



2021-2025 STRATEGIC PLAN
STUDENT CENTERED EDUCATION FOR A DIVERSE AND DIGITAL FUTURE
MAY 12, 2021

INTRODUCTION

UMA embarked on a strategic planning process in the spring of 2020 to update its strategic plan for 2021-2025. Our plan reaffirms the mission and vision statements and updates the values, key strategies, and supporting actions to advance UMA's mission and vision. The strategic plan reasserts our commitment to our statewide mission; it reasserts our commitment to quality onsite and distance education; and it reasserts our commitment to telling our story of how we transform students' lives of all ages and backgrounds throughout Maine and beyond. The plan also expands on our commitment to diversity, equity, and inclusion and seeks to ensure UMA affords an inclusive environment that engenders a sense of belonging for all members of our community.

STRATEGIC PLANNING PROCESS

The process for developing our 2021-2025 strategic plan began in the spring semester of 2020. President Wyke invited the entire UMA community to participate in a series of round-table discussions at the Augusta and Bangor campuses and at each UMA Center. Additionally, UMA's shared governance partners were invited to conduct their own round-table discussions. Members of the UMA community were also asked to offer input through a university-wide survey. The major themes emerging from these efforts have been incorporated into this draft plan through a revised set of UMA values, key strategies and supporting actions. A set of measurable long-term goals to accompany this plan will be developed with input from the UMA community in the fall of 2021.

This plan builds on the re-grounding efforts of Vision 2.0 conducted in the Fall of 2017. It emphasizes a continued focus on retention, completion, and lowering student default rates, as well as proactive student advising and navigational supports. The plan also emphasizes the importance of experiential learning and civic engagement in student career development. Additionally, the plan strives for the advancement and expansion of remote services for our growing population of distance students.

In July 2020, the New England Commission on Higher Education approved a unified accreditation for the University of Maine System and its universities. Together with the University of Maine System and our UMS sister universities, UMA will continue to explore opportunities for synergy and collaboration. In particular UMA has embarked on new collaborative programs made possible under unified accreditation, a graduate certificate in Trauma Informed Emergency Management and a joint degree in History. These join a long list of UMA collaborations in partnership with one or more UMS sister universities.

ACHIEVEMENTS 2016 - 2020

Over the past five years UMA has made great progress in implementing the 2016-2020 Strategic Plan. New baccalaureate degrees were launched in pre-licensure Nursing, Data Science, Elementary Education, and Secondary Education. We pioneered our first micro-credentials in “resilience”, “initiative” and “critical thinking”. We also introduced our first graduate programs: a Master of Science in Cybersecurity and a graduate certificate in Substance Use Disorders; and this fall will launch a new graduate certificate in Trauma-Informed Emergency Management, the only credential of its kind in Maine. The Bachelor of Architecture program was accredited by the National Architecture Accrediting Board (NAAB) and the Bachelor of Science in Health and Human Services program was accredited by the Council for Standards in Human Services Education (CSHSE). Additionally, UMA recently fulfilled the FAA Part 141 Private Ground License requirements and is applying for the Private Pilot License to support our military and veteran students in Aviation.

UMA reunited our eight regional learning centers under the UMA brand, including a new UMA Lewiston Center, and welcomed students to our first residential living community at the historic Stevens Commons. We opened a new Dental Clinic to support the expansion of the Dental Assisting program, re-established the Maine Community Policing Institute, and unveiled the Maine Cyber Range. Through a generous grant from the Windover Foundation, UMA opened a new Veterans Academic Center on its Augusta Campus and improved the Veterans Lounge on its Bangor Campus. We also celebrated 30 years of distance education and 40 years of serving adults in transition through New Ventures Maine.

Our Early College program expanded from 380 students in Fall 2016 to 795 in Fall 2020. UMA also expanded its reach beyond Maine, increasing our out-of-state student population from 3.2% of enrollment in Fall 2016 to 8% in Fall 2020.

UMA expanded its prisoner education program to all Maine Department of Corrections adult facilities and opened the Doris Buffett Higher Education Center at the Maine State Prison. The recently announced Andrew Mellon Foundation grant will underwrite a director, as well as expanded technology for the program. Additionally, UMA worked with community partners to develop a Coordinated Community Response Team under a Department of Justice Office on Violence Against Women grant.

UMA stood up the President’s Diversity, Equity, and Inclusion Council to support strategic initiatives, partnerships, advocacy, innovation, and educational programs to create, sustain, and enrich our institutional commitment to diversity, equity, and inclusion. UMA’s student population is increasingly diverse with 12% of students identifying with a community of color today, versus 8% in 2016. This shift underscores the need to ensure UMA is a productive and inclusive environment for all students, faculty, staff, and visitors.

MISSION STATEMENT

UMA transforms the lives of students of every age and background across the State of Maine and beyond through access to high-quality distance and onsite education, excellence in student support, civic engagement, and professional and liberal arts programs.

UMA's average student is 29 years old, and transfers in about 53 credits. UMA also has a growing population of traditional age students, which make up about 30% of our student body.

US News and World Report continues to rank UMA in the top 100 for Best Online Bachelor's Degree and for Best Online Bachelor's Degree for Veterans. New in 2021, UMA also ranks in the top 50 for Best Online Bachelor's Degree Business Administration. Additionally, UMA has been designated as a Military Friendly School by VIQTORY Media for a tenth year.

UMA is a leader in best practices for student services. Our advising and learning success teams work with academic programs to guide students through UMA and to prepare students for their immediate next destinations and lifelong professional pursuits.

UMA provides a broad-based liberal arts education and we are committed to a robust array of educational opportunities for all of our students. We offer students innovative ways to achieve general education competencies and multi-cultural exposure, including integrated courses with educational travel to Central America and the Caribbean. Some of our classes partner with classes in Europe for real time exchange of ideas across continents. Students in a variety of fields engage with faculty in scholarly research and creative activity. Many students participate in internships with businesses and nonprofit organizations and UMA's New Ventures Maine program links students with a continuum of student engagement activities statewide.

VISION STATEMENT

As an engaged learning community, the University of Maine at Augusta will continuously pursue innovative and best-in-class pedagogy, technology and services to enhance student learning and success. UMA is committed to delivering quality academic programs, onsite and at a distance, that prepare students to succeed as engaged citizens, professionals and leaders in enriching and advancing communities in Maine and beyond.

With 75% of our credit hours offered online or through UMA Centers, UMA is at the forefront of flexible distance education in Maine through multiple modalities, with many fully online academic program options.

UMA delivers academic programs throughout Maine, including at the Augusta and Bangor campuses; at the UMA Centers in Brunswick, East Millinocket, Ellsworth, Houlton, Lewiston, Rockland, Rumford, Saco, and at thirty-two learning sites across Maine.

UMA VALUES

As the youngest university in the University of Maine System, UMA is proud of our capacity to adapt to changing markets and demographic trends and needs, and to ensure sustainability and efficient responses to emerging educational and societal needs. Examples of UMA values in action are demonstrated below.

UMA is inclusive.

- Establishing the President's Council on Diversity, Equity, and Inclusion and a Cabinet-endorsed statement affirming UMA's commitment to the principles of inclusivity.
- Creating the Equity and Inclusion Scholarship to provide financial support for rising student leaders from diverse backgrounds.
- Renovating space to create welcome centers, student lounges, and prayer and meditation rooms on both the Augusta and Bangor campuses.
- Continuing our longstanding support for veterans and military students, helping to ensure access to full benefits, and dedicated study and gathering spaces.
- Expanding our nationally recognized prisoner education program in Maine's correctional centers.
- Enrolling students where they are, across the life span, from Early College to Senior College, recognizing that students of all ages have the capacity and desire to learn.

UMA is responsive and student-centered.

- Supporting a majority of transfer students and granting credit for prior learning.
- Meeting the educational and economic needs of our communities.
- Responding to student demands for different modalities of coursework.
- Creating online degree programs in Education aimed at working adults and second career students.
- Piloting self-directed placement in English and Math for entering students, reducing a barrier to enrollment.
- Fulfilling the state demand for Early College opportunities while establishing pipelines for programs such as Architecture, Cybersecurity, and Aviation.

UMA is nimble.

- Establishing UMA's first-ever graduate level programs in Cybersecurity, Substance Use Disorders, and Trauma-Informed Emergency Management.
- Funding technology investments in professional degree programs to ensure highest quality and accreditation, including Nursing, Dental Health, Cybersecurity, and Aviation.
- Opening the first-ever residence halls in UMA's history, launching a successful residential life program under a highly qualified community manager.
- Securing a UMS Adult Learner Grant to partner with Adult Education to offer a free self-paced health sciences chemistry course for pre-nursing students.
- Expanding our audience utilizing an online platform for art exhibitions.

*UMA is **adaptable**.*

- Offering seven-week and ten-week courses for students who enroll after regular classes begin.
- Teaching courses in a variety of emerging modalities (e.g., hyflex) allowing students to choose the course delivery format that works best for them.
- Offering a majority of all UMA programs at UMA centers and sites.
- Offering Applied Science and Liberal Studies bachelor's degrees for degree completion.
- Offering an individualized bachelor's degree program in Interdisciplinary Studies.

*UMA is **collaborative**.*

- Partnering with UMPI and MaineGeneral on a Medical Laboratory Technology program.
- Partnering with UMF to deliver a Bachelor of Science in Nursing with an on campus residential option.
- Collaborating with USM to deliver a fully online Master's degree in Cybersecurity.
- Partnering with UMaine to offer the Foundations program, resulting in the first ever UMS reverse transfer degrees.
- Collaborating with UMaine, as its strongest partner, in establishing the Maine Engineering Pathways Program.

*UMA is **accessible**.*

- Launching the Pine Tree State Pledge, the most inclusive tuition promise program in the UMS, available to both first-year and transfer students.
- Offering one of the lowest tuition rates in the University of Maine System.
- Providing a high quality Early College program aligned with National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.
- Offering once-a-week and evening live courses at our campuses and centers to make it easier for working adults to obtain their degree.
- Leveraging UMA's nationally ranked online programs to attract students beyond Maine.

KEY STRATEGIES

UMA's actions will be guided by five key strategies that are designed to support UMA in achieving its long-term strategic goals. These five themes address how UMA will leverage and strengthen its competitive advantages while mitigating potential threats and weaknesses.

- Strategy #1 Strengthen Student Success
- Strategy #2 Advance Academics
- Strategy #3 Enhance Marketing and Recruitment
- Strategy #4 Cultivate Reputation and Resources
- Strategy #5 Foster Inclusion

ACTIONS SUPPORTING KEY STRATEGIES

Strategy #1. Strengthen Student Success

All Student Success initiatives will be designed under the following guiding principles:

- Integrating student support with coursework.
- Setting high expectations while also providing strong support.
- Incorporating robust student engagement and intensive advising to encourage persistence.
- Developing a student-centered success and retention agenda designed for scale.
- Providing targeted professional development to insure high-quality implementation of the student success and retention agenda.
- Assuring that programming responds to the needs of students engaged in distance as well as face-to-face instruction modes.

1.1 Enhance new student on-boarding processes.

1.1.1 Continue to develop a self-placement process for incoming students.

- Establish program specific markers and outreach to students who miss markers, working with EAB (Education Advisory Board, a student relationship management application).

1.1.2 Improve orientation completion rates.

- Provide a focused path for first-time students.
- Develop mandatory online orientation with incentives.
- Continue onsite orientation programs as a complement to online new student orientation, with a focus on connection and engagement that includes non-cognitive skills, using incentives.
- Require refresher modules at appropriate intervals.
- Maintain and enhance academic modules.

1.1.3 Expand efforts to deliver financial literacy programming, with an emphasis on personal finance, budgeting, and debt management.

1.1.4 Develop pathways from Early College to matriculated programs.

- 1.1.5 Establish process to require onboarding advising sessions for all newly admitted students.

1.2 Strengthen student support and development services and refine communication with students.

- 1.2.1 Continue to leverage EAB to enhance communication with current students leveraging existing tools (email marketing and text messaging).
- 1.2.2 Establish and execute an integrated action plan that sharpens alignment of academic programs and student services to key “momentum points” using EAB, in the student life cycle to proactively drive increased retention.
- 1.2.3 Further develop an Online Services Master Plan to provide all students with robust online access to services and support.
 - Charter an inter-disciplinary committee of university stakeholders to develop the next-level Online Services Master Plan that integrates and builds on the work done to date on the 2018 Cyberspace Master Plan.
- 1.2.4 Provide affordable options and expand capacity (open educational resources, first-year books, e-book rentals) to meet the course material needs of students, with special focus on late admits and distance students.

1.3 Explore strategies to create and strengthen learning communities.

- 1.3.1 As part of *Academic Programs of the Future*, explore faculty-driven academic program specific entry-year experience initiatives, such as COL 100.
- 1.3.2 Expand the incorporation of cross-functional learning commons into our campus libraries.
- 1.3.3 Recognize the impact of the pandemic upon the university community and support efforts to strengthen individual and collective resiliency and recovery.

1.4 Improve tracking and advising utilizing the EAB application.

- 1.4.1 Review current tracking/advising policies and procedures.
 - Improve access to services (i.e. mobile friendly) for all students.
 - Expand support for distance and online students.
 - Expand outreach to all students using Advising and Center staff.
- 1.4.2 Develop student tracking and early warning system.
 - Leverage analytics to improve processes.
 - Expand the use of EAB with the development of greater content supporting student outreach and engagement efforts.
 - Provide training and support for faculty and staff in the EAB application to encourage use.

- 1.4.3 Evaluate and refine the process of embedded class stewards into barrier courses.
 - Integrate student support within courses; focus on intro/gateway/barrier courses and highest enrollment courses with lowest success rates.
- 1.4.4 Develop incentives (e.g., course discounts, bookstore gift certificate, free book) to encourage timely registration and student persistence.
- 1.4.5 Ensure timely registration.
 - Review current policies and practices regarding registration.
 - Send personalized registration messages (recommend courses based on degree progress reports).
 - Conduct focused program-specific outreach campaigns to current students to address barriers to re-registration and improve retention and progress towards completion.
 - Establish a regular schedule of communication by program liaisons and academic coordinators with students during the registration period.
 - Provide more opportunities for high-contact advising throughout a student's academic career.
 - Enhance the mentorship role of faculty.
- 1.5 *Engage with external partners for student learning and success opportunities.***
 - 1.5.1 Bolster Career Services to prepare students to enter their professional fields, and increase opportunities for networking with potential employers.
 - 1.5.2 Partner with the New Ventures Maine, the Maine State Chamber of Commerce and other partners to promote state-wide enrollment opportunities and internships.

Strategy #2. Advance Academics

- 2.1 *Promote UMA's statewide mission through its Centers and online offerings.***
 - 2.1.1 Increase number of courses offered onsite at the UMA centers to establish and reinforce regional availability and presence.
 - 2.1.2 Increase the number of cohort programs available at UMA centers (for example, Nursing and Dental).
 - 2.1.3 Expand academic support for distance and online students (e.g. writing center support and library tutors).
 - 2.1.4 Increase resources to support the student experience (student success hubs: tech hub, support hub, etc.).

Curriculum

- 2.2 *Develop new programs through internal and external collaboration.***

- 2.2.1 Explore additional new graduate level programs to meet regional and state needs.
- 2.2.2 Encourage the development of interdisciplinary and multidisciplinary programs through faculty collaboration within UMA and UMS in keeping with the spirit of unified accreditation.
- 2.2.3 Increase pathways and strengthen promotion of credits for prior learning opportunities and benefits.
- 2.2.4 Support the conversion of graduate certificates to full-level graduate degree programs.

2.3 *Sustain efforts to improve the quality of academic programs.*

- 2.3.1 Upgrade and redesign courses to meet current best practices and ensure ADA compliance.
- 2.3.2 Improve retention by strengthening student engagement with academic programs.
- 2.3.3 Explore opportunities to evolve the academic program curricula to engage students with faculty in research, discovery, creativity and innovation.
- 2.3.4 Enhance global citizenship, by exploring opportunities for students to learn about the emerging world community and their role in it.
- 2.3.5 Review and improve annual report process to include action plan evaluation.
- 2.3.6 Refine ***Academic Programs of the Future*** to align and enrich the learning experience for distance and onsite students through pedagogical design, technological platform, structured interventions, and assessment of learning outcomes; and provide faculty with incentives and support for participation.

2.4 *Assess and refine current developmental activities for underprepared students*

Faculty

2.5 *Support faculty in adopting high impact teaching practices.*

- 2.5.1 Leverage instructional design resources through the Faculty Development Center.
- 2.5.2 Establish annual student survey to provide feedback on advising.
- 2.5.3 Create communities to support teaching, learning, and share best practices.

- 2.5.4 Refine expectations for tenure and post-tenure.
- 2.5.5 Explore additional opportunities and support for faculty scholarship, creative works, and research that enrich the educational experience.

Strategy #3. Enhance Marketing and Recruitment

3.1 *Expand enrollment.*

- 3.1.1 Continue to grow undergraduate and graduate enrollment in established academic programs, and cultivate admission to new and emerging programs.
- 3.1.2 Identify and sustain collaborations with UMS sister institutions, such as the UMA/USM MS in Cybersecurity program, UMaine/USM Engineering Pathways program, UMaine/UMA Foundations Program, UMA/UMF Nursing Collaboration, and UMA/UMPI Med Lab Tech collaborations.
- 3.1.3 As a statewide institution, position UMA to be an educational gateway for improved employment opportunities to Mainers regardless of location.
- 3.1.4 Leverage institutional, state, and federal financial aid resources to support incoming students with meaningful and competitive aid packages.
- 3.1.5 Expand Early College opportunities through existing and new high school partnerships and home schooling organizations.

3.2 *Execute targeted recruitment opportunities.*

- 3.2.1 Expand segmented communication strategies and increase outreach to specific populations including recent high school graduates, returning adults, veterans and military personnel, and diverse populations such as Maine Native American communities and New Mainers.
- 3.2.2 Continue to encourage housing as an option for cohort programs in Augusta (Aviation, Architecture, and Nursing) and explore new student housing to grow cohort programs in Bangor (Veterinary Technology and Dental Health).
- 3.2.3 In collaboration with UMS sister institutions, continue to host system-wide recruitment activities such as On Track for College and graduate school information sessions.

3.3 *Strengthen and expand current enrollment partnerships.*

- 3.3.1 In collaboration with Academic Affairs, update existing articulation agreements with the Maine Community College System campuses and pursue new agreements in an effort to channel transfer enrollment growth for UMA academic programs.

- 3.3.2 Expand existing partnerships with Jobs for Maine Graduates, Maine GEAR UP, and other TRiO programs.
- 3.3.3 With funding from the Mellon Foundation grant, fully integrate UMA's Prison Education Partnership (PEP) program at all adult Maine Department of Corrections locations, and explore the potential to expand the PEP program at Maine's County Jails.

3.4 Marketing efforts and research.

- 3.4.1 Leverage UMA website as the recruitment front door, by focusing content to attract students (new and transfer).
- 3.4.2 Conduct targeted traditional and digital marketing campaigns using geo-targeting, geo-fencing, consumer databases, student search lists, and other data-driven tools to segment audiences and prospective students.
- 3.4.3 Conduct program marketing to promote new programs and re-introduce existing programs to potential students.
- 3.4.4 Improve collection and utilization of metrics for tracking marketing and recruitment efforts such as impressions, click-through rates, open rates, and time on pages/sites.
- 3.4.5 Utilize engagement technology to interact with prospective students, including TargetX CRM, texting, chatbot, and video-rich emails and social media posts.
- 3.4.6 Continue use of paid media in radio, TV, streaming devices, internet search, and print media to promote UMA as an affordable, accessible, and high quality statewide higher education provider, as well as to support specific programs and initiatives.

Strategy #4. Cultivate Reputation and Resources

4.1 Expand Outreach and Influence

- 4.1.1 Pursue additional community-based partnerships at all UMA locations (campuses and centers), including businesses, nonprofit organizations, government entities, and chambers of commerce.
- 4.1.2 Renew alumni outreach and relationships; seek advocacy and testimonials to support UMA's mission, specific programs, and initiatives.
- 4.1.3 Identify and pursue grant opportunities in support of strategic goals and initiatives.

- 4.1.4 Heighten engagement of UMA advisory groups – Board of Visitors and Bangor Advisory Council – and explore ways to increase participation in civic engagement activities and career networking resources.
- 4.1.5 Grow external outreach sharing UMA stories, achievements, and events with the media, stakeholders, and the public via social media, press releases, and publications.
- 4.1.6 Explore the creation of a UMA Annual Report to inform and engage others.

4.2 Nurture Community and Professional Development

- 4.2.1 Strive to create a working environment that engenders a unity of purpose and sense of belonging that makes UMA a great place to work.
 - Support the continued integration of all campuses, centers, and functions to create a more unified environment.
 - Sponsor the Directors’ meeting and encourage departmental meetings to enhance communication, resolve operational concerns, and build institutional knowledge.
- 4.2.2 Maintain internal communication through open forums, newsletters, email, and social media outlets.
- 4.2.3 Demonstrate active support of the UMA mission by advocating for professional development and career advancement opportunities for all faculty and staff.

4.3 Foster financial and operational sustainability

- 4.3.1 Ensure human, financial and other resources are sufficient to sustain the quality of the educational program and support the mission.
- 4.3.2 Identify opportunities to drive efficiency that enables responsive student support and fiscal savings.
- 4.3.3 Encourage cross-training and succession planning within departments to ensure academic and administrative continuity of operations.

4.4 Maintain and foster a culture of shared governance for the advancement of student success through discussions and engagement with students, faculty, and staff.

Strategy #5. Foster Inclusion

This strategic goal represents the large-scale inclusion of diversity, equity, and inclusion goals in UMA’s strategic planning process for the first time. As such, we have included a more comprehensive level of detail in this part of the plan to ensure that these goals are reviewed and assessed on a regular basis.

UMA is committed to promoting diversity and inclusion in all aspects of the community by ensuring equitable access to higher education. Integral to that mission is developing efforts to create diverse, inclusive, and welcoming campus communities for all students, faculty, and staff in order to provide a rich and fully equitable educational experience for all. See the working UMA statement on diversity, equity, and inclusion for our current understanding of these terms: <https://www.uma.edu/about/president/dei-council/>.

5.1 *Provide personnel and financial resources to oversee and manage the implementation of the plan.*

- 5.1.1 Identify the needs for and encourage the development of specific personnel to oversee our commitment to DEI (e.g., a diversity officer, release time for faculty, additional staff).
- 5.1.2 Expand funding for institutional efforts that prioritize DEI commitments (e.g., a multicultural office, professional development funding, campus space and equipment)

5.2 *Develop recruitment and retention practices designed to increase the diversity of faculty and staff in all of our locations.*

- 5.2.1 Develop advertising language, a strategy for advertising placement, and a requirement for inclusion of a diversity statement for applicants for professional and faculty positions.
- 5.2.2 Strengthen training of search committee members in EEO principles.
- 5.2.3 Review the diversity of semi-finalist and finalist search candidates in relation to UMA's Affirmative Action plan to pinpoint adjustments and updates to the plan.
- 5.2.4 Collaborate with system-wide EO and DEI efforts.
- 5.2.5 Conduct an equity audit (e.g., review process on hiring and develop shared systems resources or supports for other targeted outreach; best practices for diversifying applicant pools; standardize practices for implementing contract on tenure extensions / timeline pauses for caregiving/birth/adoption; review and assess race/gender faculty inequities).

5.3 *Foster a culture of inclusion to ensure that all employees feel valued and welcomed within our institution.*

- 5.3.1 Implement an annual climate survey based on DEI principles.

- 5.3.2 Provide space and time for affinity group participation and incorporate feedback from these groups in our governance and strategies.
- 5.3.3 Develop simple and straightforward procedures for reporting and following up on DEI related concerns (e.g., bias, discrimination, hate speech, harassment).
- 5.3.4 Develop an inclusive calendar of religious holidays and encourage coordination of events in conjunction with this calendar.

5.4 *Define and express our commitment to DEI principles.*

- 5.4.1 UMA's DEI council will help educate the community on the meaning of key terms such as diversity, equity, inclusion, anti-racism, and accessibility within the context of UMA.
- 5.4.2 UMA's DEI council will support the evaluation of core documents (mission, vision, strategic plan, academic statements, admissions materials, etc.) and make recommendations which integrate inclusivity and diversity practices and principles into our policies and documents.
- 5.4.3 UMA's DEI council will recommend new core documents to support DEI values (such as anti-racism statement, DEI statement, syllabus statements).

5.5 *Build institutional capacity for students, faculty and staff to have meaningful engagement with UMA's commitment to diversity, equity and inclusion.*

- 5.5.1 Prioritize and support external professional development activities and implement best practices related to DEI with the expectation that individuals will educate the community about what they have learned.
- 5.5.2 Develop regular workshops and professional development opportunities at UMA for students, faculty and staff to learn about DEI (e.g. the Faculty Development Center's work using DEI principles in instructional design and pedagogy).
- 5.5.3 Increase support for and awareness of DEI mini-grants to include a variety of community members in our DEI work.
- 5.5.4 Encourage self-reflection on DEI principles and the personal DEI work necessary to build individual and institutional capacity.
- 5.5.5 Develop support structures in admissions (e.g., materials in a variety of languages), advising and other institutional offices that focus on

underserved populations of students (e.g. ELL students, students with disabilities, New Mainers, international students).

- 5.5.6 Develop channels for students and others to identify further support structures and pathways needed to improve success.

5.6 *Continue to increase diversity in UMA's student population and work to be inclusive and equitable.*

- 5.6.1 Expand our equity and inclusion scholarships to attain a more diverse student body.
- 5.6.2 Support student affinity groups. (e.g. Veterans' Academic Centers, Rainbows Across UMA, and Student DEI Action Club.)
- 5.6.3 Develop an Online New Student Orientation (ONSO) module expressing our commitment to DEI principles.
- 5.6.4 Develop physical spaces and other resources for all our students to feel included (e.g. safe zones and prayer rooms).
- 5.6.5 Identify underserved and marginalized groups facing barriers at UMA and create outreach materials, resources, and programs for these groups.
- 5.6.6 Conduct regular surveys of UMA's underrepresented student populations to identify how to better provide equitable access, and include them in our programming.
- 5.6.7 Identify and address needs for academic support to ensure equity in educational opportunities (e.g. support for ELL students, LGBTQ students, students of color).

5.7 *Deliver academic programs that are inclusive of all the various forms of diversity and commit resources to implement the steps below.*

- 5.7.1 Assess, review and redevelop academic programs through a commitment to DEI principles with university support, including professional development and peer-to-peer discussions, and recognize programming and groups who are already doing this work (e.g., WICCD, the WGS program, the Holocaust and Human Rights courses, social science and social justice courses).
- 5.7.2 Include DEI principles in regular academic program review and assessment.
- 5.7.3 Identify strategies for programs to become more inclusive of underrepresented groups (eg. engage with the activities of and members of

underrepresented groups).

5.7.4 Develop support structures to incorporate inclusive pedagogies that support the success of a diverse student population.

5.7.5 Support faculty to review DEI-related curriculum.

5.8 *Examine and assess where UMA falls short in our commitment to equity and develop strategies to overcome these shortcomings.*

5.8.1 Conduct annual climate surveys that we report to the community and use the data to assess progress in our DEI work.

5.8.2 Disaggregate data about student success (e.g., retention, participation in co-curricular activities, and use of tutoring services) to identify and address existing shortcomings in our commitment to DEI principles.

5.8.3 Develop a means of communication for members of the UMA community (students, faculty, staff and administration) who want to improve our equity work that connects them with the appropriate body at UMA (e.g., the Dean of Students office, WICCD, or the DEI council) in an effort to work together to develop strategies for overcoming inequities.

5.9 *Demonstrate cultural humility, community relationships, and support by developing partnerships with outside organizations at all locations to engage with stakeholders external to UMA to support our mutual DEI related goals.*

5.9.1 Work with local organizations (Maine's Native American Tribes, The Capital Area New Mainers Project, e.g.) to learn and engage with diverse communities in our geographic areas (e.g., the work of the Civic Engagement Steering Committee and New Ventures Maine; the Health Equity Dialogues collaborate with the Maine Public Health Association and the New England Public Health Training Center).

5.9.2 Support and expand the existing partnerships between UMA's centers and campuses and local community organizations.

5.9.3 Create a more inclusive Board of Visitors and Advisory boards for programs and locations.

5.9.4 Make our commitment to DEI apparent in discussions with partner organizations and encourage these organizations to share this commitment.

5.9.5 Partner with other UMS institutions in order to facilitate best practices in this work.

5.9.6 Hire external consultants when needed to further our DEI goals.

5.10 *Ensure that UMA's public communications including the website, advertising, and marketing/public relations efforts embody our commitment to DEI.*

5.10.1 Review, assess and make recommendations about our communications through a DEI lens.

5.10.2 Develop inclusive and accessible communication strategies to reach diverse audiences (e.g., ensuring UMA's website is accessible, that marketing materials are inclusive).

5.10.3 Communicate publicly about our commitment to DEI principles and action.