

Round 1 Program Integration Recommendations, CAO Response, and Chancellor Response

1. Business

CAO liaison is Joseph Szakas (UMA)

Business Team

- #1. Collaboration between the University of Maine and the University of Southern Maine.
 - 1.1. Collaboration on the Portland Graduate and Professional Center Initiative.
 - 1.2. Collaboration on short-term course delivery.
- #2. Collaboration between the University of Maine, Augusta; University of Maine, Farmington; University of Maine, Fort Kent; University of Maine, Machias; and University of Maine, Presque Isle.
 - 2.1. Improved sharing of faculty resources.
 - 2.2. Collaborative specialty courses.
 - 2.3. Support for the graduate programs at the University of Maine and the University of Southern Maine.
- #3. System-wide collaborations.
 - 3.1. Organizing a summer school boot camp/business certificate program.
 - 3.2. Centralized list/database of faculty, with skills and bios, who have a willingness to commute or help with distance classes.
 - 3.3. Establishing reciprocity for cross-campus collaborations.

Chief Academic Officers

- 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.

Chancellor Page

- Endorse Recommendation A in the context of the Portland Graduate and Professional Center initiative. It is especially important that this initiative progress within the time frame determined by the funding parameters for that project.
- Endorse Recommendation B.
- We have surrendered substantial market share throughout Maine for graduate business education. There should be study and plan as to what the different market needs are, why we have surrendered that market share, and how we should proceed to (re)capture it.

2. Criminal Justice and Criminology

CAO liaison is Joseph Szakas (UMA)

Criminal Justice and Criminology Team

- 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

Chief Academic Officers

- 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.

Chancellor Page

- Endorse Recommendation A, assuming this will be a statewide board.
- Endorse Recommendations B and C, assuming there is reliably demonstrated market need for this program and it will not require substantial increase in program resources.

3. Education

USM's new provost will be CAO liaison

Education Team

From these discussions, ten different areas and programs were identified for potential collaboration moving forward, including (a) the Master's Program in Instructional Technology, (b) Secondary Education methods courses, (c) the Master of Arts in Teaching, (d) Rehabilitation and Counselor Education, (e) the Ed.D. and Ph.D. programs in Educational Leadership, (f) Special Education, (g) TESOL, (h) Adult and Higher Education, (i) Physical Education, and (j) Early Childhood Education.

Chief Academic Officers

- 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.

Chancellor Page

- Appreciate the great amount of work that went into this report and the careful analyses that accompany much of the data, which provides a good foundation for the work to come. Also notes the report summary: "The work of the Education Team provided its members with an opportunity to understand the extensive portfolio of offerings available within the System. These offerings need to be marketed more aggressively, especially graduate education, which has limited visibility but potential for growth. The spirit of faculty collaboration was always evident, as was the desire to continue conversations next year." (p.16)
- Take special note of Mark Shibles's Appendix F as a source of important, long-term questions.
- One element missing from—or only implicit in—the report is a clear articulation of the State's needs for many programs' graduates. This picture should be both quantitative (how many of x or y or z can the workplace absorb over a defined period of time) and qualitative (what pedagogical skills, etc., will need to be emphasized, how are graduates of the

various programs perceived by their employers, etc.). This information might be available, but seeing it would be an obvious first step in determining further steps. What is the best way to proceed here?

- Endorse Recommendations A, B, and C as presented. No immediate objections to Recommendations D, E, and F, but—as per above note re. State’s needs—want to see how these steps align with identified market needs.

4. Engineering

CAO liaison is Jeff Hecker (UM)

Engineering Team

The vision for delivery of engineering programs within the UMS is for engineering bachelor degrees to be offered by UMaine and USM. After weighing the advantages, disadvantages, and implementation challenges of five organizational models, the engineering team recommends the **Penn State model** where the engineering programs at UMaine and USM maintain separate administrative structures but are coordinated through faculty-led **curricular communities**. Degree programs that are common between UMaine and USM would have the same curriculum for the first two years. This would allow students to easily transfer between UMaine and USM. In addition, an **intercampus transfer model** would allow students to start engineering at any campus in the UMS. Four course delivery models were examined. The team recommends a mix of traditional **face-to-face instruction**, especially for lower division courses, **online sharing** of selected upper division engineering electives, and a rigorous trail of **blended delivery** (i.e., face-to-face and online) of one or two lower division engineering courses. The proposed model would be facilitated if there was a uniform course numbering system and consistent course learning outcomes for foundational mathematics and science courses throughout the UMS. For this reason, the engineering team strongly recommends that **mathematics, physics, and chemistry be included in the next round of APRIP**. As consumers, it is critical that engineering faculty be included on these disciplinary APRIP teams.

Chief Academic Officers

- 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.

Chancellor Page

- Appreciate and not surprised by the market analysis, as good example of what is needed in all reports. Clearly (1) Maine has a demonstrated and serious need for more degrees, (2) Engineering has a solid record of accomplishment that underwrites investment confidence, and (iii) this report provides at least the beginning of a roadmap that supports a good—perhaps the best current—ROI for the university and state. Support moving aggressively with engineering opportunities. However, this will be an expensive investment requiring state and private resources well beyond our current capacity. The

extensive resources that will be required go well beyond the APRIP charge. Engineering, the CAOs, APRIP, and other parties (including the chancellor and UM/USM presidents) need to strategize as a team to mount a campaign that will get us the resources we need to invest. *The following three remarks occur in this context.*

- Endorse Recommendations A, B, and C.
- If it can be accomplished, also endorse Recommendation E. Past efforts at common course numbering have been exercises in frustration, but if it can be accomplished, that would be excellent.
- In theory, not opposed to Recommendation D. But would probably support it only if it can be demonstrated in the context of the more general strategy.

5. History

CAO liaison is Ray Rice (UMPI)

History Team

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.

Chief Academic Officers

- 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.

Chancellor Page

- Acknowledge good work and the need for History, and willingness to work with them to build on their foundational work.
- Endorse Recommendation A, and encourage development of implementation plan. Also endorse MA for educators and encourage consideration of doing it online.
- Endorse Recommendation B since it does leverage resources.
 - History faculty should pursue a single History resource—department, confederation of departments, program, degree?—possibly with multiple tracks/concentrations.
 - Need to account for online and distance delivery.
 - Endorse certificate programs, such as Canadian Studies.
- Need to obtain more data on program sustainability with a goal of identifying an optimal approach to limit cost while maintaining quality and access.

6. Languages

CAO liaison is Joseph McGinn (UMF)

Languages Team

Our recommendations include retention of all existing undergraduate and graduate programs in languages, including degree programs in French and Spanish, international

affairs with concentrations in language, language for education, minors, and course offerings in other languages. We recommend further the creation of system-wide B.A.s in French and Spanish to be available at campuses that have no degree programs in foreign languages. Our plan calls for shared delivery of courses to support both the new and existing degree programs using distance technologies.

Chief Academic Officers

- 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 Teaching French / Spanish.
- D. Coordinate and integrate all UMS study abroad offices to expand and support study abroad on all seven campuses.

Chancellor Page

- Endorse Recommendation A. Acknowledge that access to language programs in French and Spanish are System basic priorities.
 - Develop implementation plan for online and distance delivery.
 - Ensure adoption of national best practices and pedagogies for delivery.
 - Consider a single Languages department across the System.
- With respect to Recommendation B, inventory resources and opportunities System-wide.
 - Approach Confucius Institute to develop plan to partner on delivery of Chinese.
- Endorse Recommendation C. Commission assessment of the current program.
- Delay Recommendation D for the time being. We need to consider Study Abroad as part of a general international strategy.

7. Marine Sciences

CAO liaison is Stuart Swain (UMM)

Marine Sciences Team

- . 1) Semester-long undergraduate courses that blend online convenience and diverse marine science expertise and resources with intensive person-to-person, research-driven field instruction during semester breaks or summer breaks.
- . 2) Further development of a Professional Science Masters in Marine Science "4+1" program (UM-SMS) that would be accessible to students at UMM, and, potentially further down the road, at other UMS campuses.
- . 3) Improved support for non-UM faculty participating in UM-SMS graduate programs, and for students pursuing graduate degrees in UM-SMS who are based at other campuses/sites with their advisors.
- . 4) Continuing dialog and cooperation between the faculty involved in marine-focused programs at UM-SMS and UMM, and among faculty teaching marine-oriented courses at other UMS campuses (particularly UMF and USM).
- . 5) Initiating (or continuing) dialog and cooperation with other Maine institutions, including SMCC, MMA, GMRI, BLOS, etc., through a Marine Science Education Summit. This would encompass education at both undergraduate and graduate levels.

Chief Academic Officers

- 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.

Chancellor Page

- The CAOs and Presidents at UM, UMM, and USM (and Chancellor Page?) should work together to identify an approach to building a visionary plan for development of marine sciences.

8. Nursing

CAO liaison is Robert Dixon (UMFK)

Nursing Team

It should be noted that the APRIP Nursing team was unable to come to a consensus agreement regarding substantive collaborative efforts that will increase quality, access and financial efficiencies. However, the recommendations in the report have the potential to move nursing education to a sustainable model. While many committee members recognized the numerous similarities in the individual nursing curriculums and share the same challenges regarding supply of nursing faculty and clinical learning placements, many do not support complete collaborative efforts that might risk losing academic and financial control of individual campus programs.

The proposals that follow received wide-ranging support of committee members and are designed to preserve the integrity and authority of each individual nursing program of the University of Maine System. Proposals to significantly increase collaboration or create a one-curriculum model were discussed but did not receive support from the majority of team members.

A proposal for a semi collaborative model for pre licensure baccalaureate nursing education is included in the report. The model is best described as a shared delivery model that enhances student access by opening admission to students at additional campuses, centers and sites that are underserved by nursing education.

Recommendations for pre-licensure nursing education include:

- Curriculum collaboration of courses common to all nursing curriculum plans
- Shared faculty among all nursing programs
- Establish a blue ribbon committee to assist clinical practice setting need
- Increased need for student advising
- Strategies for permanence and sustainability

Collaboration efforts have been initiated for the Doctor of Nursing Practice degree offered by the University of Southern Maine. Information is provided about this collaboration and recommendations for further collaboration of doctoral level education for nurses is encouraging.

Recommendations for graduate nursing education include:

- Shared faculty among nursing programs
- Expansion of Masters level nursing education programs to meet the needs of Maine
- Expansion of Doctoral Nursing Programs through collaboration of qualified nursing faculty

Chief Academic Officers

- 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.

Chancellor Page

- Endorse Recommendations A, B, and C—with the proviso that they need to be developed with real data. Begin next steps ASAP.
 - Develop market data, including statewide need, clinical capacity, and market share.
 - Develop an external measure of program quality based on licensing results and employer assessments.
 - Consider as part of Recommendation A, designating a single Dean of Nursing (cf. Engineering).

9. Recreation and Tourism

CAO liaison is Stuart Swain (UMM)

Recreation and Tourism Team

1. Course Offerings - To increase access, quality, and efficiency of course offerings for students within the University of Maine System by allowing students to access offerings across campuses. Expand alternative scheduling like, short courses, May and Winter terms, and hybrid-formats to provide students with the opportunity and flexibility to take courses from other campuses without creating a conflict within-the student's campus based schedule.

2. Certifications and Training – professional certifications are a highly valuable tool to help students improve their professional credibility and job opportunities. Currently, there are several field-related certifications offered at various locations across the UMS. The sub-committee recommends that the UMS develop and expand access certification/training programs with the collaboration of industry partners and national or international accreditation agencies.

3. Certificate Programming – certificate programs and badges serve as recruitment feeders and are available either as stand-alone certificates or are built into existing courses and concentrations. The committee recognizes the value of developing certificates but recommends that first a market assessment be conducted to determine industry need. Once need is identified then the UMS campus programs could collaborate to create accessible, experientially rich, and mutually accepted (transferred) certificate programs or badges.

4. Advanced Degree Preparation – professional advancement is often contingent on the attainment of advanced degrees. Increased opportunities for undergraduate students to participate in research and assessment of undergraduate curricula to facilitate transition to graduate programs will increase advanced degree attainment. Increase availability of 4+1 programs for students in recreation and tourism degrees from across the UMS.

5. Information Sharing – to increase access, quality, and efficiency of information sharing for students and faculty within the UMS by providing a centralized website for

UMS Recreation and Tourism programs. The site will facilitate the promotion of short course options, travel courses, research and field placement opportunities and job and internship listings.

6. Inter-System Student Exchange Program - to allow students in recreation and tourism programs across the University of Maine System to complete part of their degree requirements on another campus. By careful coordination of schedules and clustering of courses, students could expand their skills substantially in topic areas unavailable at their home campus. Campuses could continue to focus on courses and field experiences that connect them with their surrounding regions and communities, but this connection could be shared with students across the system.

Chief Academic Officers

- 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.

Chancellor Page

- Endorse the CAOs’ recommended steps. Assume the CAOs’ recommendations fall under the Recreation and Tourism team’s general recommendation that we should emphasize “access offerings across campuses. Expand alternative scheduling like short courses, May and Winter terms, and hybrid formats to provide students with the opportunity and flexibility to take courses from other campuses without creating a conflict within the student’s campus-based schedule.”