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
APRIP HISTORY SUB-TEAM: EXECUTIVE SUMMARY AND REPORT

EXECUTIVE SUMMARY

INTRODUCTION

On January 24, 2015, the History Sub-Team attended the first orientation meeting of APRIP held at UM, and convened for a brief meeting. The meeting entailed a valuable and informative discussion which centered around sharing information about History generally on the various UMS campuses, including resources, areas of faculty expertise, courses delivered and modalities, and requirements for History and other programs to which History is central. In the UMS, a History degree is offered only by UM, UMF, UMPI, and USM, and UM also offers the only graduate programs in History (MA, PhD) in the state. All UMS campuses, however, offer a minor in History, and History courses are general education requirements as well as university-wide, interdisciplinary program requirements at all UMS campuses. This meeting therefore illuminated History as being an integral component of numerous programs on all UMS campuses, and as being a centerpiece of a university education. Accordingly, we affirm that students must continue to have access to History at all UMS campuses.

The significance of History mandates that its quality and access for students be enhanced. This is in keeping with the charge to the sub-team to increase quality and access, but to do so while containing or reducing costs and, ideally, increasing revenue. Following its initial meeting on January 24, 2015, the History sub-team set to work with an eye toward achieving those goals.

SUMMARY OF WORK

I. History Sub-Team Meeting at UMS, March 31, 2015
   A. Created three subcommittees to advance work in specific areas
      1. Distance Education Subcommittee
      2. Faculty Collaboration and Shared Resources Subcommittee
      3. Multi-Campus (UMA, UMFK, UMM, UMPI) Degree Subcommittee

II. History Sub-Team Meeting at UMA-Bangor Campus, May 15, 2015
   A. Reports from the three subcommittees and discussion
      1. Distance Education Subcommittee
      2. Faculty Collaboration and Shared Resources Subcommittee
      3. Multi-Campus (UMA, UMFK, UMM, UMPI) Degree Subcommittee

SUMMARY OF REPORT

The report which follows proposes nothing less than breaking free of the “Iron Triangle of Higher Education,” a paradigm which has presumed that quality and access cannot be enhanced without increasing costs.\footnote{The National Center for Public Policy and Higher Education and Public Agenda, “The Iron Triangle: College Costs and Quality”} The details of precisely how we will increase quality, access, and
revenue with current (and in some cases, fewer) resources are contained in our report, organized in the following format:

I. CURRENT COLLABORATIONS AND FUTURE DISCUSSIONS
   A. Graduate Faculty from Throughout the UMS
   B. Collaborative MA in History
   C. Maine National History Day
   D. Quality, Access, Cost, and Revenue Analyses
      1. Quality
      2. Access
      3. Cost
      4. Revenue

II. RECOMMENDATIONS
   A. Collaborative Degree and Certificate Programs (UMA, UMFK, UMM, UMPI)
      1. BA in History
      2. Canadian Studies Certificate Program
      3. War and Peace Studies Certificate Program
   B. Technologies Supportive of Recommendations
      1. Polycom
      2. Asynchronous Online (Blackboard)
      3. Synchronous Web-Based Meeting Tools (Google Hangout, Adobe Connect)
   C. Logistics Supportive of Recommendations
      1. Campus Website and MaineStreet Updates
   D. Quality, Access, Cost, and Revenue Analyses
      1. Quality
      2. Access
      3. Cost
      4. Revenue

III. NEEDS (SOLUTIONS) FOR FUTURE COLLABORATIONS
   A. Faculty
   B. Library Resources
   C. Continued Collaborative Discussions
   D. Quality, Access, Cost, and Revenue Analyses
      1. Quality
      2. Access
      3. Cost
      4. Revenue

IV. APRIP HISTORY SUB-TEAM

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REPORT

I. CURRENT COLLABORATIONS AND FUTURE DISCUSSIONS

A. Graduate Faculty from Throughout the UMS

The sharing of current faculty expertise can be accomplished in a variety of ways. One example that has already resulted from APRIP meetings was the invitation by the UM History chair, Stephen Miller, to all UMS historians to apply to join the ranks of UM’s External Graduate Faculty. If approved by the graduate committee at UM, faculty throughout the system can work with graduate students at UM on theses and dissertations, thus expanding the resources current graduate students have available to them.

B. Collaborative MA in History

In terms of additional faculty collaboration, we also discussed a potential expansion of the Masters Degree in History program offered at UM, especially to attract Maine K-12 educators interested in pursuing a content based MA, as well as address the issue of the potential students who are place bound and cannot pursue coursework at Orono. These preliminary discussions centered around the possibility of creating a low-residency option for the MA, more summer courses available in different areas of the state (such as USM), the possibility of MA students in the Southern Maine area doing some coursework at USM, as well as the potential to explore online and distance education options for certain courses. These preliminary discussions represent both a willingness to collaborate and share resources, and will obviously continue beyond the initial stages of APRIP.

C. Maine National History Day

Under the collaborative auspices of the UM Department of History and others, Maine National History Day is an annual event which attracts Grade 6-12 teachers and students from throughout the state. This event already has involved the collaboration of UMS History faculty as judges of students’ work, and it will involve additional faculty in the future in response to the efforts of Liam Riordan, Professor of History at UM.

D. Quality, Access, Cost, and Revenue Analyses

1. Quality

Collaboration of faculty from throughout the UMS on UM’s graduate History faculty will enhance program quality by broadening the breadth and depth of faculty expertise available to graduate students as they pursue their graduate work. This is particularly the case with respect to specific fields of History not otherwise available to graduate students.
2. Access

A collaborative MA in History will increase place-bound students’ access to the program. Specifically, students who reside a considerable distance from UM would be able to take some courses elsewhere in the UMS within the larger context of a reduced residency requirement.

3. Cost

UMS History faculty collaboration on UM’s graduate History faculty represents an enhancement of program quality at no cost. Additionally, UMS History faculty collaborations in Maine National History Day and in a collaborative MA in History contribute to an ongoing opportunity to increase tuition revenue streams, also at no cost, as described below.

4. Revenue

Bringing faculty from throughout the UMS onto UM’s graduate History faculty positions the program to grow revenue in that prospective graduate students investigating various programs in which to enroll typically examine faculty areas of expertise on program websites. Quite simply, broader faculty expertise will increase students’ attraction to a program. Additionally, Maine National History Day serves as an excellent recruitment tool for Maine’s grade 6-12 students considering a degree in History at a UMS campus following graduation, which would result in growth of tuition revenue. The event will bring tuition revenue from teachers in attendance, too, particularly given school districts’ reimbursement of Social Studies teachers for taking History courses at UMS campuses to acquire Continuing Education Units (CEUs). Further, those teachers also could be attracted to the MA in History program at UM, particularly within the context of a collaborative MA for which summer courses are made available, during which time tuition revenue also otherwise decreases. In the case of both students and their teachers at Maine National History Day enrolling in History programs at UMS campuses, UMS History faculty collaboration at the event will be central to such recruitment and the increased revenue brought from their enrollment.

II. RECOMMENDATIONS

A. Collaborative Degree and Certificate Programs (UMA, UMFK, UMM, UMPI)

1. BA in History

Currently, UMPI is the only one of the four campuses which offers a BA in History. Previously, History at UMPI was a concentration within the BA program in International Studies. The retirement of two key faculty members in International Studies, however, rendered that program undeliverable, and it accordingly was eliminated. In the wake of the two faculty retirements, however, the remaining critical mass of History students at UMPI made creation of a BA in History very feasible. The UMPI BA in History is offered via face-to-face and polycom, as well as entirely online as the only online History degree program in Maine. The innovations of the
degree program itself and the online option have attracted out-of-state students, a goal recognized throughout the UMS as imperative. UMPI’s online History degree program has attracted students from New Hampshire and South Carolina, for example, and these are in addition to in-state, but remote and place-bound, students from East Dixfield, Linneus, and Rockland, among others. Students also enroll regularly in UMPI’s online History courses to fulfill requirements in general education, the History minor, the university-wide Bachelor of Liberal Studies-History degree, the Bachelor of Elementary Education-Social Studies degree, the Bachelor of Secondary Education-Social Studies degree, and as electives. Much like online History courses taken to fulfill requirements for the History degree, online courses taken to fulfill requirements for these programs attract students from throughout Maine, as well as from Canada, Nevada, and California, among others. As a result of UMPI History faculty’s online initiatives, the number of UMPI online History credit hours delivered has *increased* over the last four years, an increase which has contributed substantially to both the total UMPI online credit hours delivered in Fall 2014, and to the more than doubling of the total UMPI out-of-state credit hours delivered from Fall 2013 to Fall 2014:

**UMPI Online History Credit Hours Delivered:**

AY 2010-11: 831  
AY 2014-15: 1,050

**Total UMPI Online Credit Hours Delivered:**

Fall 2014: 3,324

**Total UMPI Out-of-State Credit Hours Delivered:**

Fall 2013: 552  
Fall 2014: 1,478

Reflective of the above growth is the fact that in Spring 2015, six online History courses taught by UMPI full-time faculty filled *near, to, and over capacity* (i.e., 21-26 students per course), with over-capacity courses having resulted from additional students requesting to be admitted to closed courses already filled to capacity. Three of those six courses were upper-level History courses, which is indicative of the centrality of upper-level History courses to several UMPI programs in addition to the History degree program, as noted above.

The above online History course enrollment data document growth over time, and they attest to the success of UMPI History faculty’s online initiatives in attracting both out-of-state and in-state

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2 Nathan Grant (UMS), “History Courses by Delivery Mode,” for credit-hour data.  
3 UMS, “Fall 2014 Enrollment Report,” for total UMPI online credit hours and out-of-state credit hours.  
4 MaineStreet “class search” function for “HTY,” UMPI, Spring 2015.
students for the History degree and for a host of other programs to which History is central. We wish to build upon that success by continuing that growth. Accordingly, we recommend that the current UMPI History degree program be made a fully collaborative, multi-campus, single degree program available to students at UMA, UMFK, UMM, and UMPI through a combination of face-to-face, polycom, and online course delivery modes per students’ needs and preferences. We also recommend creation of two certificate programs, one in Canadian Studies and another in War and Peace Studies. The latter are provisional titles, and these certificate programs will require further collaborative discussions to decide on a final format. Students may earn these certificates alone, or in the process of completion of requirements for a History degree or other majors. Details of these certificate programs are outlined below.

2. Canadian Studies Certificate Program (18-24 credit hours)

The idea for this certificate in principle is a series of courses which address cross-border themes and connections. In particular, the program will have a strong emphasis on Maine and the Canadian provinces to which the State is bound by geographic proximity (Québec and New Brunswick), on demonstrated historical or cultural connections (including Prince Edward Island, through a long history of immigration of “PIs” to Maine via the lumber woods, and Nova Scotia through the bank fisheries in the Gulf), and on ties between Maine and the Maritimes which are rooted firmly in the resource-based economies of both regions. Consequently, local history, regional history, and community studies courses offered by faculty on the four campuses are necessary components of the program. Additionally, the bilingual (English and French) nature of the program, embracing Québécois culture and the Acadian culture in each of the Maritime Provinces, also will be supported by existing faculty expertise on the four campuses. Finally, there is significant potential for collaborations with universities in Canada, especially Madawaska, UNBSJ, Université de Moncton, St. Thomas University, and possibly others, with a particular eye toward the expectation that Canadian students will be drawn to the program.

As noted above, further discussion by participating faculty will occur to determine the final form of the program, including credit hours, requirements, and course rotations. Chronological periods, regions, and topics appropriate to the program, which are encompassed by courses offered by faculty on the four campuses, are listed below:

- French language
- Maine History
- Franco-Americans
- History of the St. John Valley
- Canadian History
- Acadian History
- Folklore of Maine and the Maritime Provinces
- Community Studies
- Atlantic Canadian Culture
- Acadian and French Canadian Folklore
- Local History
3. War and Peace Studies Certificate Program (18-24 credit hours)

The impetus for this program stems from renewed interest in security studies generally since the end of the Cold War, an interest reflected most recently in Maine by the creation of the BS in Cybersecurity, a collaborative program involving UM, UMA, UMFK, and USM. The latter program embraces two campuses (UMA, UMFK) encompassed by this recommendation. The War and Peace Studies Certificate Program complements the Cybersecurity degree by its concern with other types of security connected to international problems which now confront the United States. Chief among these are counterinsurgency abroad, as well as counterterrorism both abroad and within the US. Among those who will have an interest in this program are Criminal Justice students. Police officers have been connected to domestic counterterrorism activities for some time, and current news reports reveal that their involvement in those efforts will only increase as they are now being requested to assist the FBI in tracking Islamic State of Iraq and Syria (ISIS) supporters in the US, and developments concerning ISIS, Iraq, and Afghanistan generally continue to appear regularly in the news. Additionally, these have been among the principal regions where many of the military and ex-military students on UMS campuses have served and will continue to serve, particularly given the continued presence of several thousand US military personnel in Iraq and Afghanistan alone.

This program links US military veterans to the history of the regions in which they served, and it offers them considerable perspective on the numerous historical forces and issues which brought them to those places. The French Revolution and Napoleonic Era, for example, witnessed the birth of modern nationalism, which later influenced revolutionary movements in Vietnam. There and elsewhere, both prior to the “American War” in Vietnam and in places like the Middle East since, the US has been confronted with guerrilla warfare in the course of its attempts at what is termed “nation-building.” Complicating issues including ideology, race, ethnicity, religion, culture, and economics also influenced, if not motivated, these developments. US efforts in the areas of counterinsurgency and counterterrorism in response to current events have numerous precedents connected to similar historical developments, and all these are examined in courses in the program. This program also investigates a host of other issues of war and peace including events ranging from the American Revolution and the US Civil War to the World Wars, the Cold War, the Holocaust, and other genocides. In short, the War and Peace Studies Certificate Program imparts understanding of the historical background of developments in war and peace throughout the world.

As with the Canadian Studies Certificate Program, further faculty discussion will occur to determine the final form of the War and Peace Studies Certificate Program, including credit hours, requirements, and course rotations. Currently, however, we envision distribution requirements in United States, Western, and Non-Western courses. Chronological periods, regions, and topics appropriate to the program, which are encompassed by courses offered by faculty on the four campuses, are listed below:

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B. Technologies Supportive of Recommendations

The History Team agrees that face-to-face instruction is the best pedagogical approach and encourage UMS to maximize its availability for all students. This recommendation, however, will require utilization of distance education technologies, and a live person available to faculty to troubleshoot technical problems on the spot. Faculty may elect to employ one or more of the following technologies for their courses:

1. Polycom

Polycom both facilitates cross-campus collaboration and maintains the closest resemblance to face-to-face instruction while enhancing access and revenue. Students physically located at the delivery site will receive face-to-face instruction, of course. Students at the remote site, meanwhile, also will have access to the course in a quasi face-to-face manner in that the course will be delivered in real time, and those students will enhance tuition revenue beyond that brought by the students physically located at the delivery site.

2. Asynchronous Online (Blackboard)

Online courses which run in conjunction with Blackboard will expand access to still greater numbers of students, and will offer them the most flexibility in terms of time, a factor particularly significant for non-traditional students with full-time jobs. Much like polycom courses, students’ enhanced access to online courses with Blackboard also will translate into increased revenue by virtue of the consequent greater number of students enrolled in the course.

3. Synchronous Web-Based Meeting Tools (Google Hangout, Adobe Connect)

These tools enable students to connect via video from any location with internet access. Students will be able to view particular sessions at a later time, and they may be broken out into smaller groups to promote collaborative learning while removing the necessity of their being in the same room. Screen sharing, too, is possible via this technology.
C. Logistics Supportive of Recommendations

1. Campus Website and MaineStreet Updates

Implementation of these recommendations will entail updating the websites of the four campuses. For marketing purposes, the degree and certificate programs will appear in portions of the websites which list available areas of study and in campus catalogs, and a link for new programs will be added. Additionally, courses offered by the four campuses will appear under the “class search” function of MaineStreet for each of the four campuses.

D. Quality, Access, Cost, and Revenue Analyses

1. Quality

The quality of the History degree program, and of the several interdisciplinary programs with History requirements, will be enhanced by utilizing the expertise of existing faculty on four campuses to broaden the breadth and depth of course offerings for them, and by complementing them with two new certificate programs.

2. Access

This recommendation represents a combination of some elements of the “Shared Delivery” model of collaboration, and some elements of the “Fully Integrated” model of collaboration. Collaboration of faculty in offering a single, multi-campus History degree and certificate programs widens student access by creating one faculty which delivers one curriculum to all four campuses rather than one faculty which delivers it to only one. In the case of UMM, UMFK, and UMPI, this represents an expansion of access to what is now the only History degree program in rural northern and eastern Maine. In a larger sense, this recommendation is considerably reflective of the “One University” concept in which, for History, four universities will literally become one university, and competition between them will be eliminated. This access enhancement is especially significant for place-bound students, such as local teachers seeking additional History courses to earn CEUs, and other non-traditional students with full-time jobs and families where they reside. Significantly, in 2011, the number of college “students who are over age 25 [was] projected to increase by another twenty-three percent by 2019.”6 All who teach on UMS campuses have witnessed this national growth trend firsthand. In connection to Maine’s projected decline in traditional-age students, this recommendation positions the four campuses to turn a problem into an opportunity by increasing the growing pool of non-traditional students’ access to a wider array of programs without having to relocate. This recommendation’s proposal to enable students to complete a program via a combination of face-to-face, polycom,
and online courses all at their local campus removes the necessity of student transfer and relocation altogether.

3. Cost

This recommendation’s enhancement of both quality and access as described above will be delivered at reduced cost. Specifically, the retirement of a full-time History faculty member at UMM represents an immediate cost reduction through attrition. Consequently, the larger context of a single History degree and certificate programs being offered at all four campuses rather than at just one means that a reduced total number of History faculty will literally be doing more with less. From the perspective of the UMS as a whole, this recommendation means that the same total number of History degree programs UMS-wide (four) will be available to students at seven points of access (rather than four), and will be delivered by a smaller total number of faculty at a consequent reduced cost. This is a financially-efficient alternative to redundancy and duplication of expenditures entailed by offering separate degree programs at each of the seven UMS campuses.

4. Revenue

The enhanced quality, expanded access, and reduced cost which this recommendation’s implementation will bring also will translate into revenue growth. In particular, provision of greater access to courses via polycom and online as well as face-to-face delivery will facilitate the continuation of increasing enrollment of out-of state students as well as a considerable number of non-traditional students, among other place-bound students, as noted above. Significantly, students at campuses which do not currently offer a History degree (UMA, UMFK, UMM) have indicated to faculty that they would have enrolled in the program had it been available at that campus. Consequently, responding to such demand by making available the same degree at the four campuses will transform past revenue lost into future revenue gained.

A specific growth cohort among non-traditional students is that of student-veterans. As with non-traditional students generally, considerable numbers of veterans are enrolled in courses on UMS campuses. Veterans’ presence also has been visible outside the classroom, as veterans on campuses organized Veterans’ Day events which attracted community members to campus as both participants and audience members. Nationwide, approximately two million veterans are eligible for Post-9/11 GI Bill benefits, and these benefits have been instrumental in attracting considerable numbers of military personnel to US campuses. Indeed, one study found that “approximately 24 percent of [student-veterans]…reported that the existence of the new GI Bill had driven their decision to enroll in higher education.” Consequently, a report issued by the American Council on Education in collaboration with other higher education administrators’ organizations asserted that “institutions have not faced such a significant influx of veteran students on campus since World War II.” “Military personnel and veterans are and have been a tremendous asset to higher education,” the report continued, but hastened to add that “as

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campuses continue to welcome these students, it is important [that they]… reassess their programs and services.” Significantly, the report’s survey instrument section on “institutional issues” was headed by “campus accessibility,” and its section on “alternative delivery formats” was headed by “online education,” two issues central to both the APRIP process and these recommendations.

Program offerings in this recommendation in the proposed delivery modes reflect the above report’s conclusions. Along with the History degree program and the Canadian Studies Certificate Program, the War and Peace Studies Certificate Program, in particular, represents efforts to ramp up enrollments (and consequent revenue) by tapping into the considerable demand for higher education on the part of large numbers of student-veterans eager to utilize their Post-9/11 GI Bill education benefits if they are afforded enhanced accessibility via online and polycom delivery modes as complements to face-to-face instruction at their local campuses.

Maine student-veterans’ desire to gain historical perspective on their experiences has been apparent anecdotally in the form of stories of their service which they have related to faculty in their courses, stories which they also wished to share with the class. One such story was that of an incident in which a US military unit in Iraq was confronted by a visibly angry crowd at a location to which the unit was sent on what happened to have been Saddam Hussein’s birthday. This was one of the stories of a student-veteran who returned from Iraq and enrolled in UMPI History courses toward his BS in Secondary Education, Social Studies-History with Post-9/11 GI Bill benefits. This student-veteran is not alone. Between 2009 and early 2012, the number of Maine veterans utilizing the program doubled to about 3,000 students who receive a total of “about $20 million per year,” and many of them already are enrolled at UMS campuses. Well-positioned programs of interest to student-veterans, such as the War and Peace Studies Certificate and other programs contained in this recommendation, however, are key to enrollment of still more Maine student-veterans, and they should be rolled out and marketed aggressively.

III. NEEDS (SOLUTIONS) FOR FUTURE COLLABORATIONS

With a host of collaborative initiatives already underway, others meriting further discussion, and recommendations seeking implementation, we also perceive needs critical to support our current and future collaborative endeavors. These needs are outlined below.

A. Faculty

Moving forward, for the 2015-2016 academic year, there will be approximately 30 full-time faculty teaching History throughout the system. This represents a substantially smaller faculty than in years past, partially due to attrition, many retirements, and lost lines. It is clear to the

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group, that in order to best serve our collective students, faculty lines in key areas must be replaced to prepare our students—majors and non-majors alike—to be able to engage and work in an increasingly global society. To give one example, there are no longer any fulltime history faculty in the system specializing in Latin America. We also need coverage in Modern Europe, the Modern Middle East, Africa, and many areas of the world we feel all students, not just our majors, should have knowledge about. Re-investing in key areas could increase the retention of our current majors, as well as attract new majors—both at the undergraduate and graduate levels.

B. Library Resources

In terms of resource sharing, libraries, archives, and special collections remain important repositories (both physical and digital) of primary and secondary source material critical to teaching and producing history at the undergraduate and graduate level, as well as for faculty research. Throughout the system, there are rich resources that can be accessed, but access is not equal. As an important step in collaboration, APRIP, and the One University initiative, this group would like to explore possibilities for expanding equal access to the resources of individual system libraries. For example, students and faculty at different campuses can all use URSUS and interlibrary loan to access books and other printed materials, but the digital resources are not so easily shared. Students and faculty at campuses throughout the system should be able to access the same e-books, paid databases (such as JSTOR and others), and right now they cannot. We recognize some reasons, including financial hurdles, for the unequal access, but would nonetheless like to work with library directors to increase access to these important resources for students and faculty throughout the seven campuses. To this end, we would also like to work with the various libraries, special collections, museums, and archives to create a (digital) resource handbook for history students and faculty that would highlight collections relevant to those studying and writing history throughout the system (e.g. USM’s Osher Map Library, UM’s Folklife Center, etc.), including Digital Commons. Creating this handbook would also encourage more use of these important collections scattered throughout the system, as well as serve to highlight areas where the various libraries and faculty could apply for grants to digitize and make available more of these resources to UMS students, faculty, and staff, as well as the general public.

C. Continued Collaborative Discussions

In terms of the sharing of resources, a positive outcome of the APRIP History meetings has been the coming together of faculty, administrators and staff from the seven UMS institutions around the importance of History and its abiding value as a key Liberal Arts discipline both in terms of teaching and research throughout the system. Building off of these conversations, the subcommittee recognizes the need to expand discussions of collaboration and resource sharing by bringing together all of the history faculty within the system for a fall 2015 symposium focusing on teaching, research, and potential collaborations. By broadening our APRIP work in this way, we can ensure a continuance of the committee’s rich discussions, as well as expanding the potential for further collaboration. We ask for the system’s support in helping to fund this initial gathering, which will lead to new and continuing partnerships, and expanded opportunities for our undergraduate and graduate students.
D. Quality, Access, Cost, and Revenue Analyses

1. Quality

One of the great strengths of the History programs in the University of Maine System is that they are so closely tied to the differentiated missions of each campus. Within the One University model, in so far as it has been explained to the History Team, that differentiation is both valued and critical to our continued success. For example, the faculty at UM and UMF are committed to in-person pedagogy, believing that the results of such instruction best suit the students we have and that we will attract. The remaining campuses have embraced, in part or in whole, a blended pedagogy online and in-person learning in a similar belief that such instruction best suits their current and future strengths and needs. Market specialization, driven by faculty strengths, campus missions and our divergent student bases represents a quality investment by the University of Maine System. Any effort to undermine it would represent a potential loss of excellence, access and financial sustainability.

2. Access

Quality of programs also will be increased by expanded access to library resources throughout the UMS. Creation of a digital resource handbook of state-wide collections relevant to the study of History will increase students’ access to them by virtue of the knowledge that collections such as the Osher Map Library at USM, the Maine Folklife Center at UM, and special collections at other UMS campus libraries, exist. Faculty will pinpoint specific databases required to support History programs, and will work with library directors, already engaged in collaborative activities which facilitate joint purchasing of databases, to generate solutions to overcome financial obstacles.

3. Cost

History faculty will collaborate with archivists, curators, librarians, and others at various repositories to apply for grant funding to support the creation of the digital resource handbook. In working with library directors on database procurement, costs will be contained by faculty input which will narrow the field of databases acquired to those most relevant to History, as procurements carried out in the absence of such input likely would lead to unnecessary costs in purchasing unnecessary databases.

4. Revenue

From the standpoint of prospective students, perceptions of the quality of, and access to, various university programs are fundamental criteria employed in selecting a program in which to enroll. In History, these include a program’s adequate coverage of geographic areas, as well as adequate library resources and access to them, as described above. Quite simply, focus of resources and
efforts in the above areas will attract more students to UMS History programs, and thereby enhance tuition revenue.

IV. APRIP HISTORY SUB-TEAM

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