

Languages Sub-TeamFacilitator: Kim Jenkins**(APRIP) I'll smile when ...**

I have clarity about how this will work

I understand what else is happening around the System (French)

Students have more knowledge about and opportunity to take classes

I can see how students can benefit

This work brings energy to languages

- Reconnect with Franco community

Our plan gives more opportunities to distance education students

Departments connect with UMS and with community

UMFK French is integral to UMS students can access and benefit

Educate prospective students about opportunities and lure them to college and cut administration (French proud)

1. Quality video conference and tech support on all campuses
2. All language faculty are collaborating
3. Language majors and languages in addition to Spanish & French

**Discussion of Charge**

Can we have list/summary of distinct missions (updated)?

Access and efficiency can work together and not necessarily reduce FTE faculty

Quality does not necessarily = program elimination

We can expand current offerings if we increase enrollment so let's focus on quality

Opportunities for increasing quality and access to expand opportunities

- Some beyond language including education

Quality for languages = more than just language courses. Also language experiences. Could lead to grant/revenue generating

Extracurricular experiences

Expand information about opportunities for opps.

Expand opps/in state for students with cross cultural awareness/economics

- Collaborate with businesses
- Collaborate with health care (UMFK)

What about my work as a researcher? How does this dovetail?

Do we have/could we have survey to students/prospective students/guidance counselors?

- Need?
- Like/don't like
- What equals quality?

**Unanswered questions**

Unclear to me how it will work if in languages we move 2+2 or 3+1 because for many students their language is in form of a minor

- Language courses as service of General Education vs. Major and embedded in education

Existing teachers (don't forget them!)

Curricular change to promote beauty of double major (languages)

What is the timeline for recommendations?

How can we keep asking questions?

Are there Ancient languages in UMS? Classics, etc.?

Models for funding

- Non-matrix and others
- Service/experiential opportunities?

Let's challenge ourselves to dream beyond data. Don't make decisions based on data

Data should include minors/non-matrix. No limit to small number majors

Can we have grant writers?

### **Brainstorming**

Experiential or service learning

Build/grow grant funding to increase opportunities

"We are more than a set of data" – Bill Gates in the 70's

UMS – wide major that students all over world

- With many courses/options that lead to degree

Get creative about how and where we offer courses

- Increase population
- Target other options
- Community engagement

Be open to all ideas, modalities, and structures

Need community that prepares and supports

Increase study abroad opportunities among campuses

- Collaboration and awareness

UMS System can/should find and support donors/scholarships from System office

Equal money for all promotion (not just STEM)

Sense that community is missing among Language students

- Need for community

Increase awareness prior learning

Unified Honors Society (Community, unity, Languages, grants)

Institute of languages as foundation/coordination culture

French, etc. as Language Immersion not as a foreign language

- Rights, not just opportunity or luxury
- Access to my language, my culture is a right. New paradigm

What opportunities do we have with and for current students? Inform engineers, etc. and to other campuses

Using staffed and centralized institute to leverage/lobby for money and coordinate opportunities and staff to communicate and schedule

Reach out to businesses

- Internship

- Work at large

Reach out to middle school and high school

Business Sub TeamFacilitator: Dave Stevens**Discussion of the Charter**

Missions are different (i.e.: UMPI is competency- based)

- Articulate these
- Can they complement each other?

We are starting blind – so suggest that we get the data

Stay attuned to accreditations (we have 2 out of 3 business accreditations within UMS)

There is a continuum of collaboration

- Need to clarify/settle down this question of where on the continuum we are being asked to work

System incentives need to be changed for this to work

- OBF – feeder schools – incentivize
- Internal competition
- Real bureaucracy – forms roadblocks to collaboration

Accounting system works against this (collaboration)

Credit transfer between different accreditations is an issue/constrains choices

- Faculty quality and student standards
- So, position of UM/USM competency exams

Tiered systems – have/can we consider?

Benchmarking – need to do this

Number of credit hours/course could be an obstacles (UMF)

My suggestions is to start with the outcomes in mind – what trying to do in “business” to serve Maine

Centralized and incremental model of budgeting. But not the one most used => RCMData given: Need more granular data

- Enroll/course/campus
- # of transfers and success rate (within, C.C.)

Transfer success: is also a continuum

Highly successful ↔ Not at all

- Cultural aspects
- Academic aspects

Recognition that faculty serve other disciplines (i.e.: not just business)

Directives – eliminate tenure/ track faculty? Conversations thought to be heard at a BOT meeting.

Number of changes going on at the same time – hard to keep it all in mind

Effort is to try

Obligation

Nominations – can they be known?

We need to generate what as an institution we do well?

We also need to know what we need to do to be successful?

**Opportunity that we should consider:** Dartmouth – business for “non-business” in summer > \$4mm  
(total revenue over years)

UMM: 800/500 non-traditional students/FTEs

- Open enrollment/online offerings
- Spread thin/residential
  - Small
  - Can't be good in all areas
  - Specialization too thin
- Collaborate with Augusta

All campuses have different corporate culture

UM -> UNE, etc.

Regional needs – BS vs. Assoc.

Access/quality:

- Culture shock coming from small campus to a large campus (i.e.: 1 vs. multiple emails)
- Set standard and embedded culture to reduce shock

Are there concepts of Innovation engineering that would help us as a group?

**Nursing Sub-Team****Facilitator: Tamara Mitchell****At the end of this process I Would Wish for...**

Enough Nursing faculty with qualifications and that are younger than retirement age

Outcome – Good nurses for the state of Maine regardless of location

Option for Associates degree in nursing somewhere in the state

Enough administrative support for nursing department as well as admissions, transfer evaluation, and other functions necessary to admit nursing students and manage their records through graduation

Cross-campus agreement on GenEd (transfer of courses and GPA)

Admission requirements (clear and consistent)

MA & PhD DNP prepared faculty

Set stage – We already work together, need to build on this

PhD in Nursing program (sustainable) and marketing support for such a program

Ensure accreditation for all programs

Clear transitional process for students not meeting grade requirements (in major), focus on student retention

System office assistance in addressing competition between campuses (how to eliminate)

No stigma for students regarding what program/campus you attend (Now one program seen as “better” than another)

Increased collaboration and support between clinical sites

Could get geographically place-bound students (Downeast) into a program with limited travel

Every group is as open as this group

Include other stakeholders

- Dept of Labor – Apprenticeship \$\$, Cert. Courses

More modern facilities (UM) - for appearance/recruitment as well as to increase currently limited space  
Technology:

- more cross-training on technology – penopto/blackboard
- one stop academic IT support
- Staff are very helpful when they get to you – especially blackboard - but don't always know who, when, how to get immediate support.
- User/delivery support
- E-learning design specialists good but sometimes need a quick answer

**Charge and Outcomes**

Rec 4 – Collaboration to decrease costs -- Can nursing share faculty lines? What are the barriers?

- Requirements for clinical experiences results in higher cost but are there better ways of sharing costs
- Closer partnerships between programs - for student experience and for cost effectiveness

Align programs with individual campus mission

Core nursing competencies – Align with Maine Core Competencies concept curriculum

Our role is to make recommendations regarding curricular issues, structure

Area of work: Universal UMS admission criteria (and perhaps include private schools)

- Universal academic progression rules as well?

Rec. #5 Increase enrollment (retention as well as recruitment)

- Are there enough GenEd sections (prerequisite sciences) feeding nursing programs?
- Can we manage transitions better (identifying other UMS options for students not making academic progress (Cheaper to retain than recruit)
- Earlier “clinical” experiences for students to confirm career choice

Should we consider A.A. program somewhere in the state? (collaborate vs. C.C.?)

Need to engage Stakeholders –

- Preceptors
- clinical providers
- Employers – for BA and MA prepared
- DOL
- Students
- Maine partner group

Need to use new needs assessment for Maine workers (future trending)

### Questions & Issues

What is our timeline/deadline? Report by mid to late May

UMS Nursing faculty salaries are less than “market” – How can we address this?

- Loss to local competitors (other career options)
- Part time nursing faculty earn more from other schools
  - Low pay may impact quality of part time faculty

Preceptor compensation

- Amount needs to be reconsidered
- Non-salary compensation (courses, credit hours) as incentive

Would like to have curriculum side-by-side (update major-to-major work) to inform our work

Need more explanation regarding course enrollment numbers

Must consider student location as well as campus of enrollment – location costs (student support, facilities, etc.) must be considered along with faculty & administrative program costs

How to capture course enrollments in support courses (to demonstrate value of the program)

What are financial aid requirements (with respect to multi-campus arrangements)

Nursing collaboration still has significant issues to address

- Issue: Where do faculty “reside” – physically and as an employee?
- Impact on program accreditation as well as individual contract, promotion and tenure

Addressing the “culture” between campuses

- UMFK – midyear cum GPA impacts Spring enrollment
- UMA – reviewed only nursing course progression mid-year

Outcome based funding – doesn’t fully fit in new structure

Is there a way to increase educational access?

- Ex: graduate courses
  - Scheduling polycoms has been an issue in Fort Kent/Calais
  - Process for polycom scheduling is time-consuming and tedious (Must schedule polycoms with IT and each campus)
  - University center capacity

- Lack of after-hours IT support (need stronger multi-campus IT support)
- Hassle factor – LMS, timing “beaming” live campus courses...

### **Brainstorming Opportunities**

Compile list of UMS health related options for students not making academic progress

- Develop health and wellness track as part of another major

Limited online currently; perhaps utilize more hybrid courses

Cautious regarding online learning (quality and support)

- Value in face-to-face
- How to have in-depth conversation in text
- Student may? Value (cost) of online
- Need a balance (what courses are conducive to online)
- Hybrid course

Increase access to graduate programs across the state

- Need for “marketing” and attracting students to nursing educator program
- Developing tracks for specialties (to meet state health needs) must be collaborative to get the numbers for courses to run
- Increase collaboration with privates (ex: gerontology)
- Doctoral level (moratorium) – DNP (UMS program now), looking at a broader collaboration (details – who gets credits?)

Build relationships with hospitals to offer our programs on site (Walden currently doing this)

- Must meet the critical health needs of Maine
- Perhaps develop a strong cohort program (1 weekend/mo and outside work)

Conclusion/Central vision – graduate quality nurses to meet the needs of Maine

- How?
- What are our Priorities
- How will this group define collaboration?



History Sub-TeamFacilitator: David Scheidt**Charge/Outcomes**

Ignorant of other History programs (in system)

- 7 campuses

**Unanswered questions/issues**

1. Is the unstated assumption that we will have online instruction?
2. Problems, limitations to some technologies (Polycom, etc.)
3. Differences in technology assets at each campus
4. Online classes are time-intensive. Need to have them built up front. Need to email/communicate throughout. (Workload)
5. Our class schedules don't match up between campuses (for synchronous classes)
6. Data: How many majors (students), how many faculty...
  - a. What do we teach?
  - b. Demand vs. Supply analysis
  - c. Better IR (Institutional Research)!
7. Different expectations regarding workload and teaching research mix – “elephant in the room”
8. No one place to see all online history courses offered online across the system
9. Smaller campuses become “feeder schools” to larger campuses?
10. Dual evaluations by your peers here and peers there? – “elephant in the room”
11. Should we invite others to participate on our sub-committee?

**Opportunities**

1. One state-wide history department
2. Online, interactive, instruction – Polycom vs. internet
3. ~~Verizon ATM system~~. Now dead!
4. Multi-platform instruction: ITV, Polycom, Blackboard, Camtasia...
5. Blended learning that includes meetings with professor (e.g. 2x per semester)
6. Accessing the collective wisdom and expertise of faculty across the system
7. Polycom; mp3 files to Blackboard (for languages)
8. Asynchronous courses
9. Blackboard, Google classroom
10. (University College?) Instr. Technology folks (BJ Kitchin, et al.)
11. Dragon software
12. Build a constantly shifting community of students that even mentor each other
13. Assess ALL the courses that are taught online throughout the system
14. Sharing of resources (e.g. Map library at USM)
15. Have students spend a semester on different campuses
16. Inter-campus hiring – multiple campuses, multiple programs
17. Collaboration among faculty including grant writing, sharing resources, expertise in specific eras, etc.
18. Digitizing and sharing special collections
19. Shared access to all the same databases
20. Summer funding opportunities for graduate students to teach on other campuses
21. Internship opportunities for students

22. Selling ourselves (history), showing connection between skills and (ONET work skills)
23. Debunk the myth that (history) majors are unemployable
24. "Sell" our major
25. Collect stories of what students go on to do (graduates)
26. I don't train "historians", I train "analysts"
27. A phone number in everyone's phone book for a staff member that can direct a student to the appropriate faculty member across the state
28. Share each campus' course catalog

**Recreation and Tourism Sub-Team****Facilitator: Nathan Grant****Ice Breaker**

One word to describe what recreation and tourism means to you.

- Passion
- Active
- Exciting
- Learning-experience
- Opportunity-growth
- Opportunity
- Enjoyment
- Development
- Collaboration
- Service
- Quality
- Healthy
- Experience

**Parking Lot**

- Strengths & weaknesses analysis for all majors in Recreation & Tourism
- Data on market potential – major and course level.

**Questions/Comments About Charge & Outcomes**

- How to increase access?
- How will the process work?
  - Leadership
  - Reporting lines
  - Timeline
  - Next steps
  - Data improvement
  - Stakeholder communication – involving all at the same time

**Questions/Comments About APRIP**

- Include other courses in the data
- State of majors
  - How to deal with overlaps with criminal justice/criminology and business?
  - Research opportunities?
  - Collaboration opportunities?
- Who else should be at the table? (community colleges, et al.)
- How to get brainstorming ideas from other APRIP teams?
- Timelines and expectations for deliverables?

**Brainstorming**

- Opportunities to take courses elsewhere in the system
- Overlaps with other majors
- Online and distance component options
- Certifications

- Wilderness First Responder, Leave No Trace, and et al.
- Retirements provide opportunities for inter-collegiate collaborations
- Private university collaborations and collaborations with community colleges
- Use Maine as a brand to help market programs
- Central clearinghouse for Recreation & Tourism information
- Provide better access to place-bound students in areas with vibrant or potential tourism economies
- Increase instructional design support
- Shared resources - such as through MOOCs
- System-wide degree completion
- Target those who did not complete a degree at UMS or who may just have an Associate's
- 2+2s with the Maine Community College System
- 4+1s or other pathways for cross-disciplinary degrees
- Capitalize on study abroad opportunities
  - Local region and farther away
- Coordination of internships
  - Database of internships and employer opportunities

Marine Sciences Sub-Team  
Facilitator: Mikel Leighton

**Charges & Outcomes**

What are the timelines/deadlines to meet?

On the website there should be an idea sharing forum. One representative maybe?

**Questions or Issues**

Should other stakeholders have involvement in the process?

- Ex: Maine Maritime and Community Colleges (SMCC) have stakes in our Marine Sciences programs and are state funded

There is already discussion at a high level regarding state-wide graduate program for Marine Sciences  
 Concern regarding distance learning vs. field experience (strong support for field experience, we could do better)

**Brainstorming**

Different “flavors” – rotate students through sites – collaborate for different experiences

- Ex: 2 years at one campus then send to another location

Flexibility in time for courses/experiences (Internships, visits, etc.)

Send out students to collect field experience then return to home campus

Mission: help get students out of their comfort zone (1 part of the goal)

How can we convince Maine students to stay for Marine Sciences?

- UM Marine Sciences is composed of 85% out of state students
- UMM Marine Sciences is approximately 70-80% out of state students
- Make more opportunities

Scholarship to stay in Maine as opposed to leaving

UMS can help bring in students to one campus and move along to other campuses

- Free 1<sup>st</sup> year residential OR a tuition scholarship (linked to academic standing)

Use Community College for basic core courses

Select courses by Polycom/ITV to supplement where there is a gap

Non-traditional students would be less likely to work with the Shared Model

Scholarships for Marine Sciences Undergraduate Non-traditional students to help alleviate financial constraints

Same academic calendar would help with sharing between campuses

“Mountains to the Sea – Idea to integrate fresh water and sea

- Maine is unique in its geography. Access to both fresh water and sea water plus mountains and rivers

Online delivery needs work

- Students don’t focus with lectures online as well as they do in person

Condense course time – Block scheduling vs. semesters

- Do we really need 4 years to deliver education? Can we reduce the time to complete?
- More intense and focused but take less time (weeks vs. months)
- Focus more on summer courses?

Field work that could lead to \$\$

Dynamic introductory Marine Sciences class to help freshman students decide on major

- Expose to different faculty

One week total immersion course for credit

System-wide brochure to reinforce collaboration

- What would this look like?
- Stay flexible

The 4 credit hour course mandate (UMF) stifles transfers (deters transfer students)

- Restructure credits and equivalence

Flat fee vs. per credit hour \$

- With certain caps/limits
- Need to consider campus resources
- Transparency in the billing process is needed

Water theme to tie together Marine Sciences in Maine

We have to make our program more flexible

- Revisit the curriculum with our limited faculty vs. high amount of students in Marine Sciences

Review education model (it's old) and identify what students really need

Flexibility can cost more

How can collaborations help "us" and students (ex: research)

Future discussion – Marine Policy

Possibility for 4 + 1 in Marine Sciences

**Criminal Justice Sub-Team****Facilitator: Dori Pratt****Wish List**

Build infrastructure and shared resources for successful collaboration  
 Access to criminal justice at UMM through online resources  
 Build structure across campus and delivery to sustain consistency  
 Better access for current field professionals to continue education  
 More assurance and information regarding new non-competitive model  
 Clarify needs of state and UMS role  
 Articulation agreements – rotation of common required courses  
 Collaboration with colleagues on other campuses  
 Master's degree possibility

**Discussion, questions and issues**

Certification in ACJs – potentially complicating as curriculum will need to be vetted, approved, and standard  
 Access (online, computer)  
 Measuring full impact of programs impact on other courses – Criminal justice majors in general courses  
 Red tape to collaborate. Roadblocks:

- Common calendar
- Funding
- IT
- Enrollment
- Find courses
- Mainstreet

Break the silos

- Shared negative experiences co-teaching in the past

Common distance course schedule shared with all campuses

- Use subgroup website as a platform to begin collaboration and shared schedules

Student service concerns

- Away form
- Aid issues
- Online forms
- Reduce independent study paperwork

Content consensus (two biggest)

- Delivery regarding learning outcomes
- Prerequisite scaffolding – level?

**Brainstorming**

Seamless transferability (course)

UMS degree

- Classes from all/many campuses
- Concentration

Certificate collaboration

Core curriculum & then add specialties from every campus

Untapped adjunct resources in the UMM area

Partnership between UMM/UMFK (Conservation law minor) to increase revenue

Master's degree to increase revenue

Forensics collaboration with Retail, Business, Cyber Security studies

Build standard collaboration model. Ease of:

- Enrollment
- Compensation
- IT resources

Use subgroup website for class schedules

Increased recruitment situation. UMM/UMFK/UMA/UMPI/all campuses collaboration - Increase

Revenue, save money

Common calendar less adjunct and revenue



Education Sub-TeamFacilitator: Megan Clough**Discussion of Charge & Outcomes: Clear? Questions?**

1. What are the strategic plans/competitive advantages/focus areas of all 7 campuses?
  - a. Fort Kent – Rural
  - b. Presque Isle – Proficiency Education
  - c. Machias – Marine/Coastal and supporting Washington county in training professionals
  - d. Farmington – Teacher Education and small residential with large Liberal Arts Exp.
  - e. UMaine – Research/Lab, Grants – students, Continuing Education Research Institution
  - f. USM – Metropolitan University
  - g. Augusta – Students of all ages using distance modalities
    - Distance Ed across the whole system
2. Will it look at just academics or will it look at community programs, research, etc?
  - a. Ex: Issue = Rural poverty
  - b. \$ benefit
  - c. ANSWER: Yes – K. Dexter, POC
3. Is access just location? Or is it access per cost? And other definitions like online?
4. Data – What are the state needs? Superintendent’s association report? Governor view?  
Businesses
5. Needs – How many teachers are going to be retiring?
  - a. State needs for teacher resources
  - b. DOL Data – Turnover, teachers, administrators
6. Needs – Adult learning, need for professional development
7. Needs – Are we looking at things leading directly to a job or to education?
8. Definition of stakeholders – who are they?
9. Are we required to ID (yes) and address (no, can get help) the stumbling blocks?
10. Should we formally capture and explain the informal collaborations going on that might not already be captured?
  - a. Yes – to ensure your rec is relevant
11. 1 – Need 2 - What we now have as specialty programs? 3 - What is interest in collaboration?
12. Get to know the challenges
13. SWOT of current collaborations to ensure strong and can build on
14. Talent pool assessment – easy to collaborate if know who best people are
15. Structures
16. Look at silos that impede collaboration
17. ID the programs – If we all have teacher cert, can we collaborate?
  - a. ID the additional courses – Assessing what we have in common, the needs (market), where we can go and want to go

**Unanswered Question and/or Issues**

- Idea – Invite Angel Loreda to the committee/sub-team. He heads the accreditation team
- 3 of our campuses have national accreditation, the rest have state. A decision about what to focus on!
- How might we influence state policy?
- Is one of the goals to develop some uniformity of our education program across the state? Ex: Is one of the goals that the system would grant the degree or campus?
- KD – No answer yet. Next Board meeting may discuss.

- That would be a barrier – who’s going to get credits? Competition
- KD – We made a list of barriers. As you find systems that are inhibiting our work let us know
- Guideline for us – Both/and instead of either/or
- 3 of us teach courses in Behavior Management. Do we want to get to the point that they’re going to be uniform? We should have those discussions

### Brainstorm: Opportunities Beyond Cuts?

- ELL
  - Common Assessment
  - Programs that meet public school needs around (we think) health, special ed, regular ed
  - To find certifications when you are place bound so to use distance education so can expand our access. Reduce the need for students to have to piece meal their degree
  - Address impact of poverty. Secure grants. We can address social issues – a grant opportunity for professional development
  - Collaboration in Early Childhood education
  - How can we expand our influence through interdisciplinary education?
  - Be the resource for the state to provide guidance and influence in state policy. Be a collective informer/lobby
  - Why not try to cultivate teachers and help facilitate getting them jobs in national locations of need? (pilot) locations nationally and in-state
  - Have student teacher experiences in different demographics
  - TK 20 – revisit
  - FYI – Same idea prevented 2 years ago and told no
    - Major efficiency/cost benefit
    - A great system for student data tracking!
  - Open our student teaching offices fully while recognizing specialties (like music/physical education) so it would be looking at methods of teaching. Model: Content, pedagogical observer
1. ID needs
  2. Inventory specialization, talents, resources, programs, program self identified strengths
  3. We could become more efficient
    - Assessment, student data, ability to collaborate, where need support in current program
- NEXT STEP – Compare comparables of our inventory

Engineering Sub-TeamFacilitator: Kate Foster**Discussion of Charge & Outcomes: Clear? Questions?**

- Summary of campus missions?
- Number of degree produced by program by institution
- Summary document for each institution indicating regional needs; opportunities to extend Engineering; strategic advantages
- Summary of current marketing by institution (e.g. materials, markets, budgets)
- Timetable for report?
- Feedback from employers and industry partners by institution?
- Consideration of threats (e.g. unit targeting of potential Maine-based engineers...going to high schools – area for data gathering and awareness)
- Competitive landscape for engineering enrollment (e.g. via Ed stats)
- Retention and graduation rates by program?
- Transfer routes: AA to BA, BA to Grad, including 3+2 programs
- History of transfer programs, what worked? What didn't?
- Note: Job postings in Maine in Engineering: 1200 available but UMS produced only 324 graduates, mostly from UM. 300 UM + 12 USM + 12 Other = 324 graduates
- Opportunity embedded in the supply/demand imbalance
- Critical mass is not the problem for Engineering; capacity is
- Opportunities to address gender imbalance

**Unanswered Questions and/or Issues**

- What is the timeline?
- How campuses can ensure sufficient rigor to ensure success in an Engineering program?
- Variance in student academic levels?
- Variance in faculty salaries across campuses?
- Should campuses be guided to “accept” demand? What are advantages of locations?
- Accreditation issues: Licensing standard require graduation from accredited program
- How programs work if across multiple locations?
- How does online education fit in?
- How to motivate a campus without Engineering to recruit and advise appropriately?
- Challenge of the 3+2, 2+3 or x+x model, especially with residential colleges and traditional age students
- Opportunities for internship preparation by Junior year...maybe start as Sophomore?
- Business connection: Use the project login model and other training opportunities...multi-semester internship models
- How to safeguard UM Engineering while considering inter-campus models?
- How can other campuses relieve the bottleneck and capacity issues?
- Primacy of UM in this discipline...how to recognize?
- Already may be shortage of space in UM classes...but can't be fulfilled at other campuses. Issues of quality and access

- Non-engineering support (e.g. physics, math)
- Engineering courses
- Scheduling and sequencing

**Brainstorm: Opportunities Beyond Cuts**

- Multi-semester internships...requires summer resources
- Business employer investment in training for Engineering prospects
- Co-op Model: Semester and summer with investment from employers...
  - Great marketers/recruitment opportunity with 4 year graduation guarantee
  - A la Northeastern model
- Online courses – expand enrollment
  - Synchronous or asynchronous
  - Distance education models
- Teaching electives – Science courses could be available system wide
- Opportunity to use campus facilities (e.g. labs for broader audiences)
- Certificate programs? Graduate or Undergraduate
  - E.g. renewable energy
  - For professionals or in-service students
- Inventory the models already tried
- Inventory inter-campus models for cool ideas (e.g. Idaho, Georgia – Single department at multiple locations)
  - Indiana model – loose integration
- Pathways into UM – 1+3 model?
- Innovative advising and cross-campus advising guidance?
- Opportunity to introduce Engineering in secondary schools: could education majors be introduced to Engineering to become ambassador to their students?
  - Elementary, Middle School, High School
  - Or in-service teachers say in summer
- Statewide LEGO contests, etc.
- Early college programs via guidance counselors to recruit into Engineering