



APRIP Joint Meeting:
CAOs and Oversight Committee
Fri., June 12, 2015

Attendance: Grog Johnson (Trustee), Ray Rice (UMPI), Joe McGinn (UMF), Joe Szakas (UMA), Mary Louis Davitt (UMA), Ellen Chaffee (UMS), Cindy Huggins (UMS), Joe McDonnell (USM), Jeff Hecker (UM), Stuart Swain (UMM), Nathan Grant (UMA), Tina Baughman (UMS), Becky Wyke (UMS), Barbara Blackstone (UMPI), Gary Johnson (USM), Kate Foster (UMF), Kathy Dexter (UMA), Jim Page (UMS), Chris O'Brien (UMF), Bill DeSisto (UM), Dana Saucier (UMFK), Eric Jones (UMM), Lois-Ann Kuntz (UMM), and Dave Stevens (UMS)

The meeting began with a general discussion of Round 1 of the program integration process, based on reports from the nine discipline-based Teams that submitted recommendations on June 1 and the CAOs' review of those reports on June 11.

On behalf of the Board of Trustees, Trustee Johnson thanked the APRIP discipline teams, CAOs, and Oversight Committee for their work and conveyed trust that the work will complete on time. He pledged support from the trustees as needed.

The recommendations generally reflect that we are early in the process of moving to One University. We lack capacity for extensive distance delivery as well as administrative and logistics support for integrated functioning among institutions such as, common calendar, cost and revenue allocation, seamless transfer, and other shortcomings that became quite apparent in the teams' work. Teams were tasked to do something very difficult to do in a short period of time, and they didn't have a model to go by. Nevertheless, the teams demonstrated a strong desire to collaborate and interest in each others' work.

The group discussed whether the instructions to teams are sufficiently clear and whether they have adequate time for the work. Several expressed hope that as the UMS creates more collaborative infrastructure, future teams will be able to create new models as well as working within existing ones. These reports in themselves will benefit the work of future teams.

The Board of Trustees expects an implementation and communication plan at its September meeting. All of the administrative, infrastructure, and logistics issues that impeded the teams' work must and will be included in that plan. They will likely require several years and considerable funding.

It is abundantly clear to all that the faculty must be engaged in the process of creating One University, and this program integration process seems to have been very helpful in giving faculty from all the institutions opportunities to make significant recommendations. They and others will need to be

involved in the implementation, and the circle of faculty engagement will expand with the implementation of future rounds of discipline-based collaborative teams.

Part of APRIP focuses on portfolio review, which is linked to the mission differentiation process. The presidents are developing the proposed mission differentiation model, and the CAOs will use that in the first and subsequent portfolio review process. Progress is expected by fall.

The group clarified that APRIP is about quality, access, and sustainability, not cutting faculty. Every category of employee has been reduced, and every reduction impacts the work of the rest and the opportunities we are able to provide students and the state.

The chief academic officers reported the results of their review of team recommendations, conducted yesterday. In every case, something positive is already happening, and two or three recommendations from each report are recommended to advance. CAOs expect, too, to have a common academic calendar in place for FY2017. Everything except spring break is already common.

The group engaged in considerable discussion but took no action regarding these CAO recommendations:

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 Master of Arts 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.

The CAOs will contact team leaders next week to let them know the recommendations and plans for following up. They will also gather any additional suggestions to improve the process for the next round of teams. The role of the Oversight Committee is to ensure that the process is moving forward and to communicate back to the various constituencies.

Is there sufficient sense of urgency around this process? Are there ways to create the essential conditions for One University more quickly? Do the APRIP teams have sufficient direction and support? How can we ramp up expansion of nursing to meet the significant needs? Can we look for greater innovation in the near future? These and other significant questions were discussed. The Board expects an implementation and communication plan in September that will provide a clearer foundation for assessing answers to some of these questions.

There is clear consensus that the discipline teams provided extraordinary service to the system and deserve our thanks. The most important kind of thanks will be to clear out the barriers (administrative, logistics, and infrastructure) with dispatch. We remain interested in learning as much as possible from the participants about how it went and their advice for the future.

As the Team Leaders expressed in their May 19 meeting, some of the major barriers to be addressed include:

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

The presidents are meeting over the summer and will incorporate these and other items in the planning process leading up to the September report to the Trustees.

Chancellor Page thanked both the Committee and the CAOs for their great work. He noted that this group has done great work and serves to “hold the space” to get academic change as far down the road as possible. Although the group will meet less often now – perhaps twice a year instead of almost monthly, the group still has three key functions:

- Communication
- Guidance
- Constituency input

Therefore it is important to send periodic updates so that members can continue to engage in two-way communication between APRIP and their constituents.

The planned July 10 Oversight Committee meeting is canceled. The next meeting is September 18.