

Strategic Plan

2008-2013

Engaging the Campus



**Connecting with
the Community**

University of Maine at
**PRESQUE
ISLE**
North of Ordinary



University of Maine at Presque Isle

Strategic Plan

(adopted March 2008)

At the beginning of academic year 2007-2008, President Don Zillman directed incoming Vice President of Academic Affairs Michael Sonntag to lead a review of UMPI's strategic plan. Dr. Sonntag convened a group of campus leaders to review the 2000 and 2002 versions of the strategic plan and the existing Mission and Vision statements for the campus. Early in this process it was determined that the Mission and Vision of the university had not substantially changed and that focus should be put upon bringing the strategic plan up to date and in line with the current direction and pressing issues on the campus. A substantial list of key "fatigue-points" needing immediate attention was identified if UMPI were to grow and thrive in the coming years. It was also determined that many of these fatigue-points could be addressed relatively quickly; thus the new strategic plan came to life with a targeted lifetime of 3 to 5 years. It was determined that if these medium-term concerns could be addressed, the university would be poised to consider a longer 10-year lifespan for its next planning effort.

By November 2007 a draft of the strategic plan was complete and was submitted to the campus community for review and comment in various venues, including University Senate, a specially called meeting of the entire campus, and through email and web distribution. Following review and comment, the document was edited, comments and suggests incorporated, and the plan was submitted to the President for review and approval in late February 2008. Dr. Zillman made several edits to the final document and approved and endorsed the strategic plan in March 2008.

While the entire campus participated at various times in the construction of the strategic plan, the following individuals deserve a note of recognition and appreciation for the hard work they contributed to the process:

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UMPI Mission Statement

(adopted April 2002)

The University of Maine at Presque Isle, a publicly supported, baccalaureate institution located in northern Maine, provides broad educational opportunities for a diverse student body, with particular reference to the people of its region and state.

The University emphasizes professional programs and a balanced curriculum that promotes a strong foundation in the arts and sciences. Undergraduate study includes a variety of majors leading to baccalaureate degrees in teacher education, career and professional fields, health and human services, arts and sciences, and the natural environment. Other opportunities include associate degrees, articulated transfer arrangements with campuses of the University of Maine System, non-degree certificates, and continuing education for practicing professionals.

The University affirms, as central to its mission, commitment to the following ideals:

- close student, faculty, and staff interaction in support of intellectual growth and personal development
- diversities of culture, age, and nationality among both students & staff
- public service which promotes the well-being of the State's citizenry
- a global consciousness

UMPI Vision Statement

(adopted April 2002)

The University of Maine at Presque Isle seeks to facilitate the continuing discovery of self and ongoing development of the whole person through a challenging curriculum, experience-based co-curricular activities, and adventurous learning opportunities. To achieve these ends, the institution aspires to meet specific goals for its students, faculty, and staff. Central among these are

- To be widely recognized as a university that supports its faculty's commitment to the preparation of undergraduate students;
- To have a stimulating effect on the cultural and economic development of Aroostook County and the State of Maine;
- To be a catalyst for personal discovery through intellectual, cultural, and outdoor adventure.

To attain these goals, we envision creating an environment that encourages our students

- To assume new challenges, take appropriate risks and act creatively;
- To strive to make a difference in their chosen professions;
- To be better informed citizens who constructively and compassionately participate in an increasingly complex world;
- To use their university experience to explore the future with curiosity and confidence;
- And to achieve their maximum potential on their journey North of Ordinary.

UMPI Strategic Plan
(adopted March 2008)

Strategic Goal I: Student Success: Student success is the focus of all UMPI endeavors. However, four areas are identified for targeted emphasis: academic programs, student affairs programs, academic support services, and connections and relevance

- I. Target Emphasis 1: Academic Programs: Academic Affairs will pursue three primary avenues of program development, with the aim of creating and supporting excellence in learning and teaching
 - I. Objective 1-1: support high-quality, mission-relevant professional programs
 - I. Task 1-1-1: through thorough academic program review, identify existing professional programs that have significant student interest and employment opportunities and determine level of support required for continued success and/or growth in these programs
 - I. Task 1-1-2: through environmental scan and other means, identify professional programs for potential development that have significant student interest and employment opportunities
 - I. Objective 1-2: support high-quality, mission-relevant non-professional programs
 - I. Task 1-2-1: through thorough academic program review, identify existing non-professional programs that have significant student interest and employment opportunities and determine level of support required for continued success and/or growth in these programs
 - I. Task 1-2-2: through environmental scan and other means, identify non-professional programs for potential development that have significant student interest and employment opportunities
 - I. Objective 1-3: support strong arts and sciences general education program
 - I. Task 1-3-1: evaluate the impact on student learning of recent changes to the general education program
- I. Target Emphasis 2: Student Affairs Programs: Student Affairs will pursue three primary avenues of program development, with the aim of creating and supporting excellence in character and personal development, and co-curricular involvement and acceptance and appreciation of individual differences
 - I. Objective 2-1: support programs that develop a sense of personal identity and social responsibility
 - I. Task 2-1-1: Encourage all members of campus to act as advocates and role models for social justice for all members of the community
 - I. Task 2-1-2: Encourage all members of campus to respect individuality and individual differences
 - I. Task 2-1-3: Develop and implement programs which enhance social and individual diversity
 - I. Task 2-1-4: Provide training to faculty and staff on student development theory and how to incorporate these ideas into teaching and learning
 - I. Task 2-1-5: Increase opportunities for participation of faculty and staff in student activities
 - I. Objective 2-2: support programs that foster participation in the development of a campus community
 - I. Task 2-2-1: create a culture of satisfaction and pride among students
 - I. Task 2-2-2: develop, implement, and maintain college-wide traditions
 - I. Task 2-2-3: develop and implement non-traditional forms of delivery to expand utilization of and access to programs and services

- **I. Objective 2-3: support programs that develop cross-cultural understanding and mutual respect for differences**
 - I. Task 2-3-1: Provide programs and training that educate students, faculty and staff about the variety of backgrounds, cultures, experiences, abilities, personal characteristics and viewpoints evident in the student population.
 - I. Task 2-3-2: Incorporate appropriate theoretical perspectives to identify learning opportunities and reduce barriers to development
 - I. Task 2-3-3: Develop multicultural competence in all students, faculty and staff
 - I. Task 2-3-4: Demonstrate concern for the welfare of all students and work for constructive change on behalf of students.
 - I. Task 2-3-5: Demonstrate regard for social codes and moral expectations
- **I. Target Emphasis 3: Academic Support Services and Enrollment Management**
 - **I. Objective 3-1: improve the advising system for students**
 - I. Task 3-1-1: enhance advisor-advisee relationships
 - I. Task 3-1-2: review and revise the current structure and system of the academic advising program
 - I. Task 3-1-3: review and revise training for faculty as advisors
 - I. Task 3-1-4: review and revise advising handbook
- **I. Target Emphasis 4: Connections and Relevance**
 - **I. Objective 4-1: support programs that foster global consciousness, especially commitment to the environment and diversity**
 - **I. Objective 4-2: improve recruitment and retention of underserved, high-risk populations in the region, including nearby parts of Canada**
 - I. Task 4-2-1: Project Compass
 - I. Task 4-2-2: review and revise PBS
 - I. Task 4-2-3: review and revise FYS
 - I. Task 4-2-4: review and revise MELMAC
 - I. Task 4-2-5: continue to support Upward Bound and other early college or pre-college programs
 - **I. Objective 4-3: Explore ways to improve connections and relevance of UMPI programs to enhance recruitment and retention of Canadian students.**
 - **I. Objective 4-4: support faculty scholarship, especially that which connects our faculty to the region and demonstrates the relevance of our campus for and to the region**
 - **I. Objective 4-5: support academic initiatives that promote student engagement and connections to the community, especially those that demonstrate the relevance of a four year college**
 - I. Task 4-5-1: evaluate the success of funding adventure learning activities, fieldtrips, etc., and continue or expand financial support of such initiatives as appropriate
 - I. Task 4-5-2: consider making service learning a component/requirement in all programs (including FYS)
 - **I. Objective 4-6: examine the mission and role of the Houlton Center, especially with regard to improving its connection to the main campus and clarifying its relevance to the main campus and region**
 - **I. Objective 4-7: improve the management and coordination of all campus cultural events (broadly construed—cultural events, art gallery, museum, etc.) to integrate our campus efforts, improve connections to the community, and demonstrate the relevance of our campus to the region**

Strategic Goal II: Institutional Fitness and Sustainability: In order to insure student success, UMPI will focus on the following emphases related to administrative and academic functions, institutional physical plant, customer service, governance, and financial management.

- **II. Target Emphasis 1: High Quality Governance System**
 - **II. Objective 1-1: support collaborative decision making between Senate, Assembly, Collective Bargaining Units, Administrative Areas, and other constituents as appropriate**
 - II. Task 1-1-1: review committee structures of both Senate and Assembly and their role in informing campus decision making
 - II. Task 1-1-2: review committee participation to involve more people
 - II. Task 1-1-3: review the possibility of building committees around mission-critical positions/processes
 - **II. Objective 1-2: review administrative structure on an ongoing basis**
 - II. Task 1-2-1: review reporting lines and program placement
 - II. Task 1-2-2: perform a comprehensive review of staff job descriptions, expectations, and responsibilities
 - **II. Objective 1-3: revise and update Faculty Handbook**
- **II. Target Emphasis 2: High Quality Service to All Constituents**
 - **II. Objective 2-1: promote a supportive, student-centered campus environment**
 - II. Task 2-1-1: improve customer service to students
 - II. Task 2-1-2: review availability and utilization of current social spaces and make recommendations concerning needed changes, with particular attention to non-traditional/commuter students
 - II. Task 2-1-3: review organization and operating procedures of student government, and enhance working relationship between the Dean of Students and Student Government Association executive officers
 - II. Task 2-1-4: review and revise orientation program (SOAR) as appropriate
 - II. Task 2-1-5: increase variety of campus activities for student participation
 - II. Task 2-1-6: increase student participation in campus activities
 - II. Task 2-1-7: increase opportunities for participation of faculty and staff in student activities
 - **II. Objective 2-2: develop and deliver on an ongoing basis, high quality, mission-relevant faculty and staff development and training opportunities, with a particular emphasis on promoting a supportive, student-centered campus environment**
 - II. Task 2-2-1: develop and implement policies to insure ongoing ADA training
 - II. Task 2-2-2: develop and implement policies to insure ongoing FERPA training
 - II. Task 2-2-3: develop and implement policies to insure ongoing emergency response training
 - II. Task 2-2-4: develop and implement policies to insure ongoing Maine Street training
 - II. Task 2-2-5: develop and implement policies to insure ongoing knowledge of campus resources, departments, and business processes
 - **II. Objective 2-3: promote effective and efficient business processes**
 - II. Task 2-3-1: develop better process for entry and exit of faculty and staff
 - II. Task 2-3-2: develop better process for entry and exit of students
 - II. Task 2-3-3: develop better inter-office business processes
 - II. Task 2-3-4: explore ways to enhance inter-office collegiality, communication, and working relationships to enhance service
 - II. Task 2-3-5: explore ways to reward and celebrate excellent service in all areas of the campus
 - II. Task 2-3-6: review, update, and/or revise all campus policies to improve service to all constituents, to streamline business processes, and reduce paperwork when possible

- **II. Target Emphasis 3: Financial Fitness and Fund Raising**
 - **II. Objective 3-1: maximize external fund raising**
 - II. Task 3-1-1: explore option of hiring a full-time grant writer
 - II. Task 3-1-1: review mission of Foundation and work to maximize its functioning
- **II. Target Emphasis 4: Planning, Budgeting, and Resource Allocation**
 - **II. Objective 4-1: teaching facilities**
 - II. Task 4-1-1: review utilization of current classrooms and identify problematic utilization patterns, etc.; establish process for ongoing review and recommendation
 - II. Task 4-1-2: review setup/configuration of current classrooms and recommend changes as needed; establish process for ongoing review and recommendation
 - II. Task 4-1-3: review and update campus plan (i.e., building plan)
 - II. Task 4-1-4: develop proposal for a modern classroom complex
 - II. Task 4-1-5: explore justification for update to Wieden Hall
 - II. Task 4-1-6: review utilization, purpose, and plan for the Northern Maine Museum of Science and other holdings
- **II. Target Emphasis 5: Accountability and Data-Driven Decision Making**
 - **II. Objective 5-1: develop clear means for evaluating all personnel**
 - II. Task 5-1-1: develop clearly articulated and specific expectations and standards for tenure and promotion decisions
 - II. Task 5-1-2: develop clearly articulated and specific expectations and standards for non-tenure track teaching performance
 - II. Task 5-1-3: develop workable strategies for demonstrating accountability to established standards and/or other job performance oversight mechanisms
 - **II. Objective 5-2: develop clear means for evaluating key mission-specific service delivery of the campus community**
 - II. Task 5-2-1: explore and develop additional avenues for consistently communicating administrative, academic, and other institutional decisions to appropriate constituencies
 - II. Task 5-2-1: develop clear means for evaluating constituent satisfaction on all mission-relevant areas
 - **II. Objective 5-3: maintain current accreditations and explore value of seeking accreditation in other areas**
 - II. Task 5-3-1: maintain NEASC accreditation
 - II. Task 5-3-2: seek NCATE accreditation
 - **II. Objective 5-4: develop a clear means for demonstrating accountability to the public**
 - II. Task 5-4-1: develop and implement a student learning outcomes assessment system
 - II. Task 5-4-2: develop and implement a student engagement assessment system
 - II. Task 5-4-3: develop VSA (voluntary system of accountability)