



## OFFICE OF THE PRESIDENT

### UNE Strategic Plan Refresh

Updated Oct. 16, 2023

#### Introduction

The University of New England is at a critical juncture in our evolution. We have made significant progress on multiple strategic initiatives since we launched our strategic plan in 2018. This progress has been especially noteworthy given the stiff headwinds facing higher education in general and New England in particular. These forces will only grow in the coming years, but we are more than up for the challenge. We are ambitious and restless — an institution that is deeply connected to our communities and to the larger world. Look around, and you will find UNE students, faculty, and professional staff in places as diverse as Morocco and Iceland, and in clinics and field sites across our nation’s cities, towns, forests, and oceans. You will see us learning from experiences in communities representing every form of human difference. These cultural, personal, and geographic connections reflect the profound respect and concern that our community holds for the health of our world — its people, its communities, and its physical environment. We combine this concern with a remarkable nimbleness, flexibility, creativity, and sense of urgency to make UNE a powerful source of innovation for a healthier planet. It is within this context that we map out our priorities for the next five years.

The centerpiece of our strategic plan remains an expansive perspective on “health” with our overarching goal to **establish UNE among the premier providers of education, expertise, and innovation for sustaining the health of our world’s people, communities, and natural environment.**

We are well on our way! Even this short accounting of some of our achievements demonstrates the force that UNE has become:

- We offer an exceptional return on our students’ educational investment. Ninety-five percent of UNE undergraduates start a job or enter a graduate program within one year of receiving their diploma. The Brookings Institute consistently ranks us first among all Maine colleges and universities for our ability to increase students’ career earnings.
- We prepare students to be culturally fluent members of an increasingly global workforce. UNE undergraduates study abroad at more than four times the national average, spending

semesters at UNE's own campus in Tangier, Morocco, as well as at affiliated campuses in Spain, France, and Iceland.

- We are Maine's leading provider of healthcare professionals. Offering our state's only medical school and Northern New England's only dental school, as well as programs in pharmacy, nursing, and a range of other health professions, UNE plays a leading role in meeting the health care needs of underserved communities throughout the Northeast and beyond.
- We are a national leader in interprofessional health care education (IPE). Research clearly demonstrates improved health outcomes when patients are cared for by teams of health care professionals — doctors, nurses, physician assistants, physical therapists, social workers, and others working side by side. UNE prepares aspiring health professionals for such collaborations by having them learn and work beside other students representing the full range of health professions.
- We engage in important research and scholarship. The work of UNE researchers has improved breast cancer detection, led to a better understanding of how the Zika virus spreads, demonstrated how dehumanizing speech leads to violence and discrimination, uncovered how psychiatric medications can cause diabetes and bone fractures in children, and even unveiled the secret lives of sharks. Our success is demonstrated by an 800% growth in external funding over the past decade. Importantly, UNE students directly contribute to groundbreaking research and scholarship. Forty-one percent of our undergraduates work with faculty on research projects (compared to a national average of 23%), engaging in scholarship that ranges from understanding the neurobiology of pain to evaluating the impact of climate change on Maine's coastal environment to understanding how children learn to read.
- We graduate students who possess real-world experience, making them "job ready" on day one. Virtually all UNE students engage in some form of hands-on experiential learning, gaining invaluable disciplinary and interdisciplinary knowledge and skills through internships, clinical rotations, service learning, and countless other opportunities to apply classroom knowledge in community organizations, businesses, government offices, and many other work settings.
- We are committed to fostering a robust marketplace of ideas. In an era when society has become increasingly divided along partisan ideological lines, we foster an environment in which the hard conversations essential to a true education occur, challenging members of our community to reach beyond their intellectual comfort zones. Our Center for Global Humanities, George and Barbara Bush Distinguished Lecture Series, and President's Forum, among many other events, offer venues where a diversity of ideas can thrive through robust, civil discourse.

UNE exemplifies the attributes of a contemporary, visionary, comprehensive university. We continue to build on our strong legacy and prestigious array of programs in the health sciences. At the same time, we remain cognizant that creating a healthier planet requires more than talented health professionals. It requires leaders from all disciplines — including the natural and social sciences, humanities and arts, business, and more — to bring their diverse and complementary skills to bear on the most pressing challenges facing our world. With the planned move of our College of Osteopathic Medicine to the UNE Portland Campus for the Health Sciences, we have an unprecedented opportunity to create a one-of-its-kind interprofessional

health sciences campus there while creating a new vision for our Biddeford Campus grounded in the liberal arts, sciences, and business disciplines.

As we reflect on our progress to date, there's a key thread that runs throughout each of the six priorities of our plan: providing transformational learning experiences to our students. In one way or another, directly or indirectly, everything we do touches on this overarching theme. It will be imperative that we keep our eye on this North Star as we turn our attention to the next steps in our strategic work.

We will leverage our foundational strengths to:

- Expand active and collaborative teaching and learning through pedagogical innovation and enhanced technologies;
- Enhance our commitment to experiential learning;
- Create even more opportunities for students, faculty, and professional staff to work together across academic disciplines and professional programs; and
- Adapt and scale up the solutions we find to challenges facing local communities in order to address similar challenges around the globe.

Our broad perspective on health requires us to focus on interactions among individuals, communities, and the environment. Moreover, it demands that we look for solutions to our world's pressing challenges by drawing knowledge and expertise from many academic disciplines. This means exposing students not only to deep discipline-based knowledge but also to cross-disciplinary connections. We will inculcate in our students habits of mind such as curiosity and a drive for lifelong learning, as well as professional competencies like productive teamwork and communication skills. Armed with this knowledge and these skills, UNE students will be ready to bring the fullest breadth of understanding and expertise to bear on improving the well-being of people, society, and our planet.

Inspired by this vision and guided by this plan, UNE will empower students to anticipate and meet the challenges of this new world and to become active leaders in creating its future.

UNE — for the health of our world.

## **Mission**

The University of New England prepares students to thrive in a rapidly changing world and, in so doing, to improve the health of people, communities, and our planet.

## **Vision**

We realize this mission through our commitment to a distinctive approach to education that puts UNE among the most experientially driven institutions of higher education in the nation. We provide teaching and learning that conjoins problem-based and hands-on learning, liberal education, and professional training to immerse students in an educational experience that prepares them with:

- Habits of mind, such as cultural, quantitative, and information literacy, critical thinking, tolerance for ambiguity, and problem-solving skills;
- Discipline-based knowledge in their chosen programs of study; and
- Professional competencies, including emotional intelligence, the ability to collaborate in diverse teams, the skills to communicate persuasively, and the attributes to be thoughtful leaders.

We are an institution that challenges students to learn broadly, master their professional skills, ask probing questions, and engage in respectful discourse in the context of a robust marketplace of ideas. In this way, they prepare themselves for further study and successful careers, deeply rewarding lives, and meaningful contributions to their communities and the world.

## **Core Values**

We are guided by the following values, essential to the culture of the UNE community.

### ***Student Centeredness***

We put the aspirations, needs, and success of our students at the center of all we do.

### ***Diversity, Inclusion, Connection***

We believe the benefits of a richly varied campus community arise not only from the diversity of its people but also from a sense of belonging and the context this creates to explore and celebrate differences in backgrounds, experiences, and perspectives, underpinned by a sense of cultural humility and a commitment to ethical ideals.

### ***Relentless Inquiry***

We take nothing for granted and view thoughtful — even uncomfortable — questioning and civil discourse as essential to the pursuit of knowledge, contribution to society, and a life worth living. Our commitment to University-wide academic freedom is fundamental to this value.

### ***Boundary Crossing***

Solutions to the complex and varied challenges we face in our personal and professional lives, our communities, and society will not be found in any single discipline, college, physical location, or individual. Thus, our ability to move easily across such boundaries in order to collaborate with colleagues makes us better problem solvers and more likely to succeed in whatever ventures we undertake.

### ***Learning Everywhere***

We believe that teaching and learning should occur beyond traditional classrooms and laboratories — in any place ripe for inquiry and experimentation, including clinics, environmental and field-study sites, online forums, libraries, museums, theaters, and places of civic engagement, among many others.

### ***Progressive Change***

We are not afraid to take thoughtful risks in the pursuit of our shared goals. Our mindset is to strategically forecast and plan for possibilities in an unknown future.

### ***Stewardship of Our Planet***

We are committed to promoting environmental, social, and economic well-being to improve the health of individuals, communities, and ecosystems.

## **Strategic Priorities**

To realize our vision, we will focus on the following six priorities and associated goals and strategies. These represent broad areas to which we will commit UNE's energy and resources over the coming years.

### **I: Provide Exceptional, Innovative Teaching and Experiential, Collaborative Learning Experiences**

We will provide immersive, collaborative learning experiences around pressing, complex challenges that engage students, faculty, and professional staff alike to develop habits of mind, professional competencies, and the traits of an adaptive, lifelong learner. We will prepare students to make informed choices, establish meaningful goals, and develop a sense of self in their personal and professional lives by bringing together career-focused knowledge and skills with preparation in liberal education that will be demanded of our graduates in their careers and communities. Student growth will include the capability for self-reflection along with the ability and drive to engage in ongoing self-directed learning. The UNE experience will support students in this learning continuum through the close coordination of exceptional academic and co-curricular experiences. Upon graduation, students will have developed a robust portfolio that demonstrates professional competencies in both content expertise as well as refined skills and attitudes.

#### **I.1 Advance a culture of learning for students, faculty, and professional staff across all UNE colleges and programs focused on the development of adaptive learners in their programmatic/professional competencies and habits of mind.**

I.1.1 Promote a culture of inclusive teaching innovation and effectiveness through faculty development and institutional recognition.

I.2.1 Further develop innovative, flexible, and inclusive teaching and learning methods grounded in the latest research on effective pedagogy with the goal of promoting student learning, access, retention, and degree completion.

I.1.3 Develop an integrated system to track and demonstrate the development of habits of mind, professional competencies, and the traits of an adaptive, lifelong learner at the undergraduate and graduate levels.

I.1.4 Continue the development, promotion, and measurement of learning outcomes for co-curricular activities, events, and programs that develop professional competencies, habits of mind, and characteristics of adaptive learners.

I.1.5 Create a supportive culture of faculty development that connects teaching effectiveness to a formative, iterative review process with mentoring and development opportunities.

I.1.6. Explore the use of open pedagogical practices, including the use of open educational resources.

**I.2 Advance UNE’s distinctive interprofessional culture of learning through integrated collaborative practices and methods across colleges, schools, departments, programs, and clinical settings.**

I.2.1 Enhance the integration of students and faculty from the College of Osteopathic Medicine into the interprofessional simulation and simulation learning activities on the Portland Campus for the Health Sciences.

I.2.2 Offer incentives for faculty, professional staff, and students to engage in interprofessional teaching and scholarship that address regional, national, and global issues of importance.

I.2.3 Develop a shared model and language for interprofessional educational approaches based on common competencies and values.

I.2.4 Identify and enhance interprofessional practice (IPP) opportunities between faculty members in clinical education environments to increase student engagement in IPP.

I.2.5 Expand the integration of interprofessional learning into didactic components of the curriculum.

**I.3 Provide high-quality, engaging experiential learning opportunities around both discipline-specific and cross-disciplinary, complex challenges that foster the development of habits of mind, professional competencies, and the traits of an adaptive learner.**

I.3.1 Further develop a centralized process to track experiential learning, including both quantitative and qualitative (e.g., student stories about their experiences) data, that will inform the further development and growth of experiential learning opportunities and be used to optimize matching students to those opportunities.

I.3.2 Continue to cultivate innovative partnerships with organizations in the private, public, and not-for-profit sectors that will increase opportunities for experiential learning in the service of both disciplinary and interdisciplinary academic programs.

I.3.3 Further develop resources and events to help faculty, students, and professional staff promote recognition of experiential learning opportunities that support the development of knowledge, habits of mind, professional competencies, and the traits of an adaptive, lifelong learner.

I.3.4 Increase interdisciplinary collaboration among faculty, Career Services professional staff, and UNE’s experiential-learning partners to (a) ensure that the needs of employers

inform our experiential learning activities and (b) improve the integration of classroom and experiential learning.

**I.4 Advance the integration of simulations, virtual technologies, artificial intelligence, and related technologies to enhance innovative and dynamic classroom and experiential learning opportunities and collaborations both within and across disciplines.**

I.4.1 Create resources and events to increase faculty development in simulation learning pedagogy that supports the development of knowledge, habits of mind, professional competencies, and the traits of an adaptive, lifelong learner.

I.4.2 Continuously explore and evaluate the opportunities, challenges, and policy implications of emerging technologies such as artificial intelligence for students, faculty, and professional staff.

I.4.3 Promote the judicious use of new and emerging technologies to increase the diversity of learning opportunities available to students across multiple disciplines.

I.4.4 Continue to advance the integration of digital health competencies, including the use of telehealth technologies, with a particular focus on interprofessional education and practice targeting underserved populations.

**I.5 Promote a robust marketplace of ideas both within and outside the classroom, in which students are encouraged to explore diverse perspectives on important, timely topics in the context of constructive, civil discourse.**

I.5.1 Continuously foster a culture that is accepting of diverse viewpoints and perspectives.

I.5.2 Expand professional development opportunities for faculty and professional staff on facilitating civil discourse on controversial and difficult topics.

I.5.3 More fully establish the President's Award for Constructive Discourse to recognize faculty and professional staff who have intentionally worked to promote robust, civil conversations with students about difficult topics either inside or outside the classroom.

I.5.4 Increase the number of events that provide opportunities for students, faculty, and professional staff to engage in civil conversations about difficult topics.



## **II. Optimize Enrollment, Progress to Graduation, and Lifelong Learning**

Attracting, retaining, and graduating larger numbers of students and ensuring their success at UNE and after they graduate is fundamental to our future. We will continue to create bold and visionary programming that addresses the evolving needs of society and provides transformational experiences for our students. We will focus intensely on the student experience in and out of the classroom to maximize the success of all UNE students. We will also focus on developing a continuum of engagement with students, starting well before and continuing long after their college years — expanding our role in a lifetime of educational engagement.

### **II.1: Establish new distinctive programs and credentials that add value for current students, generate interest among prospective students, and attract alumni and other adult learners seeking continuing professional and personal development.**

II.1.1 Create new academic programs, refine existing ones, and explore strategic partnerships/acquisitions linked to institutional enrollment strategies, changes in student demand, and needs of employers — all in a nimble manner consistent with UNE’s mission.

II.1.2 Implement, evaluate, and refine, as needed, the new undergraduate curriculum, which supports the achievement of common foundational learning outcomes while promoting student flexibility to tailor unique programs of study and seamlessly change majors within and across colleges.

II.1.3 Resolve barriers that impede graduate students from studying across colleges and programs.

II.1.3 Expand the array of academic and continuing education offerings in the summer session through a variety of accessible teaching and learning modalities, including on-campus, online, and hybrid formats.

II.1.4 Continue to explore the creation of new athletic and co-curricular programs and services responsive to evolving student demands and needs.

II.1.5 Develop an honors college for students seeking advanced learning opportunities in their undergraduate experience.

II.1.6 Expand the variety and availability of graduate degree programs by offering academic and professional master’s programs, professional doctoral programs, and accelerated undergraduate-graduate programs in both online and in-person formats.

II.1.7 Establish a comprehensive and coordinated approach to in-person and online workforce development and continuing education, including academic credentials and industry-recognized competency attainment useful to learners at different stages of their lives and careers.

II.1.8 Design and sustain the institutional infrastructure needed to realize expanded workforce development training and continuing education.

II.1.9 Continuously refine and advance UNE's study abroad opportunities as a key differentiator in prospective students' decision making.

## **II.2: Advance new student recruitment.**

II.2.1 Bolster new applications and yield from existing markets through enhanced advertising, marketing, and recruitment efforts that emphasize UNE's compelling value proposition and programmatic distinctiveness.

II.2.2 Strategically target new markets and venues to secure robust undergraduate, graduate/professional, and online student applicant pools.

II.2.3 Develop an alumni engagement strategy to assist in recruiting qualified new students, promote UNE brand awareness, and enhance institutional reputation.

II.2.4 Develop a parent and family engagement strategy to assist in the recruitment of qualified prospective undergraduate students.

II.2.5 Design and sustain the infrastructure needed to realize enhanced undergraduate, graduate/professional, and online student enrollment initiatives.

## **II.3: Foster student progression success, persistence, and degree attainment through comprehensive, coordinated, and tailored enrollment management approaches.**

II.3.1 Continuously assess factors influencing undergraduate retention, persistence, and graduation and enact initiatives to improve these metrics.

II.3.2 Implement coordinated early identification and intervention strategies for struggling undergraduate, graduate/professional, and online students.

II.3.3 Use findings on student retention and completion to inform our approaches to new-student recruitment.

II.3.4 Nurture and sustain a powerful culture of responsibility for retention, persistence, and graduation among faculty, professional staff, students, and administrators.

II.3.5 Engender a sense of enhanced belonging and connection within cohorts of new students through modifying and extending orientation/onboarding activities.

## **II.4: Deliver holistic and integrated academic, co-curricular, and personal support programs that promote student development — academically, professionally, and personally.**

II.4.1 Deliver comprehensive advising approaches that integrate faculty, professional staff, and support services to provide a continuum of assistance tailored to each student and academic program.

II.4.2 Assess and refine current academic and personal support services and develop new initiatives based on analyses of UNE data and national best practices.

II.4.3 Implement communication modalities that ensure students, faculty, and professional staff exchange information effectively about student-support services — their importance, purposes, availability, timing, and accessibility.

## **III. Produce Focused Research and Scholarship**

We are a collaborative community of scholars that values all forms of scholarly inquiry. Our students and faculty pursue research and scholarship that is intellectually stimulating, regionally responsive, and globally relevant. We confront the most pressing challenges of our society through foundational, translational, and interdisciplinary approaches to inquiry. In addition to the contributions our faculty make to fundamental discoveries and to solving these problems, they engage undergraduate, graduate, and professional students directly in this work, making research and scholarship essential parts of students' educational experience. This exposure to the hands-on creation and application of knowledge prepares UNE students for success in careers and graduate study and as responsible citizens.

### **III.1 Continue to refine focal areas of research and scholarship that will distinguish UNE and have priority for future investment, faculty recruitment, and external fundraising.**

III.1.1 Continually assess UNE research that examines progress against milestones set by prior institutional and external evaluations.

III.1.2 Create further incentives for collaborative, interdisciplinary research initiatives that focus on local/regional needs with national and global relevance.

III.1.3 Continue to develop new and strengthen current external partnerships with academic institutions, research centers, and laboratories that complement our strengths, extend our research and scholarship capacities, and increase our impact.

III.1.4 Explore the further expansion and focus of translational research in public health and other strategic areas of faculty expertise and institutional capacity.

## **III.2 Increase meaningful student involvement in research and scholarship.**

III.2.1 Increase and improve the integration of research into curricula and with experiential learning University-wide.

III.2.2. Expand student involvement in research through collaboration with the Office of Innovation.

III.2.3 Provide more research and scholarship opportunities that are credit-bearing or offered as paid fellowships.

III.2.4 Encourage open sharing of knowledge, open science, and open access publishing to promote research and scholarship more broadly.

III.2.5 Establish incentives for students to disseminate the results of their research and scholarship to UNE faculty and students; among academic and disciplinary associations externally; and to policymakers, public agencies, social service organizations, and other relevant communities.

III.2.6 Establish intensive summer research courses utilizing the core research facilities funded by the federal Centers of Biomedical Research Excellence.

III.2.7 Expand graduate program offerings, including accelerated options for undergraduate students and dual degree options.

III.2.8 Explore the development of a Ph.D. program in Biomedical Sciences with dual degree options (e.g., D.O. plus Ph.D.).

III.2.9 Create a robust undergraduate honors thesis program for each major.

III.2.10 Develop innovative laboratory courses/laboratory sections in already established courses.

III.2.11 Increase diversity in laboratories by creating programs to recruit and retain underrepresented minority and Pell Grant-eligible students.

## **III.3 Expand faculty involvement in scholarship and research and strengthen the culture of knowledge production and application.**

III.3.1 Strengthen policies, processes, and sustainable infrastructure (e.g., bridge funding, research space, start-up packages, core facilities, research methodology, and statistics support) that support faculty success in scholarly activities.

III.3.2 Establish a program for faculty mentorship and professional development in research to include grant writing, grant management, and strategies for seeking funding opportunities for biomedical, social/behavioral sciences, and clinical research.

III.3.3 Coordinate tenure-track faculty hiring among departments and colleges in order to facilitate interdisciplinary research in areas of strategic focus.

III.3.4 Promote faculty research and scholarship broadly — beyond traditional academic forums — in public and non-academic settings and in a widely accessible manner, such as open-access publishing, that contributes to public understanding and allows for dialogue, application, and further knowledge creation by others.

III.3.5 Expand the role and forms of research and scholarship within the medical, dental, pharmacy, and other health programs, including the greater engagement of clinicians and clinical practice in the research enterprise.

III.3.6 Create additional incentives for faculty to apply for and obtain grants.

III.3.7 Develop grant purchasing and travel policies that minimize the burden to investigators.

III.3.8 Explore additional philanthropic support of research in collaboration with Institutional Advancement.

#### **IV. Ensure a Welcoming, Inclusive, and Vibrant Community**

UNE strives to create an exceptionally welcoming community of students, faculty, and professional staff and to be an exemplar for the higher education community. We will build on this environment to create a climate on and around our campuses that respects and honors all dimensions of human difference. We will ensure that people of diverse backgrounds, experiences, and viewpoints are represented and supported on all of our campuses and extended learning sites. Moreover, we will foster vigorous and constructive discourse among the members of (and visitors to) our community that will support our fundamental mission of promoting learning, research, and personal growth. In addition, these efforts will instill in our students, faculty, and professional staff the desire and capacities to promote greater equity, fairness, and justice in the numerous professional and community settings where they will lead their lives and in society at large.

##### **IV.1 Build a UNE community that is diverse along all dimensions of human difference.**

IV.1.1 Assess recruitment and retention of students, faculty, and professional staff and use assessment findings to inform future recruitment and retention goals that support diversifying the UNE community along various dimensions of human difference.

IV.1.2 Enhance the attraction, recruitment, retention, and graduation of a diverse student body along various dimensions of human difference.

IV.1.3. Enhance the attraction, recruitment, and retention of a diverse faculty and professional staff along various dimensions of human difference.

IV.1.4 Assess and enhance our collaboration with diverse community members and partners.

## **IV.2 Enhance the inclusiveness of our community, fully integrating all students, faculty, and professional staff into the life of the University as respected and recognized members.**

IV.2.1 Assess the campus climate periodically, share findings with the campus community, and engage relevant constituencies in efforts to improve campus climate when gaps are noted.

IV.2.2 Engage faculty and professional staff in the periodic assessment of diversity, equity, and inclusion initiatives and broadly share findings.

IV.2.3 Offer robust professional development for faculty and professional staff that supports their role in advancing goals around diversity, equity, and inclusion.

IV.2.4 Provide programming and initiatives for students to engage in campus life in ways that reflect and celebrate their various identities and expose them to the rich human diversity of the UNE community.

IV.2.5 Foster formal and informal interactions and experiences that promote the respectful exchange of differing perspectives among individuals across our campuses, in the classroom, online, in co-curricular settings, and between these physical and virtual spaces.

IV.2.6 Acknowledge, communicate, and celebrate progress with respect to diversity, equity, and inclusion initiatives.

IV.2.7 Continually assess the scope, language, and human and fiscal resources related to diversity, equity, and inclusion and adjust as necessary.

## **V. Expand Engagement with Local, Regional, and Global Partners**

Our beautiful campuses are sites for learning and reflection that provide opportunities for collaboration among people, organizations, and communities worldwide. We build meaningful connections with individuals, businesses, other academic institutions, public and not-for-profit agencies, as well as with governmental and non-governmental organizations around the world. These relationships greatly increase the knowledge, expertise, and opportunities available to our students, faculty, professional staff, alumni, and community partners. Such connections enhance life-long learning, career and personal growth, and community contributions.

## **V.1 Further explore and cultivate international relationships to build students' global competency and cultural humility.**

V.1.1 Increase the number of undergraduate students who study abroad through semester programs, with a particular focus on UNE's Tangier Campus and partner programs in France, Spain, and Iceland, while exploring new study abroad partnerships.

V.1.2 Expand opportunities for graduate and interprofessional student experiences abroad.

V.1.3 Develop new forms of, and venues for, global and intercultural exchanges, such as international rotations and practica, experiential learning in domestic communities that are culturally and linguistically diverse, credit-bearing internships abroad, and similar initiatives.

V.1.4 Increase the number of international students who study at UNE, both in matriculated degree programs and as short-term, visiting students.

## **V.2 Encourage committed engagement with the communities around the UNE campuses in Maine, Morocco, and online.**

V.2.1 Further develop and formalize meaningful research, scholarship, civic engagement, and experiential learning opportunities for UNE's students, faculty, and professional staff that support ongoing engagements with our communities.

V.2.2 Continuously refine our comprehensive and coordinated approaches to develop new and nurture existing clinical site placements for all of the University's health professions programs.

V.2.3 Develop a centralized infrastructure to provide coordinated oversight for credit-bearing and non-credit-bearing internships, service learning, and other community-based experiential learning activities for students.

V.2.4 Increase "town-and-gown" engagement with our campuses by promoting UNE events, programs, and facilities in our local communities and explicitly inviting our neighbors to join us, when appropriate and feasible.

V.2.5 Expand and initiate new pipeline programs and mentoring networks between K–12 schools and UNE students and faculty.

## **V.3 Develop a comprehensive alumni engagement program.**

V.3.1 Develop a comprehensive plan to enhance the cultivation of students as future alumni.

V.3.2 Expand opportunities for UNE alumni to connect with one another and with the University around areas of common interest.

V.3.3 Develop and strengthen programs through which alumni offer mentorship and support to current students with similar backgrounds and interests.

V.3.4 Deepen and expand the roles for alumni to assist in student recruitment and to work more broadly as “brand ambassadors,” helping to increase UNE’s visibility and reputation.

V.3.5 Make UNE the provider of choice for alumni looking for continuing education, professional development, and lifelong learning.

V.3.6 Enhance opportunities for alumni, students, and the extended UNE family to provide philanthropic support to UNE.

#### **V.4 Expand affiliations with other institutions of higher education to increase opportunities for research, student and faculty exchanges, and new and expanded academic programs.**

V.4.1 Expand partnerships with research universities that allow us to establish dual degree programs at the master’s and doctoral levels.

V.4.2 Develop new joint academic degree programs with both domestic and international institutions around issues of common interest and complementary expertise.

V.4.3 Deepen our relationship with local and regional partners in the development of the College of Business and other new or existing academic programs.

### **VI. Foster a Strong and Sustainable Resource Base**

To achieve the goals of this strategic plan, we must continue to build a strong foundation of human, financial, physical, and natural resources. Moreover, we must systematically connect our resource allocation decisions to our priorities in order to steward the University’s resources carefully. We are mindful of our role in conservancy and sustainability to promote and preserve the health of our planet. In this way, we will enhance our institutional efficiency, flexibility, and resilience and secure UNE’s future well beyond the time frame of this strategic plan for the benefit of past, current, and future students.

#### **VI.1 Continue to strengthen our financial foundation.**

VI.1.1 Foster a strong culture of entrepreneurship, including projects associated with enrollment growth, revenue generation, resource efficiency, and student outcomes.



VI.1.2 Hone financial policies, procedures, processes, and systems that strengthen our fiscal management model while ensuring proper accountability as well as institutional and unit-level flexibility.

VI.1.3 Expand management reporting and data analysis to support efficient and data-informed decisions focused on institutional priorities to include but not limited to the creation of new academic programs, updating or sunseting of existing programs, reorganization of academic and co-curricular units, repurposing of strategic resources, the awarding of financial aid, and collaborative opportunities with other academic partners and/or strategic acquisitions.

VI.1.4 Increase fundraising revenue each year through retention of \$1,000+ donors and through improving the major gift pipeline by growing the number of donors who give \$5,000 or more.

VI.1.5 Cultivate our alumni and stakeholders by increasing experiential opportunities and communications, resulting in increased engagement scores in the targeted populations.

VI.1.6 Create an Investment Committee of the Board of Trustees that will be responsible for overseeing the operation and administration of the University's long-term investments.

VI.1.7 Create an enterprise risk management program.

## **VI.2 Expand, support, and enhance our valuable human resources.**

VI.2.1 Develop enhanced strategies to recruit and retain a talented workforce that will contribute to the University's overall mission.

VI.2.2 Expand professional development opportunities, career advancement, and mentoring programs for faculty and professional staff.

VI.2.3 Continually monitor and address the workload of faculty and professional staff as needed with respect to ongoing operations as well as the implementation of the initiatives outlined in this plan.

VI.2.4 Become recognized as an employer of choice for both faculty and professional staff by providing robust orientation programs, leadership training, ongoing professional development, and succession planning.

VI.2.5 Promote diversity and foster an atmosphere of inclusion among all employees of the University.

## **VI.3 Grow, optimize, and secure our physical and virtual resources to effectively support the dynamic nature of the UNE community and our external partnerships.**

VI.3.1 Complete construction of the Harold and Bibby Alford Center for Health Sciences to enable the move of the College of Osteopathic Medicine to the Portland Campus for the Health Sciences, fulfilling the vision to create an unprecedented integrated health sciences campus.

VI.3.2 Re-envision the physical spaces vacated by the College of Osteopathic Medicine on the Biddeford Campus to support the creation of new academic programs and the strategic co-location and growth of academic programs, co-curricular support units, administrative offices, and the expansion of existing programs.

VI.3.3 Continue implementation of a variety of campus improvement projects, including but not limited to new wayfinding signage, construction of new athletics facilities, and ongoing updates to our teaching and research infrastructure.

VI.3.4 Conduct a comprehensive re-examination of our information technology infrastructure by engaging stakeholders from across the University to develop and implement a transparent and data-informed plan capable of supporting every function of the modern University.

VI.3.5 Maintain and optimize the University's physical infrastructure (plant, property, and equipment) through a consistent process of needs and environmental impact assessment and prioritization.

VI.3.6 Streamline communication and enhance collaboration across the University, fostering a cohesive community among our online, Maine-based, and international campuses using modern, effective technology systems.

VI.3.7 Increase the transparency, efficiency, and service quality of our administrative processes.

VI.3.8 Encourage environmentally sustainable practices in all aspects of University operations and promote environmental awareness among students, faculty, and professional staff.

#### **VI.4 Strengthen UNE's re-envisioned brand and implement a robust communication plan that increases awareness of UNE's distinctiveness and heightens its reputation.**

VI.4.1 Continue to develop new brand stories and visual assets that differentiate UNE and emphasize our powerful brand and value proposition.

VI.4.2 Brand the Portland Campus as the Portland Campus for the Health Sciences congruent with the move of the College of Osteopathic Medicine.

VI.4.3 Increase media attention to UNE's strategic priorities and key differentiators to enhance our recognition and reputation in Maine, New England, and nationally.

VI.4.4 Collaboratively develop communications initiatives that engage and support current students to build community and improve retention.

VI.4.5 Partner with UNE academic and administrative units to enhance communication modalities throughout the University and to ensure the use of consistent messages and visuals throughout the University.

VI.4.6 Increase the scale and effectiveness of advertising and marketing to support graduate program enrollment.