



ACADEMIC PORTFOLIO REVIEW AND INTEGRATION PROCESS (APRIP)

QUARTERLY UPDATE AND REPORT TO THE BOARD OF TRUSTEES, JULY 20, 2015

The purpose of [APRIP \(Academic Portfolio Review and Integration Process\)](#) is to achieve Strategic Integration Target 4 (SI-4) of the [UMS strategic plan](#) that the Board of Trustees adopted in July 2014. SI-4 addresses two processes: portfolio review and program integration. In addition, SI-1's focus on mission differentiation is relevant to the work under SI-4.

This report provides brief updates on campus differentiation (identifying distinctive qualities of each campus as a mosaic of special strengths within One University) and portfolio review (assessing the portfolio of academic programs, system-wide), plus an extended review of progress on program integration (building collaborative initiatives within academic disciplines system-wide).

Campus differentiation is underway this summer by the Presidents Council, which is reviewing strategic plans, campus mission statements, and other distinguishing features of the campuses. A draft plan is expected by fall.

Portfolio review began with identification through the Presidents Council of academic programs that (a) are not fiscally sustainable and (b) either do not meet a compelling state need or are not mission-critical. Assessing these programs and then others will proceed upon completion of campus differentiation.

The primary APRIP activity to date has been program integration – a process encouraging teams representing academic disciplines to collaborate, system-wide. The first round of team reports is in, reviewed, and beginning selective implementation. For details, please see Attachment 1. Attachment 2 lists recommendations from Round 1 to be pursued beginning in fall 2015. In addition, chief academic officers will re-review Round 1 reports periodically to identify discipline recommendations that can be addressed later.

The CAOs are developing plans for a second round of discipline-based teams. Fields under consideration are in English and creative writing, studio arts, performing arts, mathematics, chemistry, biology, physics, psychology, and social work. The CAOs will revise or confirm the disciplines and establish a start date for Round 2 by early fall. We will then have three major “plates spinning” on the program integration side:

- Implementation of Round 1 Recommendations
- Implementation of top-priority technology, administrative, and financial changes required to enable and encourage system-wide collaboration
- Development of Round 2 Recommendations

As expected, experience with Round 1 has identified a number of technology, administrative, and financial pre-requisites to full implementation of many of the recommendations. Fully achieving program integration opportunities will require extensive time and resources. The Presidents Council retreat sessions this summer include time devoted to assessing and planning for these requirements. The implementation and communication plan that is due to the Board of Trustees in September will address these and other matters.

ATTACHMENT 1: PROGRAM INTEGRATION TEAMS, ROUND 1

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. On June 1, 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 (see attachment for details by team). 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.

SUMMARY OF THE TEAM RECOMMENDATIONS

- Collaborative arrangements include:
 - Joint or system degrees, new or by merging existing ones
 - Shared courses and faculty
 - Defining pathways for students to get into selective programs from other institutions
 - Short courses and certificates
- Most teams include recommendations that make collaboration an ongoing process among them.
- Most teams recommend extensive curricular integration and expansion of options for students.
- Several teams recommend marketing, expanding awareness, promotion to students.

OBSERVATIONS ABOUT THE TEAM RECOMMENDATIONS

- Recommendations focus on quality and/or access, as expected
- Financial implications focus on expectations of enrollment increases (more attractive programs, better-marketed programs) and more efficient use of faculty time
- Several recommendations will likely increase UMS responsiveness to state employment needs

ESSENTIAL NEXT STEPS FOR ROUND 1

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 collegueship
- Transferability enhancements, new 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

ATTACHMENT 2: SUMMARY OF CAO RECOMMENDATIONS ON APRIP PROGRAM INTEGRATION, ROUND 1

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.