Michaud	Director of Administration, Central Aroostook Association	Presque Isle
Jason Parent, Vice Chair	Executive Director, Aroostook County Action Program	Presque Isle
Tim Poitras	CPA, Chester M. Kearney	Presque Isle
Steve Richard, Chair	Executive Director, Central Aroostook Association	Presque Isle
Tom Richard	Director, Smith Wellness Center, Northern Maine Community College	Presque Isle
Leigh Smith	Real Estate Professional, ReMax Realty	Presque Isle
David Spooner	Loan Officer, Northern Maine Development Commission	Caribou
Trey Stewart	Maine State Legislator	Presque Isle
Scott Violette	Investment Advisor, Barresi Financial Services	Presque Isle

University of Maine at Presque Isle Alumni Association Board

Marcie Rhea Barbarula	Recreation Director, City of Washburn	Mapleton
Barbara Blackstone, Treasurer	Dean of Professional Programs, UMPI	Easton
Colette Cormier	Supervisory Accountant, DFAS	Caribou
Craig Cormier, President	Grants Consultant, Northern Light Health	Fort Fairfield
Jennifer Deschene	Branch Manager, University Credit Union	Presque Isle
Kim Jones, Vice President	Assistant Professor of Business Management, UMPI	Fort Fairfield
Bethany Lord	Professional Advisor, UMPI	Caribou
Joshua MacKinnon	Dalhousie University	Merigomish, NS CA
Ralph McPherson	LCSW, Northern Light AR Gould Hospital	Washburn
Michelle Phillips LeBlanc	Supply Teacher, Canada	Riverview, NS CA
Carrie Reed	Teacher, Limestone Community School	Limestone
Sharon Roix	Registrar (retired), UMPI	Presque Isle
Lisa Smith, Secretary	Special Assistant to the President, UMPI	Caribou
Janet Snow	Social Worker (retired)	Presque Isle
Tom Wire	Associate Business Insights Manager, Homesite Insurance	New Limerick

Foundation of the University at Presque Isle Board of Directors

Rayle Ainsworth	Community Volunteer	Yarmouth
Melissa Buck	Teacher, MSAD 1	Mapleton
Dr. Donald Cassidy, Jr.	Orthodontist, Cassidy Orthodontics, LLC	Presque Isle
Ron Coffin	President, First Atlantic Healthcare	South Portland & Tierra Verde, FL
Lise Collins	Community Volunteer	Caribou
Clint Deschene	Assistant Superintendent, MSAD 1	Presque Isle

Foundation of the University at Presque Isle Board of Directors		
Roberta Griffiths	Community Volunteer	Presque Isle
Llori Keirstead	Retired Educator/Community Volunteer	Presque Isle
Mike Kelley, Jr.	VP Business Development, Machias Savings Bank	Presque Isle
Dr. Jacqui Lowman	Associate Professor, UMPI	Presque Isle
Kendra Overlock	Manager, Customer Initiatives, Emera Maine	Glenburn
Jennifer Paradis	Farm Credit East	Ashland
Martin Puckett, Vice President	City Manager, Presque Isle	Presque Isle
Jay Reynolds, MD	Sr. Physician Executive, Northern Light AR Gould Hospital	Fort Fairfield
Dennis Rogeski	Indirect Lending Manager, The County Federal Credit Union	Fort Fairfield
Stacy Shaw	SVP, Chief Information Officer, MMG Insurance	Presque Isle
Brian Sipe, Secretary	Owner, Gallagher Insurance	Presque Isle
Bryan Thompson	CEO, Thompson Hamel, LLC	Caribou
Norman Trask	Attorney, Currier and Trask	Easton
Brett Varnum, President	Owner, Discovery Institute of Martial Arts	Easton
David Watson	Attorney, Goodwin Procter, LLP	Sudbury, MA
Brad Wolverton, CPA	Accountant, Huber Engineered Woods, LLC	Presque Isle
EX-OFFICIO		
Brian Flewelling, Past President	Key Bank	Easton
Dr. Raymond Rice	President, UMPI	Presque Isle
Dr. Deborah Roark, Treasurer	Executive Director, University Advancement & External Affairs, UMPI	Chapman
Craig Cormier	Northern Light Health, Alumni Association Interim President	Fort Fairfield

University of Maine at Presque Isle Cabinet	
Raymond Rice, Ph.D.	President
Barbara Blackstone	Dean, College of Professional Programs
Sarah Coyer	Associate Dean of Students
Jason Johnston, Ph.D.	Dean, College of Arts and Sciences
Matthew Morrin	Dean of Students
Dorianna Pratt	St. HR Partner, Labor Relations Manager, Title IX Coordinator
Deborah Roark, Ed.D., MBA	Executive Director for Advancement and External Affairs
Benjamin Shaw	Chief Business Officer

Appendix D

OKR FRAMEWORK

The OKR methodology is a collaborative, goal-setting framework that helps teams and organizations reach their goals through identifiable and measurable results. By design, the OKR framework works across teams to create a standard the whole company can adopt. OKRs give purpose to teams and organizations.

- **Objective: what you’re trying to accomplish.**

Objectives are qualitative, and should be inspiring, e.g., “Ship an amazing MVP!”. An Objective can be long-lived, or you might set the deadline to be the end of the year, the next quarter, or even the next month (especially if you’re a startup where things change very quickly). The objective should be hard; the point is to push yourselves as a team or organization.

“When properly designed and deployed, they’re a vaccine against fuzzy thinking — and fuzzy execution.” - John Doerr

- **Key Results (KRs): how you’ll measure whether you achieve the objective.**

A KR is measurable and verifiable; there’s always a black and white answer whether it’s achieved. When possible, use a metric with a number, e.g., “Grow to 1000 active users in our private beta”. Setting around three KRs for an Objective is a reasonable place to start, and you’ll want to assign a specific person to lead the KR and be accountable to its’ success. Completion of all the key results means you’ve achieved the Objective.

OKRs are a statement of intent by any team in your organization. It’s a public way of announcing what the team is going to work on and who will be accountable for its success or failure. At the company level, OKRs act as a north star for your business-- goals that are counting on efforts from every level of the business. Setting company OKRs allows individual teams to set goals that help drive those overarching objectives while preserving their autonomy and enabling their own development and growth.

What are the main benefits of OKRs?

The Objectives and Key Results (OKRs) framework can be a superpower for creating an environment where employees are able to work with purpose. Companies like Intel, LinkedIn and Airbnb have achieved amazing results with OKRs, but less often discussed is the fact that deploying a goal framework in the right way can create a vastly better working environment.

The venture capitalist and OKR guru John Doerr writes about four “superpowers” of OKRs:

1. Focus and commit to priorities: setting OKRs forces the conversation of what’s most important and makes it easier to let go of all the things that aren’t.

2. Align and connect for teamwork: committing to transparent OKRs across the entire organization means everyone knows the priorities and can self-organize to achieve the goals.
3. Track for accountability: regularly and transparently measuring progress uncovers problems earlier and drives the team to win.
4. Stretch for amazing: setting and then achieving or failing at hard OKRs will let you accomplish more than you ever thought possible.

Reference: https://www.koan.co/okrs?utm_medium=paidsearch&utm_source=bing&utm_campaign=316084400&utm_content=&utm_term=OKRs

Appendix E

STRATEGIC PLAN 2025

STEERING COMMITTEE MEMBERS

Leadership Team

Megan Clough
 Scott Harrison, *Co-Chair*
 President Raymond Rice
 Deborah Roark, *Co-Chair*

Members

Mary Kate Barbosa	Matthew Morrin
Christopher Bell	David Murray
Barbara Blackstone	Heather Nunez-Olmstead
Sarah Coyer	Shara Page
Carolyn Dorsey	Dorianna Pratt
Sara Farnham	Rachel Rice
Nicole Fournier	Tracy Rockwell
Roger Getz	Christopher Rolon
Jason Johnston	Benjamin Shaw
Kimberly Jones	Javed Siddiqui
Daniel Kane	Frederick Thomas
Lydia Kieffer-Till	Jason Towers
Jacquelyn Lowman	Denise Trombley
Alana Margeson	Susan White
Carol McGlinn	Evan Zarkadas
Rowena McPherson	

Appendix F

GLOSSARY

AACU LEAP

The American Association of Colleges and Universities Liberal Education and America's Promise. Launched in 2005, LEAP responds to current demands for more college-educated workers and more engaged and informed citizens. Through LEAP, campuses are making far-reaching educational changes to help all their students—whatever their chosen field of study—acquire the broad knowledge, higher-order capacities, and real-world experience they need to thrive both in the economy and in a globally engaged democracy. <https://www.aacu.org/leap>

ACCREDITATION

A voluntary process conducted by peers through non-governmental agencies for the purpose of improving educational quality and assuring the public that programs and services meet established standards.

ACTION

A specific step designed to accomplish a goal.

ASSESSMENT

A systematic approach that focuses on the collection, analysis, and use of data to improve or enhance programs and services.

COLLABORATION

Combining the efforts of two or more organizations, departments, or individuals to create synergies which would not be possible through individual efforts. This can be done for the purpose of planning or operational activities.

COMMITTEE

A body of persons delegated or assigned to consider, investigate, act on, or report on some matter.

COMPETENCY

Learning outcomes emphasize competencies that include the application and creation of knowledge, along with the development of important skills and dispositions. Competencies include explicit, measurable, transferable learning objectives.

CULTURAL COMPETENCY

An understanding of values, behaviors, attitudes, and practices which enable people to work effectively across racial/ethnic and cultural lines.

DEMOGRAPHICS

The characteristics of human populations and population segments, especially when used to identify consumer markets.

DIVERSITY

Individual differences (e.g., life experiences, hometowns, languages, learning and working styles, personality types) and differences in social identities (e.g., age, race, ethnicity, socio-economic status, class, gender, sexual orientation, country of origin, ability, as well as cultural, political, religious, and other affiliations) that can be engaged to achieve excellence in teaching, learning, research, scholarship, and administrative and support services. A diverse group, community, or organization is one in which a variety of social and cultural characteristics exist.

EXTERNAL ASSESSMENT

Analysis of the elements or forces that affect the environment in which an organization functions—also called an “environmental scan.”

FACULTY

Includes full-time, part-time, and adjunct faculty, unless otherwise specified.

FOCUS GROUP

A qualitative research process designed to elicit opinions, attitudes, beliefs, and perceptions from a group of individuals taken from a larger group to gain insights and information about a specific topic. Focus groups are usually organized to represent various stakeholder groups such as students, employees, faculty, etc.

GAP ANALYSIS

The identification of the difference between the desired and current state.

GEN ED

Gen Ed is the General Education Curriculum (GEC)--the core curriculum that is common to all students, providing a broad base of knowledge and skills – a key to long term success. It represents UMPI's best efforts to design a common learning experience for all of our students that will distinguish them among their peers and prepare them for an uncertain future in a changing society. <https://www.umpi.edu/academics/gec/>

EVALUATION

A study to determine the extent to which a program or project reached its goals.

GOAL

A desired end result. Goals are typically not measurable but are usually supported by one or more measurable “objectives.” For example, the goal may be to increase student employment opportunities and a supporting objective might be to increase the number of employer co-op positions by 30% over the next 3 years.

HIGH IMPACT PRACTICES (HIP)

High impact practices are ways of engaging and challenging students—such as first year programs; intensive writing, collaborative assignments, undergraduate research, internships, and major projects that help students achieve essential learning outcomes. <https://www.aacu.org/node/4084>

INCLUSION

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

INITIATIVE

An act or strategy designed to solve a problem or take advantage of an opportunity.

INSTRUMENT

Research tool used to assess variables during an evaluation. Examples include surveys, questionnaires, telephone interview protocols, executive interview protocols, or focus group protocols.

INSTITUTIONAL VALUES

The essential and enduring tenets that guide behavior and decision-making and shape institutional culture. Values can define both what is important to do and how it should be done.

MEASURE OR METRIC

Numeric- or data-oriented milestones to achieve a specific point in time on the way to accomplishing the goal.

MISSION

The fundamental purpose for which the institution exists. It should not be confused with specific vision, goals, or operating strategies and plans. A mission statement may include what the organization does and for whom, how, and why the work is done.

NACE

National Association of Colleges and Employers. NACE is a professional association that connecting over 9,500 college career services professionals; over 3,100 university relations and recruiting professionals; and over 300 business solution providers that serve this community. NACE is the leading source of information on the employment of the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks. <https://www.nacweb.org/about-us/>

OBJECTIVES

Measurable, attainable milestones that describe progress toward key issues affecting the ability to achieve the goal.

OKR

The Objectives Key Results (OKR) methodology is a collaborative, goal-setting framework that helps teams and organizations reach their goals through identifiable and measurable results. By design, the OKR framework works across teams to create a standard the whole company can adopt. OKRs give purpose to teams and organizations.

RESULTS

The “outputs” of the activities of a project, directly measurable and within the control and influence of the project.

SMART GOALS

SMART goals have the following criteria:

Specific – goals are direct, detailed, and meaningful

Measurable – goals are quantifiable to track progress or success

Achievable/Attainable – goals are realistic and one has the tools and/or resources to attain them

Relevant – goals align with the mission

Time-related – goals specify when the result(s) can be achieved.

STAKEHOLDER

Any person or group with a vested interest in the outcome of a project or plan.

STRATEGIC PLAN

A practical, action-oriented document resulting from the strategic planning process.

STRATEGIC PLANNING

Process to determine or re-assess the vision, mission, and goals of an organization and then map out objective (measurable) ways to accomplish the identified goals. For UMPI, strategic planning focuses on results to be achieved in a 5-year time span as contrasted with tactical or operational planning which typically focuses on results to be achieved in a one year or less. Strategic plans are reviewed and refined through an annual process.

STRATEGIES

Specific actions taken by the institution to commit its resources to accomplishing a goal. Brings focus to operational allocation of resources. Indicates an activity: redesign, refine, revise, develop, implement, create, establish.

SWOT ANALYSIS

An assessment of the Strengths, Weaknesses, Opportunities, and Threats that an organization must consider when making strategic decisions. Strengths and Weaknesses are internal factors related to the institution and Opportunities and Threats represent external factors related to the competitive environment.

UNIFIED ACCREDITATION

This accreditation structure process allows a single accreditation process for the university system with the accrediting body, as opposed to separate individual institution accrediting processes.

UMS

University of Maine System

VISION

A clear and succinct description of the ideal future state of an organization. The statement should be inspirational and aspirational, and should guide planning, decisions, and actions.

YOURPACE

YourPace is UMPI's adult learning program, supporting those who have some credit but no degree. YourPace is a personalized learning model developed by faculty who understand the challenges busy adults face when balancing work, family, and school. Delivered on a digital platform, our competency-based online programs are designed to leverage previous knowledge and experience as adults complete course modules aligned with a list of competencies, advancing to the next course module by demonstrating mastery of the content. This provides the learner with the ability to earn their degree on their time, at their pace.

The University of Maine at Presque Isle is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

University of Maine at

**PRESQUE
ISLE**

North of Ordinary



umpi.edu

181 Main Street
Presque Isle, ME 04769
ph: 207 768.9525
lisa.m.smith@maine.edu