The purpose of this report is to provide a high-level overview of Round 1 of the UMS Program Integration portion of the Academic Portfolio Review and Integration Process (APRIP). Nine discipline-based teams met from January-May, 2015 to discuss strategies to increase quality, access, and fiscal sustainability through inter-institutional collaboration. Teams represented business, criminal justice, education, engineering, history, languages, marine science, nursing, and recreation/tourism. Each provided a detailed report containing recommendations for further development.

On June 11, the Chief Academic Officers reviewed all nine team reports and determined which action items would be pursued at this time. They presented and discussed their recommendations with the APRIP Oversight Committee on June 12. They especially noted the following:

1. The team reports represent extraordinary levels of time, thought, and effort on the part of over 100 individuals. The teams were working under very difficult conditions, both in terms of time available and because so many of the factors required to implement One University were and remain undecided. CAOs and the Oversight Committee are deeply grateful to these academic pioneers for their good work.

2. The CAOs are recommending follow-up on many but not all of the team recommendations, based on a variety of factors. They will return to the reports in the future as the system is able to lay more groundwork for additional action steps.

3. The CAOs will assign follow-up responsibility for recommended actions to individuals or groups that have the appropriate responsibility and authority to bring them to life – in most cases to administrators or official groups. Team input will continue to have value as needed, but they have fulfilled the responsibilities requested of them.

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**ACTION ITEMS FOR INITIAL IMPLEMENTATION**

1. **Business**
   a. Support the development of a single MBA for UMaine and USM. Increase recruitment efforts and expand pipelines into that MBA from business programs at the other five campuses. Develop opportunities for students in undergraduate majors other than business, as well, to move into this MBA.
   
   b. Further develop a vision and plan for the business programs at the five smaller campuses. This plan should further integrate, with intentionality, these programs to support them with more efficient operations, while also encouraging campus differentiation where appropriate.

   . **Criminal Justice and Criminology**
      a. Establish a common community / professional advisory board.
      
      b. Develop a common associate’s degree with common course numbering, descriptions, and learning outcomes.
c. Pursue ACJS certification / accreditation of the common associate’s degree.

3. **Education**

a. Re-institute System-wide Education Deans’ and Directors’ meetings to coordinate the work already being done across the System, and to explore, plan, and implement other collaborative efforts going forward.

b. Continue work on the common Master of Education in Instructional Technology currently in development between UMaine, USM, and UMF.

c. Continue work on the 3+2 program in Rehabilitation and Counselor Education currently in development between USM and UMF, and the suspension of UM’s Counselor Education program.

d. Collaboratively deliver secondary education methods courses for all secondary candidates across the System.

e. Build pathways from all seven campuses into graduate work in Education.

f. Collaborate on course / program delivery across the seven campuses using the cohort model to the greatest extent possible, to achieve the greatest possible access and efficiency.

4. **Engineering**

a. Develop a uniform curriculum for students in their first two years of mechanical engineering and electrical engineering. Courses will be primarily delivered on site, but will be fully transferable to facilitate student transfer between UM and USM.

b. Move a selection of upper-level courses toward more online pedagogy to facilitate sharing those courses between the two campuses.

c. Establish curricular committees in mechanical engineering and electrical engineering to meet each semester to ensure that first-two year curricula remain aligned and to ensure that the coordination is operating effectively and efficiently.

d. Develop curricula at the five smaller campuses to allow those students, after one or two years, to transfer into the engineering programs at UM and/or USM.

e. Develop uniform course numbering in the core areas—mathematics, physics, and chemistry—to facilitate transfer and ensure consistency.

5. **History**

a. Develop a stronger pathway from the various undergraduate programs into the graduate program at UMaine, and invite all UMS history faculty to apply for admission into UMaine’s graduate faculty.

b. Explore the possibility of merging the four current undergraduate programs into a single program that would be available on all seven campuses, in order to sustain and build the availability of history curriculum. Encourage differentiation in areas of expertise at various campuses, to further build the diversity of history education.

6. **Languages**

a. Continue the existing French and Spanish degree programs, with access at all seven campuses, initially with a focus on language acquisition.

b. Expand language acquisition opportunities in other languages such as Japanese, Chinese, and Arabic. For example, Chinese could be offered through USM’s Confucius Institute.
c. Continue the M.A. in Applied Teaching in French and Spanish.

d. Coordinate and integrate all UMS study abroad offices to expand and support study abroad on all seven campuses.

7. Marine Sciences

a. Develop joint, blended, team-taught, etc. courses in a variety of ways, such as distance courses with field-based components. Take advantage of short course opportunities, such as one day per week, summers, weekends, etc. that allow rich use of off-site facilities.

b. Articulate the curricula, particularly with learning outcomes at upper levels, to facilitate students moving from undergraduate into graduate programs.

c. Explore further opportunities to collaborate on use of facilities, both on campus and off site.

d. Develop a 4+1 Professional Science master’s degree, with dual 400/500 level courses as appropriate.

e. Develop a common Web presence, particularly for purposes of marketing and student recruitment.

8. Nursing

a. Develop a plan for the full alignment of nursing curriculum within the UMS, including a detailed articulation of the challenges and a plan for addressing them.

b. Given the critical importance of expanding nursing programs to meet the current and future needs of Maine, consult with appropriate external group(s) to help us better understand the challenges and identify strategies for expanding our capacity, particularly in clinical placements. Also explore strategies currently being used at nursing programs in other rural states.

c. Develop a report on the current nursing education partnership between UMA and UMFK. Include an analysis of the challenges and successes experienced in this collaboration thus far, as well as suggestions for improvements. This report should be delivered to the UMS CAOs for their review by the end of the fall 2015 semester.

9. Recreation and Tourism

a. Strengthen communication across the campuses with the development of a central Web site, designed to serve students and faculty, but also to serve as a marketing and student recruitment tool.

b. Seek opportunities for semester-long “residencies,” to allow students at any campus to take full advantage of the differentiated areas of expertise and opportunity at other campuses.

c. Further expand the range of short courses available, taking advantage of the range of specializations already available on the various campuses. Consider a full range of possibilities—summers, weekends, January and May terms, semester breaks, etc.

d. Develop pathways to take further advantage of articulated 4+1 opportunities for student progression into graduate work.

e. Consider the development of hybrid team-taught courses, employing “point persons” in the field to work with the primary on site (or online) instructor.

f. Collaborate on market-based certificate programs, expanding access across multiple campuses.
**Essential Next Steps**

The APRIP Teams were engaged in high-level planning. All of the disciplines require additional work to bring the recommendations to reality, some more than others. The existing teams or successor designees must do some additional planning, and most will need funding. Leaders and professional staff must do considerable work to enable the plans to become reality. This work will be costly and requires a capital budget. External funding would significantly advance the time frame for implementation.

In a May 2015 meeting, Team Leaders recommended that UMS support their recommendations as follows:

1. Build capacity for extensive distance-delivery and blended instruction, including
   a. Significant increases in interactive video instructional sites that are absolutely reliable and faculty-friendly.
   b. Significant increases in faculty professional and instructional development capacity (time, access to expertise and resources), ease of access, and expectations.
   c. Common academic calendar system-wide
   d. System-wide academic information system for course planning, advising, program marketing
   e. System-wide marketing
2. Establish capacities and systems for students to enroll simultaneously in multiple institutions – capacities that are seamless and impact-neutral for students, faculty, and institutions.
   a. Students: Advising, registration, tuition rates, fees, billing, payment, reliable planning for transfer, financial aid, grade transfer, online comprehensive catalog and pathways, etc.
   b. Faculty: Workload and P&T recognition
   c. Institutions: Revenues and enrollment credit, non-competitive funding model

**Additional Achievements, Round 1:**

- Emerging culture: help each other better serve students, whether on the giving or receiving end; inter-institutional respect for faculty expertise; expanded professional colleagueship
- Transferability enhancements, certificate and associate programs
- Increased awareness of benefits from greater comparability/standardization of general education
- Extraordinary voluntary service to UMS despite heavy workloads, contrary administrative systems, fear, and sometimes-difficult interpersonal issues
- Important lessons to apply to the Round 2 process and beyond
APRIP

Business Team Report

May 31, 2015
Three sets of recommendations. The recommendations of the APRIP Business Team are organized in three sets. The first set describes ideas for collaboration between the two AACSB-accredited business programs of the University of Maine and the University of Southern Maine. The second set is about collaboration between the other five programs: University of Maine, Augusta; University of Maine, Farmington; University of Maine, Fort Kent; University of Maine, Machias; and University of Maine, Presque Isle. These first two sets reflects a clear recognition that the team members reached early on in the first meeting in January that business education in the University of Maine System is two-tiered: one tier providing high quality education that meets the standards of the world’s leading accreditation agency of business education, the Association to Advance Collegiate Schools of Business International (AACSB) and another tier that provides access to education to students and in locations that cannot be served otherwise. Both tiers play an important role in serving the state, and there can potentially be collaborations across them, yet collaborations within each group provide most promise at this stage. Lastly, we present additional ideas for collaboration that can be accomplished system-wide, across both AACSB accredited programs and the other programs.

Process. The APRIP Business Team met three times. The first one was at the general orientation for the APRIP process on January 24, Saturday and was moderated by David Stevens. The second meeting was on March 6, Friday, and was moderated by Kim Marie Jenkins. The third one was on May 1, Friday. The second and third meeting lasted for half a day each. Most team members participated live, and in addition there were participants calling in via Polycom and phone. All meetings were at the University of Maine. Between meetings and after the last meeting, team members from different programs communicated via email and phone.

At the second meeting on March 6, participants from six programs made brief presentations to the rest of the team about their individual programs. This was done to inform the rest of the team about how the various programs are structured and their challenges and accomplishments. The seventh program made its presentation at the last meeting on May 1. Following these presentations, the team formed two working groups to develop recommendations: one from the AACSB-accredited programs of the University of Maine and the University of Southern Maine and another from the other five programs. The recommendations of the two groups were then presented and discussed by the whole team.

The list of the business team members is presented in Appendix A, the agendas of the two meetings in Appendix B, and institutional perspectives offered by participating schools in Appendix C.
Recommendations Set #1. Collaboration between the University of Maine and the University of Southern Maine.


The business programs of the University of Maine and the University of Southern Maine, together with the Law School and representatives of the University of Maine System, have been collaborating for the last nearly two years in exploring the possibility of establishing a Graduate and Professional Center in Portland. As an immediate next step, the APRIP business team recommends organizing a meeting between the University of Maine and the University of Southern Maine graduate business faculty to discuss collaboration. Such a meeting was initially scheduled for May 27 in Augusta. Later, because of some unanswered questions, it was canceled, and instead a meeting was held for the business faculty of the University of Maine with Chancellor James Page and PGPCI CEO Eliot Cutler. Still, a meeting between the business faculty of the two universities can and should be held as soon as possible.

Further, the University of Maine and the University of Southern Maine business faculty will develop a curriculum development process and begin meetings this summer. In this curriculum development process, faculty will seek input from business, although the decision-makers will be the faculty. The team members called this “commercial curriculum outreach.” This business input not only will likely add valuable insights, but building these relationships will aid future enrollments, internship opportunities, class projects, etc.

Collaboration model. While details of the future Portland Graduate and Professional Center are still being worked out, the current thinking is that it will follow the lines of a fully integrated model, with a single jointly delivered graduate program.

Anticipated outcomes. Collaboration on the Portland Graduate and Professional Center Initiative will meet all three APRIP goals:

- Quality: a future program that is based on significant external funding will improve the quality of both MBA programs that are currently offered by the University of Maine and the University of Southern Maine.
- Access: through building capability for distance delivery, the future program will improve access to graduate business education across the State of Maine.
- Financial results: the future program will improve financial results through a) attracting substantial philanthropic contributions, and b) being financially sustainable through attracting a significant number of new students.
Recommendation 1.2. Collaboration on short-term course delivery.

The business programs of the University of Maine and the University of Southern Maine are prepared to provide help to each other in addressing short-term challenges in course delivery. In particular, the University of Southern Maine faces a severe staffing shortage for next academic year (2015-16). The University of Maine business faculty can make some of its courses available to University of Southern Maine. Courses delivered online are particularly suitable. The group identified an undergraduate course in managerial accounting, where the University of Southern Maine anticipates a staffing challenge. The University of Maine can offer this course online as early as Fall 2015 and open it to University of Southern Maine students. Such collaboration can include other courses as well for Spring 2016. Conversations between the two programs to identify such needs and possibilities for collaboration will continue.

Collaboration model. Such collaboration is consistent with the network model. Whereas initially collaboration will be limited in scope, over time communication can be improved and held on a regular basis between the two programs to identify needs and possibilities.

Anticipated outcomes. Collaboration on short-term course delivery will meet the following APRIP goal:

- Access: providing improved access to courses to students of both programs.

Recommendations Set #2. Collaboration between the University of Maine, Augusta; University of Maine, Farmington; University of Maine, Fort Kent; University of Maine, Machias; and University of Maine, Presque Isle.

Recommendation 2.1. Improved sharing of faculty resources.

The APRIP business team members make the following recommendations to cover existing gaps of faculty availability in specific curriculum areas within some of the smaller campuses in the business area.

a. For certain courses, the smaller campuses could have their students access the University of Maine Augusta’s distance education offerings (ITV, CV, online). This is a model that the University of Maine Machias has started to use and it appears to be working well.

b. Each of the smaller campuses will review what gaps exist in their business program and work with the other campuses to cover these gap instead of hiring additional adjunct faculty. For example, the University of Maine Presque Isle has a gap with covering economics and is collaborating with the University of Maine Machias to use their capacity, since this is an area they can cover.
c. Due to the University of Maine Farmington’s international student-base, they can offer “travel courses” to the other small campuses via CV.

d. The University of Maine Presque Isle and University of Maine Fort Kent, which are in relative geographical proximity, will collaborate on certain course offerings as a way to reduce adjunct and other related costs.

e. To expand internship opportunities for all student across the University of Maine System, we recommend a cross-campus committee to disseminate and coordinate internship opportunities, possibly through a website or google document.

**Collaboration model.** Such collaboration is consistent with the network model, which coordinates programs at multiple sites to provide access and optimize resources.

**Anticipated outcomes.** Improved sharing of faculty resources will meet the following APRIP goal:

- **Access:** providing improved access to courses to students at various campuses.
- **Financial outcomes:** optimizing faculty resources and minimizing costs, especially on hiring adjunct faculty.

**Recommendation 2.2. Collaborative specialty courses.**

The team recommends collaborating in designing and delivering specialty course(s) that would benefit students in multiple locations. For instance, a course can be designed with each of the participating campus committing to a particular module for each week. More work is needed to identify such courses and define participation from different campuses.

**Collaboration model.** Such collaboration is consistent with the network model, which coordinates programs at multiple sites to provide access and optimize resources.

**Anticipated outcomes.** Improved sharing of faculty resources will meet the following APRIP goals:

- **Access:** providing improved access to courses to students at various campuses.
- **Financial outcomes:** optimizing faculty resources and minimizing costs, especially on hiring adjunct faculty.

**Recommendation 2.3. Support for the graduate programs at the University of Maine and the University of Southern Maine.**
The team recommends improving the marketing efforts at each of the campuses to promote the graduate programs at the University of Maine and the University of Southern Maine. This can be easily accomplished by knowing whom to contact for information from these two target programs and providing promotional materials about them. Also, faculty from the University of Maine and the University of Southern Maine could make presentations in capstone classes offered by the other programs and in particular highlight the online MBA program to increase exposure and interest. A survey of these students can be done to determine key factors determining potential students’ interest.

Collaboration model. Again, this collaboration is consistent with the network model, which coordinates programs at multiple sites to provide access and optimize resources.

Anticipated outcomes. Supporting the graduate programs at the University of Maine and the University of Southern Maine will meet the following APRIP goal:

- **Financial outcomes**: generating additional tuition revenue.


Recommendation 3.1. Organizing a summer school boot camp/business certificate program.

The team identifies a need for two types of preparatory non-credit programs in business. First, for people who are interested in an MBA but lack coursework in business. These can be students who are interested in the MBAs offered by the University of Maine or the University of Southern Maine, or potentially, with the appropriate promotion out of state, also students who are targeting other graduate programs. Alternatively, this can be a program offered to early to mid-career professionals who lack formal training in business. In either case, this will be a residential, week-long, or even a long weekend-long program, not for credit, which can be delivered by a small group of faculty from different UMS programs. The idea is to package a short term program with basic knowledge about the business disciplines and leverage Maine as a summer location.

Anticipated outcomes. Organizing a summer school boot camp/business certificate program will meet the following APRIP goal:

- **Access**: providing additional access opportunities to potential students.
- **Financial outcomes**: generating additional fee revenue.
Recommendation 3.2. Centralized list/database of faculty, with skills and bios, who have a willingness to commute or help with distance classes.

The team recommends setting up a database of faculty from different campuses, including adjunct faculty, with their relevant expertise. This can be shared across programs to help identify faculty who can teach classes at different campuses, whether live or via distance delivery.

**Anticipated outcomes.** Setting up a database of faculty will meet the following APRIP goal:

- **Financial outcomes**: saving costs through avoiding duplication of resources.

Recommendation 3.3. Establishing reciprocity for cross-campus collaborations.

The team has identified the need for establishing reciprocity in order to further cross-campus collaborations. While we do not have a specific recommendation how to implement this, we highlight its importance. There was a strong sense of consensus throughout the discussions within the business group, yet one key piece throughout the discussions is the sense that there needs to be reciprocity from all involved in order for this collaboration to work effectively. Also, the University of Maine System must look differently at the “numbers/statistics.” A revenue- or cost-sharing arrangement must be proposed which takes into account the various collaboration initiatives. This will only enhance the collaboration.
# Appendix A: Business Team Member Names with Institution and Titles

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Kevin</td>
<td>UMM</td>
<td>Associate Professor of Environmental &amp; Community Economics</td>
</tr>
<tr>
<td>Sheena</td>
<td>UMF</td>
<td>Professor of Business/Economics and Director of the Maine Health Research Institute</td>
</tr>
<tr>
<td>Daylin</td>
<td>UMA</td>
<td>Professor of Business and Public Administration</td>
</tr>
<tr>
<td>Waleck</td>
<td>UMF</td>
<td>Professor of Business</td>
</tr>
<tr>
<td>Carolyn</td>
<td>UMPI</td>
<td>Assistant Professor of Business Management</td>
</tr>
<tr>
<td>Tricia</td>
<td>UMA</td>
<td>Director of Enrollment Services &amp; Advising</td>
</tr>
<tr>
<td>Stacey</td>
<td>UMPI</td>
<td>Assistant Professor of Business</td>
</tr>
<tr>
<td>Tom</td>
<td>UMA</td>
<td>Associate Professor of Accounting</td>
</tr>
<tr>
<td>Jason</td>
<td>UM</td>
<td>Associate Professor of Entrepreneurship</td>
</tr>
<tr>
<td>Wendy</td>
<td>UMF</td>
<td>Associate Professor of Economics</td>
</tr>
<tr>
<td>Gregory</td>
<td>UMA</td>
<td>Executive Director of Institutional Research &amp; Planning</td>
</tr>
<tr>
<td>John</td>
<td>UM</td>
<td>John M Murphy Chair of International Business; Professor of Management</td>
</tr>
<tr>
<td>Ivan</td>
<td>UM</td>
<td>Dean of the Maine Business School and Professor of Management</td>
</tr>
<tr>
<td>Shawn</td>
<td>UM</td>
<td>Community representative</td>
</tr>
<tr>
<td>John</td>
<td>UMF</td>
<td>Associate Professor of Economics</td>
</tr>
<tr>
<td>Tracy</td>
<td>UMPI &amp; UCC</td>
<td>Director of the Houlton Center</td>
</tr>
<tr>
<td>Robert</td>
<td>UMA</td>
<td>Professor of Business Administration</td>
</tr>
<tr>
<td>Roger</td>
<td>UMFK</td>
<td>Professor of Mathematics &amp; Business</td>
</tr>
<tr>
<td>Bert</td>
<td>USM</td>
<td>Associate Dean and Professor of Finance</td>
</tr>
<tr>
<td>James</td>
<td>USM</td>
<td>Associate Professor of Management Information Systems</td>
</tr>
<tr>
<td>Janelle</td>
<td>UM</td>
<td>MBA Student</td>
</tr>
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Appendix B: Agendas of Meetings

Agenda

University of Maine System

APRIP Business Sub-Team

University of Maine, DPCorbett Business Building, Room 217

March 6, 2015, Friday

12-12:20 Welcome and lunch
12:20-12:40 Approve the agenda
   Introduce Kim-Marie Jenkins, Facilitator
   Update on APRIP process: leadership training, resources, data, conference calls, timeline.
12:40-2:30 Presentations on individual business programs
2:30-2:45 Coffee break
2:45-3:30 Brainstorm ideas of collaborations.
3:30-4:00 Recap of meeting. Timeline for future meetings.
4:00 Adjourn

Attendees:
Agenda

University of Maine System

APRIP Business Team

University of Maine, DPCorbett Business Building, Room 217

May 1, 2015, Friday

12-12:20 Welcome and lunch

12:20-12:40 Approve the agenda. Review notes from March 6 meeting.

Update on APRIP process: leadership training, resources, data, expectations, timeline.

12:40-12:50 Presentation on UMF business program

12:50-2:20 Work in groups

- Group A: Collaboration between UM and USM: Portland graduate project, faculty needs, faculty collaborations on online projects
- Group B: Collaboration between the smaller campuses UMA, UMF, UMM, UMFK, UMPI: discussion of a variety of collaboration ideas from each school’s perspective.
- Group C: Other ideas:
  - Summer school boot camp/business certificate
  - Centralized list/database of faculty skills/bios who have a willingness to commute and help
  - Complementary offerings: Earning minor/certificate on another campus

2:20-2:30 Coffee break

2:30-3:15 Presentations of group suggestions.

3:15-3:45 Discussion

3:45-4:00 Recap of meeting. Timeline for future work.

4:00 Adjourn
APPENDIX C. OPTIONAL: Institutional Perspectives of all Relevant Stakeholders

Each campus (UM, UMA, UMF, UMFK, UMM, UMPI, USM) has an opportunity to optionally indicate how the academic area aligns with its distinct mission. Responses are limited to 250 words per institution.

University of Maine Augusta

UMA has developed a robust and successful Business Program largely by using limited faculty and resources creatively and leveraging various technologies to deliver distance education. Over the last four years, UMA has grown the Business Program credit hours by 12 percent which has increased UMA’s contribution margin by $1 million annually. UMA’s offers 30 courses each semester with seven full-time faculty, five to six adjuncts, and rarely cancel classes due to low enrollment. In an effort to support students and improve system-wide operating efficiencies UMA is interested to collaborate with the other campuses as long as that effort does not disrupt or diminish UMA’s highly successful and financially sound Business Program.

University of Maine at Machias

The University of Maine at Machias is a small, coastal university that emphasizes community engagement. Located in a county with high poverty rates and few large employers, UMM’s programs in business and entrepreneurial studies serve an important role for regional development. It is important for our students and our region to have local faculty with local knowledge to support business workforce training and entrepreneurship education.

We believe it is important to maintain a critical mass of faculty in each program at each campus (e.g., at least three) to provide some face-to-face teaching and advising, as well as community outreach and service. Most of our business course offerings are in the hybrid format, providing both face-to-face and distance options for our students. Our students are a mix of traditional-age and non-traditional-age students. Many work and have family obligations while pursuing a college education. Many are first generation college students. Having a local university improves access to a college education for many of these students.

We have started relying on courses from UMA to support our students in the accounting concentration. Revenue sharing arrangements (in which the sending institution receives a portion of the tuition dollars) would make this type of collaboration more attractive. We also hope that other campuses will support their students taking some of our business classes, in areas of our faculty’s expertise. Reciprocity will enhance further collaboration and help maintain the viability of small campus programs.