APRIP ROUND 1 OVERVIEW

June 15, 2015

THIS SECTION PROVIDES THE READER WITH THE RESULTS OF THE INITIAL REVIEW OF ALL APRIP TEAM REPORTS. ONE OF THE APRIP TEAM REPORTS FOLLOWS THIS SECTION.

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.

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.

2. 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
The Criminal Justice/Criminology sub team had some advantages over other teams and also faced some specific challenges. Our relatively small size was definitely an advantage as was the fact that several of our programs had previous experiences with collaborations. Two members of our sub team were also members of the Process Oversight Committee, which was an advantage in giving insight to the ‘big picture’ driving philosophy of the process. Our main challenge was that we had two slightly different disciplines combined with one coming from a campus in the midst of significant upheaval (loss of faculty and department restructuring).

While all members of the team struggled with attending meetings and remaining engaged in the midst of all of our other responsibilities and commitments, there was virtually no participation from the Criminology program at USM. The team members representing the Criminal Justice programs decided to move forward with the process on their own. While there are some conclusions and recommendations in the attached report that include Criminology and USM, it should be noted that these were projections and suggestions made without direct input from that campus.

The Criminal Justice sub team members started by reviewing each other’s’ curriculums and looking for common ground. It quickly became obvious that our four year degree programs were significantly different and there was little to no opportunity to create a common degree. Since the programs at all three campuses (UMFK, UMPI, UMA) have maintained strong enrollment for several years (exceeding current program review metrics), there is no clear and present need to combine the Bachelor's Degrees. Our two year programs however had much more overlap. It was in these Associate’s Degrees that we saw the greatest potential for collaboration.

The recommendations found in the report start small with working together to institute common numbering, descriptions and outcomes; and get more demanding with the development of a common degree that could be accredited and move on to the creation of graduate programming.

It is important to note that there are serious (although not insurmountable) roadblocks to the implementation of some of these recommendations. Many of these roadblocks are not specific to this sub team, but would be faced by any programs attempting cross campus collaborations. Things like varied calendars; differing tuition rates; GPA non-transferability; and lack of access to library resources are just the logistic obstructions. The more serious disincentives to collaboration are political. The long-standing UMS funding policy that promotes competition between campuses also serves to embed our silo-like cultures. Each of our programs are also intertwined with others within our own campuses, so curricular changes may have campus effects (and potential backlash) beyond our discipline. It cannot be overstated that the System must provide assurances, support and resources to address all of these issues.

Three members of our sub team (Enerva, Leduc, Davitt) have previously co-taught an online course together for students in each of our programs (UMFK, UMPI, UMA) and it was a logistical nightmare for each of us. The results however were very positive, indeed a graduating UMA
student just referred to the course as a highlight in her academic experience; but with little to no infrastructural support of the initiative we have yet to duplicate it. We are all very busy running our programs and adding collaboration responsibilities will be unmanageable. Simply put, it cannot be on the backs of the faculty to move forward any of these collaborative efforts without administrative support and resources, including the removal of all disincentives and roadblocks highlighted in this report (and most probably other sub team reports).

This report represents a sincere in-depth evaluation of potential collaborative efforts within the Criminal Justice programs in the UMS that can address the areas of Quality, Access and Financial benefits as requested by APRIP. We found the process in itself to be useful and our meetings even started some initiatives (UMFK-UMM Conservation Law Certificate; UMFK-UMPI combined delivery MCJA Law Enforcement PreService Phase II). We are hopeful that even the larger, more challenging recommendations will be supported and moved forward by the administration.

In the report you will find the following:  
A) APRIP Process  
B) Descriptions of Programs Participating  
C) Groupings Within Discipline  
  1. Criminology  
  2. Criminal Justice  
D) Recommendations (a total of 6 – see below)  
  1. Description and Rationale  
  2. How does this address:  
     i. Quality  
     ii. Access  
     iii. Financial Sustainability  
  3. Potential Roadblocks  
  4. Resources Needed

**Final Six Recommendations:**  
1) **Common Community/Professional Advisory Board**  
2) **Curriculum and Delivery Oversight Committee**  
3) **Increased Certificate and MCJA Certification Collaborations**  
4) **Develop a Common Associate’s Degree**  
5) **Pursue ACJS Certification/Accreditation of the Common Associate’s Degree**  
6) **Create a Collaborative Master’s Degree**
A) APRIP PROCESS:
Four campuses were identified for this Sub Team category: UMFK, UMPI, UMA, and USM. A representative from the UM Sociology department also participated as well as one from the UMM Recreation department. As noted below, faculty from UMFK, UMPI and UMA were all represented on the sub team, while we only had (limited) participation from USM in the form of Manuel Avalos, the Dean of the College of Arts, Humanities and Social Sciences.

The sub team was made up of the following members:

Lisa Leduc, PhD (team leader)  
Associate Professor of Criminal Justice  
University of Maine at Presque Isle  

Tony Enerva, JD (also a member of the POC)  
Associate Professor of Rural Public Safety  
University of Maine at Fort Kent  

Mary Louis Davitt, PhD (also a member of the POC)  
Professor of Justice Studies  
University of Maine at Augusta  

Steven Barkan, PhD  
Professor of Sociology  
University of Maine  

Richard Scribner, MS  
Professor of Recreation  
University of Maine at Machias  

Deborah Meehan, M.Ed  
Director  
University College at Rockland  

Morgan Svitila,  
Student  
University of Maine at Presque Isle  

Manuel Avalos, PhD  
Dean of College of Arts, Humanities and Social Sciences  
University of Southern Maine  

Reed Nonken,  
Adjunct Instructor  
University of Maine at Presque Isle
The team met a total of three times over the course of the Spring 2015 semester:

- January 24
  Meeting and orientation at Orono campus for all APRIP participants which included sub team breakout sessions
  Attending: Leduc, Enerva, Davitt, Barkan, Scribner
- March 20
  Sub team meeting at UMS office
  Attending: Leduc, Enerva, Davitt, Scribner, Svitila
- May 18
  Sub team meeting at UMA Bangor campus
  Attending: Leduc, Enerva, Davitt, Meehan

B) DESCRIPTIONS OF PROGRAMS PARTICIPATING:
Here is a brief summary of the various programs:

UMFK
The law enforcement degree programs at UMFK academically prepares students for various careers in the criminal justice system and consists of five degrees: BS Rural Public Safety Administration, BS Conservation Law Enforcement, AA Criminal Justice, AA Homeland Security/Emergency Management and an AA Conservation Law Enforcement. All classes and degrees can be completed in the traditional classroom, online or dual delivery (students have a choice to learn in class, online or both). There are over 100 students’ matriculated (second largest campus program) in the five degree programs. The program offers minors in Criminal Justice and Forensics and certificates in Criminal Justice, Emergency Management/Homeland Security and Public Management. In May 2015, 29 students graduated from one of the five programs with most earning at least two degrees and one earning four degrees. Several students, taking advantage of block tuition and summer courses, have earned both the AA and the BS in three years.

The curriculum is designed to enhance field-based, experiential learning through internships, class projects and community service. All faculty have professional experience (Chief of Police, Lt. Commander Maine State Police, Prosecutor, Fort Kent Police Officer, Director Emergency Management Agency, Paramedic Instructor, 4th Degree Black Belt, Game Warden Sgt. and others). Students also receive professional, online training through FEMA’s Emergency Management Institute and the part-time officers through the Maine Law Enforcement Online Training Center (JPMA) and the Maine Institute for Public Safety Innovation.

Retention is strong in the AA degree programs exceeding 80%. Most continue on to the BS degree, however, because of the academic rigors of the program, the retention rate drops to approximately 60%. Most graduates are employed in traditional law enforcement positions including police officer, sheriff, game warden, forest ranger and state trooper. Because of our border location, UMFK graduates have a strong representation in federal law enforcement including Border Patrol, Customs, Immigration Customs Enforcement and Homeland Security.

UMFK is certified by the Maine Criminal Justice Academy to teach and train part-time police officers under the Law Enforcement Pre-Service (LEPS) program. To date, UMFK has trained and certified 125 police officers, many working in Aroostook County and throughout the state.
UMFK has articulation agreements with UMPI and UMA as well as with four community colleges. Additionally, UMFK has articulation agreements with many high school Technical Centers with law enforcement programs and a growing Early College program. Finally, UMFK is collaborating with UMM to offer a joint Certificate in Conservation Law Enforcement and with UMA to offer forensic courses so students there can complete a Forensics Minor.

UMPI
The University of Maine at Presque Isle offers a Bachelor of Arts degree and an Associate of Arts degree in Criminal Justice as well as a Criminal Justice minor. The Sociology minor is also delivered through the Criminal Justice program. Originally a concentration within the Behavioral Sciences degree, the Criminal Justice major at UMPI became its own discreet degree in 1984.

This program has consistently been one of the strongest on the Presque Isle campus, averaging about 80-100 students. The retention rate of 60% within the Bachelor’s degree is higher than the campus overall and Criminal Justice is considered a “magnet program” within Admissions; one that brings many students to the campus even if they do not remain in the major.

The curriculum is heavily imbedded in a liberal arts and social science base with a significant amount of interdisciplinary collaboration (specifically with Sociology, Psychology, Professional Communication and Social Work). Integrating theory and practice through a melding of criminology and criminal justice disciplines the program’s major advantage is its practical orientation with the availability of up to 12 credit hours of field experience. Although not yet certified/accredited with the Academy of Criminal Justice Sciences; the core requirements of the program follow the ACJS standards (Administration of Justice; Criminal Law; Policing; Corrections; Research; Criminology) as well as required Service Learning experiences. The program is slowly growing its online delivery rate; although student demand still indicates a need for all courses to also be available live. Currently 20% of required courses are available online on a rotating basis.

Approximately ¾’s of the students in the Criminal Justice major are traditional aged with a 60/40 Male/Female ratio. The majority of incoming freshman (75%+) are seeking the 4 year Bachelor’s degree; while 85% of those starting in the Associate’s degree go on to complete their Bachelor’s.

Over half of the graduates go on to careers in some form of law enforcement including local and state policing agencies as well as federal border jobs in both Customs and Border Patrol. Other career paths for the Criminal Justice graduates include probation/corrections; private security; victim services; and various other social service providers.

UMA
The University of Maine at Augusta offers a Bachelor of Science and an Associate of Science in Justice Studies as well as minors in Justice Studies, Fraud Examination, Advocacy, and Certificates in Paralegal Studies, Community Policing, Crime Analysis and GIS, Forensic Science, and Fraud Examination. Criminal Justice was one of the first programs offered by the newly formed UMA in 1965 and by the University of Maine both under the auspices of LEAA, Law Enforcement Assistance Administration.
The programs developed independently with similar curricula on UMaine’s Bangor campus and UMA’s Augusta campus until 1995 when the campuses and programs were merged. The curriculum was amended to integrate law-related specialties and an international perspective into the criminal justice courses.

As part of the merger and consequent teach-out of the paralegal degree, the paralegal courses were offered online. Enrollment grew. Slowly, the criminal justice courses were added to online delivery and today the entire degree is available online. The AA degree has declined in popularity from 2009-10 when it comprised 88 of the 255 enrolled students. In 2010-11, 100 of the 291 students were AA candidates; 2011-12, 96, of 312; and 2012-13, 85, of 323. For 2013-14, overall enrollment declined to 308 with 76 being associate degree students. Approximately, 75% of the students are non-traditional with an approximate 65/35 female/male ratio. Most male and many female students are veterans.

Of the graduates, a small but increasing percentage continue on to graduate and law school; a larger portion have jobs in traditional law enforcement agencies: municipal and state police, sheriffs’ offices, FBI. (Some UMA students are also employed by Border Patrol.) An equal number work for the Maine Judicial Branch, District Attorneys, and private firms. Others work in non-profit agencies such as Legal Services for the Elderly, Maine hospitals as risk management professionals and domestic violence program and other social service programs.

UM
The Department of Sociology at the University of Maine has a Concentration in Crime, Law, and Justice for sociology majors. This concentration includes certain required and elective courses from Sociology and certain elective courses from Political Science and Psychology. The University of Maine also has a campus wide Legal Studies minor, but it does not offer a bachelor’s degree in either criminology or criminal justice. None of the criminology courses are offered online.

USM
The Department of Criminology offers a four-year program leading to a bachelor of arts degree in criminology. The program provides students with a liberal arts education whose focus is the complex relations among crime, law, and society, and which emphasizes the social sciences. The curriculum is a rigorous series of courses which provides students with a comprehensive knowledge of crime and crime control in contemporary, historical, and comparative perspective. Many students in the program are interested in social and human service occupations related to criminal, juvenile, and social justice. The program also prepares students for a wide variety of other career options and provides as excellent basis for graduate study in criminology, other social sciences, and law.

While some students enroll in the major expecting to learn law enforcement skills and strategies, psychological profiling, forensic investigation, and approaches to prosecution, this is not what we teach. Our courses routinely examine social structural foundations of crime, deviance, and social harm, including the social control institutions, as well as the power dynamics involved in defining crime, prosecuting crime, and official sanctions for deviance and those "at risk". None of the courses are offered online.
The Environmental Recreation and Tourism Management program at the University of Maine at Machias has many students interested in careers with the Game Warden service. To serve that need they are interested in partnerships with system Criminal Justice programs to deepen their offerings in the area of Conservation Law Enforcement.

C) GROUPINGS WITHIN DISCIPLINE:
It became obvious that there was both a natural and constructed division within the sub team between Criminal Justice and Criminology. Although there is overlap between these two disciplines; they are different in their focus. Criminal Justice focusses more on the practice of criminal justice (seeing crime as an event); while Criminology pertains more to the study of criminal justice (seeing crime as a process).

The Criminology faculty from USM did not participate in any way in the APRIP process; they did not even assign representatives to the sub team. Although Dr. Avalos did serve on the team; his only contribution was a list of required coursework for the program. Dr. Barkan from UMaine was unable to attend the individual sub team meetings due to scheduling conflicts, but he remained as engaged as possible as a faculty member who teaches criminology focused courses.

Based on this division we came to the following generalized conclusions which informed and drove our final recommendations:

1) CRIMINOLOGY
   It would seem to make sense to pursue any undergraduate Criminology collaborations between UM and USM. At the time of writing however, no progress has been made on this potential collaboration.
   As for collaborations between Criminology and Criminal Justice – the team saw potential in two areas:
   i. Increased transferability between Criminology and Sociology programs at USM and UM respectively and UMFK, UMPI and UMA
      This could be achieved through more consistent course numbering and descriptions (as outlined in Recommendation #2 below).
   ii. Collaboration across all 5 campuses (UMFK, UMPI, UM, UMA, USM) for the development of a Master’s Degree (as outlined in Recommendation #6 below). The greater curricular depth accessed in pursuit of this goal, the more achievable it will be. We envision some level of collaboration that includes both UM and USM in the implementation of that recommendation.

2) CRIMINAL JUSTICE
   Although the three remaining programs (UMFK, UMPI, UMA) all focus on the practice of Criminal Justice – there are significant differences between them, specifically in their four year bachelor’s programs. The four year degree at UMFK is in Rural Public Safety, the one at UMPI is in Criminal Justice and the UMA degree is in Justice Studies. The team completed an in-depth review of the curriculums and found that the differences went beyond titles. Other than some common core courses
The coursework and requirements vary across campuses to meet the specific needs of the students in each program.

The majority of students at UMFK are pursuing an Associate’s degree whereas at UMPI it is mostly Bachelor’s students. At UMA the students are an older demographic with a higher percentage of females who are pursuing certificates and/or completing degrees with transfer credits and/or workforce experience.

The good news is that the job market outlook for all of these students is very positive. According to the Maine Department of Labor 2014 data from the Center for Workforce Research and Information on High-Wage, in-Demand jobs in Maine:

- Police and Sheriff’s Patrol Officers can expect a 2.5% job growth rate from 2010 through 2020. Within the broader job category of “Protective Service” which expands to include security guards, fish and game wardens, correctional officers and jailers, the growth rate expands to 5.1%.
- For the occupations of Paralegals and Legal Assistants, the job growth rate from 2010 to 2020 is at a growth rate of 13%. The “Legal” occupational group shows a growth rate of 7.2%.

All of these occupations qualify for Maine Department of Labor funding including the Competitive Skills Scholarship Program (CSSP) http://www.mainecareercenter.com/services-programs/training/cssp/index.shtml, the Workforce Investment Act (WIA) for dislocated workers http://www.doleta.gov/USWORKFORCE/WIA/Runningtext.cfm and the Trade Adjustment Assistance (TAA) for those who have lost jobs, hours or wages due to foreign trade. In other words, Career Centers across the state identify the pursuit of Criminal Justice related degrees to be appropriate for funding support as they lead to in-demand highly employable careers.

There is also a growing border enforcement career field at the national level which can expect a 10% growth rate from 2012-2022 according to the U.S. Bureau of Labor Statistics.

It seems clear that all three programs have their own focus and meet the needs of their students and of the state. A total amalgamation of the three programs does not make sense even in the main interests of the APRIP process (Quality, Access, Financial).

The sub team did however see some potential to more fully integrate the three programs in a “Coordinated Network Model” as outlined in the APRIP handouts (Jan 24/15). This model allows each program to retain their own focus to meet student and campus needs while sharing resources more conveniently. This model seems especially promising with the Associate’s degrees at each campus. There is less variance in these degrees and it is possible with some infrastructural support to eventually move to a common Associate’s degree (see Recommendation #4 below); and pursue ACJS certification/accreditation of that degree (see Recommendation #5 below).
D) RECOMMENDATIONS:

1) **Common Community/Professional Advisory Board**
   i. **Description and Rationale:**
      Each of the three programs already have their own Advisory Boards made up of professionals within the Criminal Justice community (including many alums). These Boards advise on curricular issues as well as serve as ambassadors for our programs within various Criminal Justice entities. If we move to a more collaborative “Network Model” it makes sense to have a common advisory board that understands the differences and strengths of each of our programs. Potential students and their families often seek advice from working professionals when choosing their post-secondary institution. By having a common advisory board, those professionals will have a depth of understanding of both the similarities and differences between our programs as well as the opportunities for multi-campus access in some concentrations/certificates. As we move to more seamless transferability (see Recommendations #2 and #4 below); it is also important to obtain consistent input from the professional field on curricular decisions.
   ii. **How does this address:**
      - **Quality**
        A common advisory board would help to ensure the academic and workforce relevance of course offerings across the three programs and inform decisions on individual concentrations and specialties for each site.
      - **Access**
        Input from this common advisory board will drive more collaborative initiatives. This could take the form of co-teaching across campuses (which has been done before) or multi-campus delivery for some specialized course work.
      - **Financial Sustainability**
        There is little cost to implement this recommendation and it has the potential to drive up enrollment in all three programs by embedding our programs within Criminal Justice agencies state-wide.
   iii. **Potential Roadblocks**
      It can be difficult to sustain engagement with Advisory Boards. These are busy working professionals; scheduling meetings and getting timely feedback is sometimes a challenge.
   iv. **Resources Needed**
      Some minor infrastructural support would be required. Potentially some travel and/or poly-com resources to facilitate meetings would be needed.

2) **Curriculum and Delivery Oversight Committee**
   i. **Description and Rationale:**
      This committee, made up of the Program Coordinators from the three campuses, will work on curricular changes to have common numbering; descriptions and student learning outcomes for common courses. It will also work collaboratively to avoid redundancy in delivery of courses (specifically online) so that the campuses will not be competing with each other by scheduling the same course in the same semester. This committee will also
work towards common articulation agreements with community colleges for transferability (2+2); and with high schools for early college access programming.

ii. How does this address:
   - Quality
     This initiative will address quality by achieving standardized content and informed delivery rotation and scheduling of common courses across the three campuses. This is a first step towards moving to a common Associate’s Degree (see Recommendation #4 below).
   - Access
     One of the biggest challenges to collaboration currently is the varied course numbering, prerequisites, descriptions and student learning outcomes across the three campuses. This committee will work on removing that roadblock. This will allow for more seamless transferability between programs and earlier access for students coming from both high school and the community college system.
   - Financial Sustainability
     The collaborative effort to remove competition in course rotation and scheduling will reduce instructional costs. Instead of all three campuses offering Criminal Law online in the same semester only one will offer it; thereby removing the need to use an adjunct and/or opening up a slot for another course within a full-time faculty load.

iii. Potential Roadblocks:

   Although all three programs routinely advise students into courses at the other campuses when scheduling allows; it is a tedious process using the “Away Form”. There is also a question of fulfilling residency requirements for each campus and problems with coursework completed at other campuses not transferring into the students GPA. There are also variances in tuition and fees across the campuses (specifically “block tuition” at UMFK). Another challenge is the differences in calendars between the campuses which can be a problem for students taking courses from multiple sites. Finally, as long as the UMS continues to fund the campuses based on an outcomes based model, the competition for tuition dollars is a major disincentive to this type of collaboration.

iv. Resources Needed:

   All of the roadblocks above need to be addressed:
   - Residency and GPA transferability
   - Easier advising and registration process for different sites
   - Common calendar
   - Tuition rates and credits
   - Financial aid
   - Assurance that multi-campus advisement will not make individual programs vulnerable

   Once completed; the UMS should/could pool their marketing resources to recruit students to Criminal Justice education in the system with in-depth explanations of the differences between programs at the three campuses. Common admission materials could also identify paths to different degrees at the three campuses.
There may be some travel and/or poly-com resources needed to facilitate and sustain the work of the committee.

3) Increased Certificate and MCJA Certification Collaborations
   i. Description and Rationale:
      Certificates
      Although there are already some certificate collaborations in place across the three programs (Forensics – UMFK&UMA); and even one that includes UMM that was started during the APRIP process (Conservation Law Enforcement); we see potential for many more of these. UMPI is interested in developing a Conservation Law Enforcement Certificate with our Environmental Studies and Recreation programs and will work with UMFK to use their resources as well.

      Certifications
      Another focus within this recommendation is to increase collaborative efforts in offering professional CEU’s (certifications) with the Maine Criminal Justice Academy. Both UMPI and UMFK have offered the Law Enforcement Pre-Service course with the MCJA in the past; but since it has expanded from 100 to 200 hours with three stages it has been difficult for either campus to recruit a cohort for the Phase 2 classroom component. By collaborating and using poly-com resources we can offer this opportunity to students at both campuses. The three campuses also plan to pursue a collaborative articulation agreement with the MCJA for reserved Academy seats for students in our field experience courses. All three campuses have also sponsored various MCJA 1-2 day trainings and there are opportunities to increase access through distance delivery of some of these programs.

      ii. How does this address:
         - Quality
           Within Criminal Justice, skills based certifications are very important both for students and other working professionals.
         - Access
           Increased collaboration will give access to these trainings to more students and more Criminal Justice professionals. Our state has long suffered with the problem of access to appropriate training; especially for rural policing agencies. It is important for our programs to take a leadership role in delivering this coursework as much as possible. Unfortunately none of the three programs has the depth of resources to deliver some of the certificates single handedly; collaboratively however we can make them available to more students.
         - Financial Sustainability
           There is little cost to implement these recommendations. Indeed, much of this work is already being done individually on the three campuses; collaboration will just make it easier with access to more resources. Some of our competitors in the private market highlight their relationships with MCJA in their recruitment and advertising. Although we each also have similar relationships; a collaborative agreement and a marketing focus will allow us to be more competitive with those private
schools. Collaboration on certificates can reduce instructional costs through strategic sharing of resources.

iii. Potential Roadblocks:
Currently the three campuses have differing policies for awarding MCJA training credit. This collaborative effort must start with revisions to create common crediting (both for Prior Learning and through Field Experience coursework). For shared certificates, all the same roadblocks mentioned in Recommendation #2 above.

iv. Resources Needed:
Very little support is required for the certification recommendation other than some marketing resources once agreements have been reached with MCJA. The shared certificate recommendation will require removal of all roadblocks as listed in Recommendation #2 above.

4) Develop a Common Associate’s Degree
i. Description and Rationale:
The review of the different curriculums from the three campuses (as described previously) did reveal that the most common ground exists within our Associate’s degrees in Criminal Justice. These basically represent the first two years of our Bachelor’s degrees. Once much of the groundwork is done by the Curriculum and Delivery Oversight Committee (see Recommendation #2 above), we see the potential to develop a shared Associate’s Degree.

ii. How does this address:
- Quality
  As stated in Recommendation #2 above this will allow standardization of the Associate’s curriculum.
- Access
  A shared Associate’s degree will provide common access to the first half of our 2+2 Bachelor’s models on each campus. Students will be able to start on any campus (or from a distance) and then, if they choose, seamlessly move on to the four year degree of their choice.
- Financial Sustainability
  This initiative will reduce duplication of core coursework delivery across the three campuses.

iii. Potential Roadblocks
In addition to the roadblocks already mentioned in Recommendation #2 there are even more here.
- We have very differing minimum GPA requirements across our programs.
- These revisions will be completed with an eye to eventual certification/accreditation by ACJS (see Recommendation #5 below) and initial discussions between the three programs highlighted some concerns about meeting those standards (size and specificity of required coursework may inhibit students who are seeking other certifications and/or transferring in credits)
- Although smaller than the one in the Bachelor’s degree, the Associate’s degree does have a General Education block. These blocks are different across the campuses and are in some cases embedded in wider campus
academic philosophies. Changes to some of these will have enrollment and political ramifications on each campus. This opens the issue of developing a common general education core system wide; perhaps Associate’s degrees could be a first step.

- In the case of UMPI, we are moving to proficiency-based pedagogies at the program level in the next year. A shared degree may not be able to meet those requirements.

iv. Resources Needed
Beyond the resources already stated in Recommendation #2; this initiative will require significant faculty work and there may be a need for sabbatical support to get that done. Additionally there are more subtle and political challenges at the campus level that will require System leverage and support to overcome.

5) Pursue ACJS Certification/Accreditation for the common Associate’s Degree
i. Description and Rationale:
The Academy of Criminal Justice Sciences is the academic accreditation body for our discipline (www.acjs.org). Their accrediting process is called CERTIFICATION. The primary advantage is that the program will undergo a significant self-study using of a set of criterion-referenced standards designed for quality and effectiveness. The program must meet every part of every standard in order to be certified. To be certified, the program must provide substantive, credible evidence that it meets each standard. The program will have:
- a clear sense of its mission and how it fits within the academic institution
- a sound curriculum that is designed to meet technological and societal change
- clear evidence of program quality and effectiveness based on program outcome assessment
- the institutional and programmatic resources to maintain program quality and effectiveness
- a commitment to and will have met the integrity standards of the ACJS Code of Ethics

We would be the first ACJS certified program in New England which would give us a significant marketing advantage over our competitors as well as providing our students with competitive advantages (including pay bumps) in the job market.

ii. How does this address:
- Quality
  The self-study and certification process will further standardize our shared curriculum to be consistent with nationally recognized benchmarks.
- Access
  As the only certified program in New England we would be providing access to excellence in Criminal Justice education to our students.
- **Financial Sustainability**
  As mentioned above, certification will give us a distinct competitive advantage over our competitors that will lead to increased enrollments.

iii. **Potential Roadblocks:**
Along with the roadblocks already discussed in Recommendations #2 an #4; there may be a challenges in meeting the certification standards of: faculty:student ratios; percentage of adjunct faculty; and terminal degrees of full-time faculty.

iv. **Resources Needed:**
Along with removal of roadblocks listed in Recommendations #2 and #4; seeking certification may require multiple sabbaticals to complete the self-study and prepare for the review visit. Additionally there will be one-time costs associated with the review (approximately $6000) as well as institutional membership dues ($300/year).

6) **Create a Collaborative Master’s Degree**

i. **Description and Rationale:**
Currently the only graduate degree in Criminal Justice available in Maine is through Husson. This is a Criminal Justice Administration program that is largely reliant on their MBA coursework and has little focus within the actual Criminal Justice discipline. Between our three campuses as well as the Sociology program at UM and the Criminology program at USM; we can develop and deliver a Master’s degree with much more depth and quality that will serve not just as training for Criminal Justice administrators; but provide relevant graduate experience for all students.

ii. **How does this address:**
- **Quality**
  If we can implement most of the previous Recommendations; this initiative seems to be the next logical step. Supervisory positions within all types of Criminal Justice agencies are starting to require advanced education beyond a Bachelor’s degree.

- **Access**
  Due to the size and rurality of our state there are not many graduate opportunities. Not only would a collaborative initiative such as this one represent an unprecedented partnership from all areas of the state, it would provide an important opportunity for working professionals to advance within their careers as well as for students to move beyond their undergraduate experiences.

- **Financial Sustainability**
  Both UMPI and UMFK currently have articulation agreements with the Husson Master’s program so our students can pursue graduate work there. There is no need to be sending their tuition dollars away to our competitor if we can offer a better opportunity for them within the System.

iii. **Potential Roadblocks:**
To include UM and USM in this plan they would have to deliver some of their coursework online or through some other distance delivery platform.
iv. Resources Needed:
This would require significant planning and support at both the campus and system level.