



Board of Trustees
15 Estabrooke Drive
Orono, ME 04469

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Fax: 207-581-9212
www.maine.edu

August 25, 2017

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Interim Clerk of the Board

RE: **September 5, 2017 Academic & Student Affairs Committee Meeting**

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

The Academic & Student Affairs Committee will meet from **1:00 pm to 4:00 pm on Tuesday, September 5, 2017**. The meeting will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites are available:

- UMA – 125 Robinson Hall
- UMF – Executive Conference Room, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – Executive Conference Room, Powers Hall
- UMPI – Executive Conference Room, Preble Hall
- USM – 211/211A Wishcamper Center, Portland
- Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be available at the UMS, UMA and the USM locations. The meeting materials are posted to the Diligent Board portal under the Academic and Student Affairs Committee section. In addition, the materials are posted on the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>). If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840.

If you have any questions or desire additional information about the agenda items, please call Robert Neely at 581-5843 or Rosa Redonnett at 621-3419.

- cc: Trustees not on the Academic and Student Affairs Committee
James Page, Chancellor
Faculty & Student Representatives
Presidents
Ryan Low
Robert Neely
Rosa Redonnett

Board of Trustees

Academic and Student Affairs Committee

September 5, 2017, 1:00 pm to 4:00 pm
Rudman Conference Room, 253 Estabrooke Hall, Orono

Agenda

1:00 - 1:20 pm

Tab 1 Early College: Update on Timeline

Tab 2 Programs for Examination: Discussion and Formalizing in Academic Administrative Procedure (endorsement)

Tab 3 Cybersecurity Transition

- Introduction of Dr. Robert Placido

1:20 - 3:30pm

Tab 4 Strategic Resource Allocation Plan (SRAP)

- Overview of work of Academic & Students Affairs Committee and SRAP for Academic Year 2017-2018
- Review and discussion of the Hanover Peer Project and relationship to SRAP Metrics
- Discussion of SRAP Metrics:
 - o KPIs
 - o Dashboard strategies
- Discussion of recommendations for July Board of Trustees meeting and need to amend related to timeframe

3:20 - 3:30pm

Tab 5 FY2018 Academic & Student Affairs Committee Work Plan: Review and Discussion

3:30 - 3:45pm

Tab 6 Faculty Representatives: Discussion

3:45 - 4:00pm

Tab 7 Student Representatives: Discussion

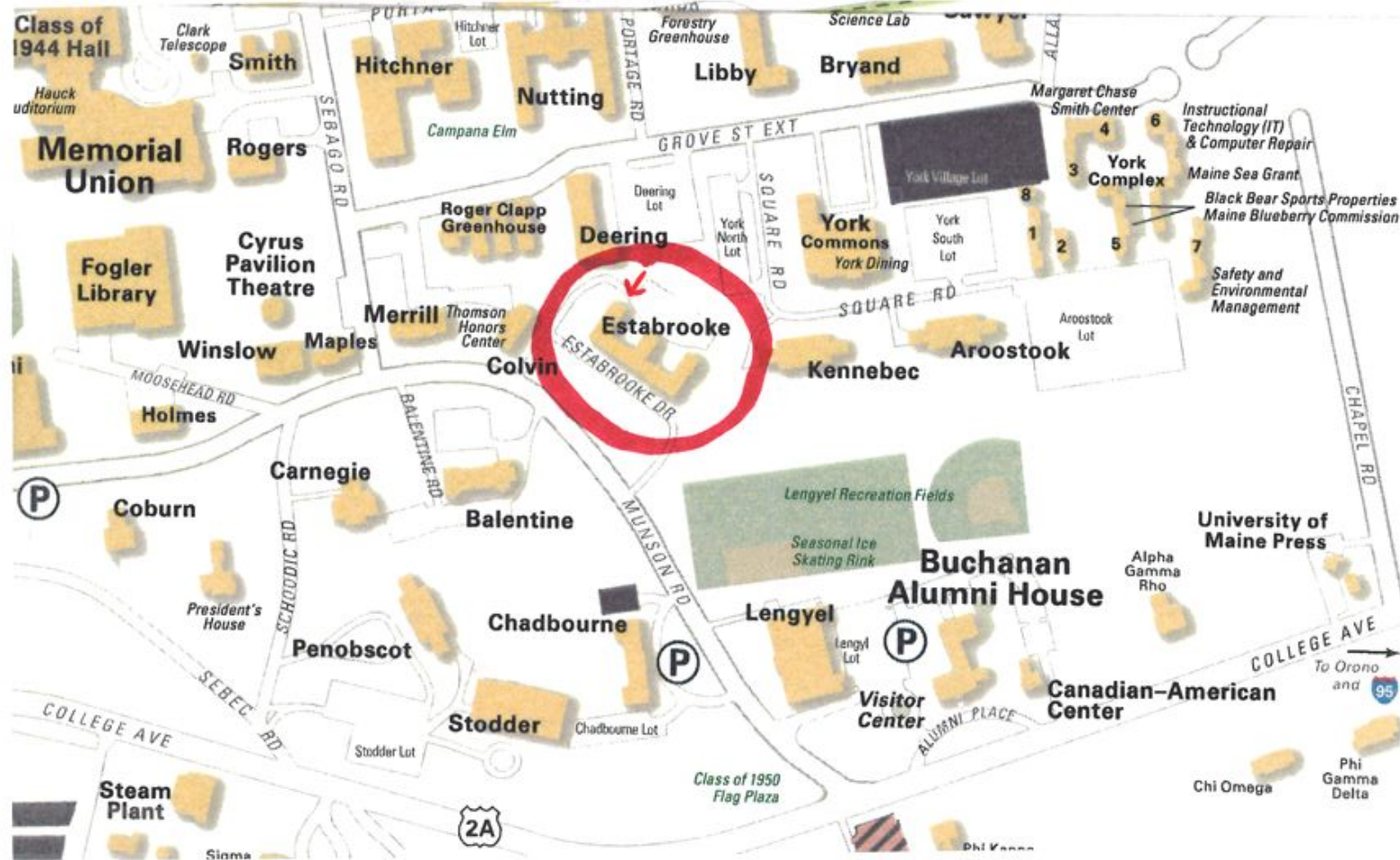
Action items are noted in red.

Note: Times are estimated based upon the anticipated length for presentation or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Committee.

University of Maine System

15 Estabrooke Drive, Orono

Rudman Conference Room
253 Estabrooke Hall, 2nd Floor
15 Estabrooke Drive, Orono



Directions to the UMS located on the UMaine Campus

From the South on I-95: take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

From the North on I-95: take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2nd floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

Academic Officers and the Enrollment Management Council as appropriate bring forward recommendations regarding:

- a. Standard nomenclature by which early college/dual enrollment experiences are known and standard coding to identify the different categories; and
- b. Adherence to best practices as outlined with the National Alliance of Concurrent Enrollment Partnership (NACEP) standards for the category of coursework known as dual/concurrent enrollment;

4. That the Chief Financial Officer and the Chief Student Affairs Officer, working in collaboration with appropriate groups, bring forward a recommendation on a standardized tuition rate structure for the category of coursework known as dual/concurrent enrollment. This recommendation will be folded into the next stage of recommendations emanating from the unified budget.

As this work developed, the University of Maine System was also given a one-time supplemental appropriation of \$2 million and a biennium appropriation of \$500 thousand (per year), approved by the Legislature and the Governor, specific to the growth of Early College. With this added component and in alignment with the recommendations endorsed by the Board of Trustees in July 2016, a subcommittee of the Chief Academic Officers was formed to develop a complete set of recommendations specific to:

- developing the framework for administration of Early College,
- overseeing the development and expansion of Early College,
- determining, recommending and aligning policies and processes related to Early College across the campuses and with the high schools in the areas of academic and student affairs, and
- ensuring that students receive the authentic, quality college-level learning experience, service and support necessary to be successful (including adherence to New England Association of Schools and Colleges standards for dual enrollment and making progress toward NACEP accreditation).

This subcommittee has been working over the spring and summer of 2017 to formulate a set of recommendations and an associated approach to the budget. Dr. Robert Neely, Vice Chancellor for Academic Affairs, will briefly update the Academic and Student Affairs Committee on the timeline for implementation. A full discussion of the Early College Recommendations will occur at the November meeting of the Academic and Student Affairs Committee prior to a planned full implementation in January 2018.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Programs for Examination
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programming **305.1-Program approval, Review and Elimination**
5. **BACKGROUND:**

On April 13, 2017, the Chief Academic Officer Council (CAOC) of the universities in the University of Maine System (UMS) met for extended discussions of academic values, directions, and processes. From those deliberations, the CAOC agreed on a straightforward framework to gauge annually the vigor of academic programs. The framework, while necessarily simplistic, was considered in the context of shared values and directions, including academic quality, support of faculty and students, timely attention to programmatic indicators, sustainability, and programmatic nimbleness, among others.

Beginning in the 2017-2018 academic year, it is recommended that the following thresholds will be used in examination of academic programs within the UMS:

1. number of graduates per year
 - a. Undergraduate: average five graduates per year over three years
 - b. Master's: average of three graduates per year over three years
 - c. Doctorate: average of two graduates per year over three years
2. number of undergraduate majors: 15
3. number of tenure-track or just-cause eligible faculty: 3

Programs not meeting these thresholds would be examined further by the appropriate Chief Academic Officer, in collaboration with the faculty and Vice Chancellor for Academic Affairs, regarding other critical parameters of the program. If concerns remain about such programs after a broader discussion, a Provost will need to consider an action plan to address low numbers of graduates, majors and/or faculty, to be reviewed with the Chief Academic Officers Council.

Simple measures of size are clearly only a subset of variables that provide insight into a

program's role and function; thus, the three measures above are intended to prompt a broader collaborative discussion and identification of actions among faculty and academic administrators regarding program size in the context of mission, quality, and sustainability. Consideration of other characteristics of the program would be particularly instructive in the follow-up discussion, e.g., SCH production, centrality to institutional mission or strategic plan, societal or workforce need, relevance and access to underrepresented groups, program uniqueness, K-12 or community college pathways, research impact, accreditation, ratio of part-time to full-time instructors, certification pass rates or other assessment outcomes, instructional cost, etc.

6. TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Consent Agenda for Board of Trustee approval at the September 17-18, 2017 Board meeting.

That the Board of Trustees endorses the recommendation that the procedure for "Programs for Consideration" as outlined on April 17, 2017 by the Chief Academic Officers Council be codified in the academic administrative procedures accompanying the Board of Trustee Policy 305.1 Program approval, Review and Elimination.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Cybersecurity Transition
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programming
5. **BACKGROUND:**

The University of Maine System (UMS) cybersecurity initiative, with Department of Homeland Security (DHS)/National Security Agency (NSA) recognition, consists of two separate, but connected, efforts: the cybersecurity cluster and the undergraduate academic programming. The cluster functions as a loose, but collaborative entity, to promote service, research, and connections to outside constituencies (industry, businesses, agencies, etc.). The academic program consists of aligned, but separate, courses, offered from UMA, USM, and UMFK.

The cybersecurity cluster will be in transition this year with the expiration of Maine Economic Improvement Fund funding from USM. The UMS had already committed funding in support of the cluster for the coming year, which provides temporary support. During this transition, oversight of the cluster will temporarily move from USM to UMA. Details about location of the cybersecurity center, continuation of current projects, and personnel implications are being addressed by the Provosts in collaboration with the Vice Chancellor for Academic Affairs (VCAA).

With respect to the academic program, the Provosts have agreed to use this year to:

- a. explore joint usage of existing faculty lines to cover demand, but begin to examine shared course delivery;
- b. explore the development of specific expertise on each campus to offer upper-level tracks that can be shared between campuses.

The DHS/NSA certification is essential to the success of this program. The Provosts have reviewed the requirements for this certification and believe that the requirements for ongoing certification will be met. Further, the VCAA has had preliminary conversations regarding the possibility of the University of Maine becoming a partner in the cybersecurity initiative, which would only strengthen the expertise and offerings underpinning DHS/NSA recognition.

8/25/17



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Strategic Resource Allocation Plan (SRAP)
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Primary & Secondary Outcomes
5. **BACKGROUND:**

In May 2016, the Board of Trustees adopted a set of four primary outcomes to guide the work of strategic resource planning for the next five years: increase enrollment; improve student success and completion; enhance the fiscal positioning of the University System; and support Maine business and industry through research and economic development. In addition, the Board identified two secondary outcomes to supplement this work: develop relevant academic programming that supports student success and meets state needs; and engage the University workforce.

In June 2016, the Chancellor appointed a small working group to conduct scenario planning for the purpose of scoping the direction of the work, the strategies for achieving the outcomes, and the level of investment resources that would be required. The working group engaged campus leadership in a brainstorming exercise to identify strategies appropriate to each campus, then mapped the strategies to the outcomes and developed a set of preliminary recommendations on investments that was delivered to the Board of Trustees in September 2016.

In the fall of 2016, the Chancellor charged the working group with designing an implementation plan to support the primary and secondary outcomes. As part of this work, the Chancellor led an initial round of campus visits to introduce the Board's primary outcomes and the work underway to develop a plan for the strategic allocation of resources to support those outcomes. The working group also led a second round of campus visits that fall for the purpose of engaging the campus communities in discussion of the preliminary recommendations, including ascertaining priorities and identifying any gaps. These forums focused in particular on strategies and investments related to enrollment, student success, and academic programming. The working group delivered its implementation design report in November 2016, which outlined a full set of proposed investments and the accountability metrics. In the spring of 2017, the working group participated in a third round of campus visits and conducted a System-wide survey to ascertain the priorities among the proposed investments given the limited resources available, as well as support for the accountability metrics outlined in the November 2016 report.

Over the past year, the working group also met several times with the faculty and the student representatives to the Board to discuss the work underway. Additionally, two summits of the campus and System leadership teams were held to discuss the proposed investments and accountability metrics, share feedback from the campus visits, and develop a System-level service promise and set of values to guide the work.

At the July 2017 meeting of the Board of Trustees, the final recommendations within the Strategic Resource Allocation Plan, specifically the metrics identified, were referred to the Academic and Student Affairs Committee of the Board for further discussion and review. This discussion will be incorporated into the work plan for the Committee and will include a next stage determination of investments (as outlined in the plan) and metrics.

The SRAP Planning Team, led by Vice Chancellor for Academic Affairs Robert Neely and Vice Chancellor for Finance and Administration Ryan Low, will discuss the recommendations and accountability metrics for the Strategic Resource Allocation Plan, including recommended expenditures. The September meeting of the Academic and Student Affairs Committee will provide foundational information related to the Plan and will set the stage for an ongoing discussion within the Committee. This meeting will focus on the following:

- Overview of work of the Academic & Student Affairs Committee and SRAP for Academic Year 2017-2018
- Review and discussion of the Hanover Peer Project and relationship to SRAP metrics
- Discussion of SRAP Metrics
 - KPIs
 - Dashboard strategies
- Discussion of recommendation from July BOT meeting and need to amend related to timeframe

6. TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Consent Agenda for Board of Trustee approval at the September 17-18, 2017 Board meeting.

That the Board of Trustees amends the motion passed at the July 2017 Board meeting to include the three years necessary to operationalize the investments identified and directs the Treasurer to effect the transfer of funds, as appropriate, and incorporate into the FY2018-FY2020 Operating Budget for the University of Maine System the following expenditure of funds. These investments are related to personnel or software contracts that require the three year commitment; these investments are those contained within the SRAP final report.

- Enrollment Management for Small Campuses, \$375,000 in FY2018, \$375,000 in FY2019 and \$375,000 in FY2020
- Institutional Research & Reporting Team, \$684,164 in FY2018, \$701,268 in FY2019 and \$718,798 in FY2020
- Student Success Early Warning Tool, \$183,000 in FY2018, \$115,000 in FY2019 and \$115,000 in FY2020

Strategic Resource Allocation Planning

Board of Trustees Update
July 2017

Dr. Rebecca M. Wyke



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Board of Trustees Priority Outcomes

Primary Outcomes:

- Increase Enrollment
- Improve Student Success & Completion
- Enhance Fiscal Positioning
- Support Maine through Research & Economic Development

Secondary Outcomes:

- Relevant Academic Programming
- University Workforce Engagement



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Resources Available to Support the Plan FY2018 – FY2020

Proposed Resources

	FY2018	FY2019	FY2020
Early College Appropriation*	1,500,000	1,500,000	0
Administrative Review Savings	3,076,740	3,076,740	3,076,740
30% of New Appropriation	225,000	225,000	225,000
Surplus Temporary Investment Income	4,043,000		
Sub-total by Year	\$8,844,740	\$4,801,740	\$3,301,740

TOTAL

\$16,948,220



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: Increase Enrollment			
	FY2018	FY2019	FY2020
Early College: NACEP Standards for QC	1,500,000	1,500,000	TBD*
Enrollment Management for Small Campuses	375,000	375,000	375,000
Market Research	100,000	100,000	100,000
Marketing of Academic Programs	300,000	300,000	300,000
Sub-total Increase Enrollment	\$2,275,000	\$2,275,000	\$775,000

Metric	5-Year Target
Achieve or exceed the 5-year enrollment management projections and the corresponding revenue estimates in the MYFA	Year over year improvement to achieve/exceed overall 9.5% enrollment increase by FY22*



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: Improve Student Success & Completion			
	FY2018	FY2019	FY2020
Institutional Research & Reporting Team	684,164	701,268	718,798
Student Success Early Warning Tool	183,000	115,000	115,000
Professional Development for EM & Advising	100,000	100,000	100,000
Sub-total Improve Student Success & Completion	\$967,164	\$916,268	\$933,798

Metric	5-Year Target
Achieve retention and completion rates equivalent to or better than peer institutions	Year over year improvement to achieve/exceed peer benchmark* of X% retention and X% completion rates
Achieve student satisfaction/engagement rates equivalent to or better than peer institutions	Year over year improvement to achieve/exceed peer benchmark* of X% satisfaction/engagement
Demonstrate through alumni satisfaction surveys that UMS graduates indicate they are well-prepared for the workforce or graduate education	X% of graduates indicate they are well-prepared for workforce or graduate education**
Reduce the average debt of students within the UMS	Year over year improvement to achieve/exceed peer benchmark* of \$X average debt



UNIVERSITY OF MAINE SYSTEM



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: Enhance Fiscal Positioning – N/A

Metric	5-Year Target
Eliminate the Structural Budget Gap	Year over year decrease in the structural gap with elimination of the gap by FY21 or sooner
Achieve year over year improvement in the Core Financial Ratios	Year over year improvement to achieve/exceed Composite Financial Index of 3.0 by FY22*
Acquire the investment funds necessary for implementation of the Strategic Resource Allocation Plan	Achieve appropriation targets for FY18 to FY22



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: Support Maine Research & Economic Development			
	FY2018	FY2019	FY2020
Research Reinvestment Fund	2,100,000	2,100,000	TBD
Sub-total Support Maine Research & Economic Dev	\$2,100,000	\$2,100,000	\$0

Metric	5-Year Target
Increase investment in R&ED initiatives that support Maine business and industry	Achieve MEIF targets for FY18 to FY22
Increase number of commercialization and other partnerships with Maine industry	Year over year improvement to achieve X new partnerships by FY22*
Demonstrate through impact studies by major programs an upward trend-line of economic impact on relevant industries	Year over year improvement to achieve X% economic impact by FY22*
Demonstrate through impact studies by campus an upward trend-line of community engagement and investment	Year over year improvement to achieve X% engagement by FY22*
Demonstrate through employer satisfaction surveys that UMS graduates are meeting demands for labor, including for specific skills and occupations, and that graduates are well-prepared to fill workforce needs	X% of employers indicate satisfaction with graduates*



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: Relevant Academic Programming			
	FY2018	FY2019	FY2020
Academic Programming Innovation Fund	825,000	825,000	825,000
Sub-total Relevant Academic Programming	\$825,000	\$825,000	\$825,000

Metric	5-Year Target
Track program vitality through ongoing development of sustainable, innovative programs that meet regional and state needs	Identify programs for examination on the basis of three-year rolling averages of: number of graduates per year (5 per UG program, 3 per master’s program and 2 per doctoral program), number of undergraduate majors (15), and number of program faculty (3)
Increase student access and success through ongoing development of sustainable, innovative programs that meet regional and state needs	Increase the number of new or revamped programs by a minimum of 2 per year
Leverage faculty expertise and resources through shared program delivery	Increase the number of programs by at least 2 per year, with 12 multi-campus programs in place, or under review for implementation by faculty review Senates/Assemblies or NEASC
Quantify the market opportunities for growth of online programs aligned with university capacity	Quantify/identify market opportunities for new online programs by March 2018



Recommended Investments & Metrics

FY2018 – FY2020

Proposed Investments: University Workforce Engagement			
	FY2018	FY2019	FY2020
Workforce Engagement Survey Tool	0	20,000	0
Sub-total University Workforce Engagement	0	\$20,000	0

Metric	5-Year Target
Demonstrate through employee engagement surveys continual improvement in engagement scores and the penetration of vision and values	77% of faculty and staff feel positively engaged in their job role and 67% feel sure about the direction, vision and values of the University <i>(represents 5% improvement for each metric)*</i>



Gaps: Based on Current Resources

- MaineStreet Data Clean-up Phase II
- Student Retention Incentives
- Student Navigators & Transfer Counselors
- Community Engagement Innovation Fund
- Employee Performance-based Recognition & Rewards
- Continued Funding for the plan in FY2021 & FY2022



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ThinkMissionExcellence.maine.edu

- Visit the website and review:
 - Board of Trustees Priority Outcomes
 - Strategic Resource Allocation Planning Reports
 - Survey Results



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Peer Identification

4.2

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CLIENT INSIGHT

Hanover's Annual Higher Education Market Leadership Report

READ MORE:

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College and Career Readiness Structures
Change Management Strategies for School ...
Best Practices for Using Data-Based Decisi...
Alternative Business Models and Revenue ...

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QUESTIONS?

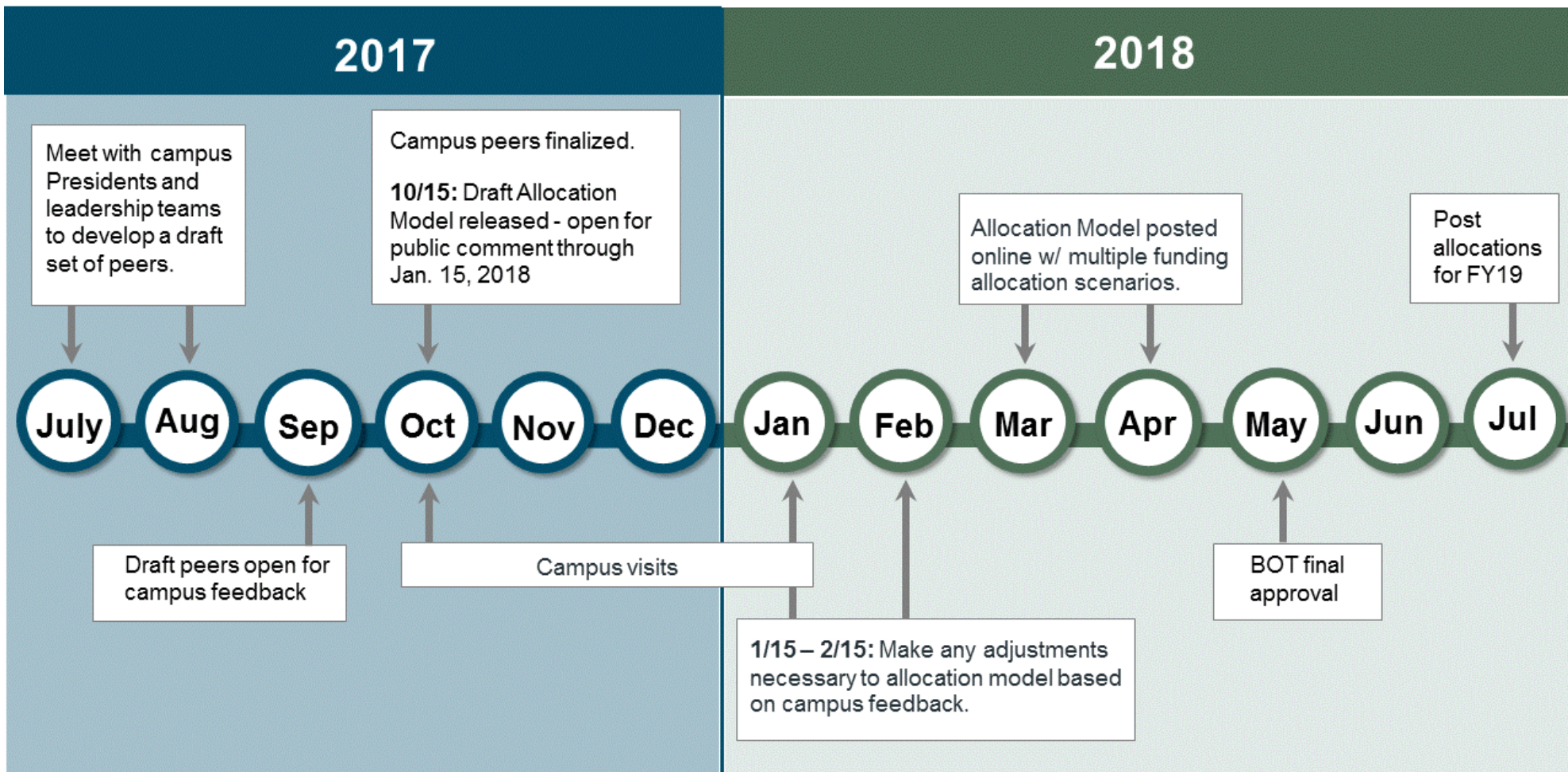
USER GUIDE

HIGHER EDUCATION FEATURED CASE STUDIES





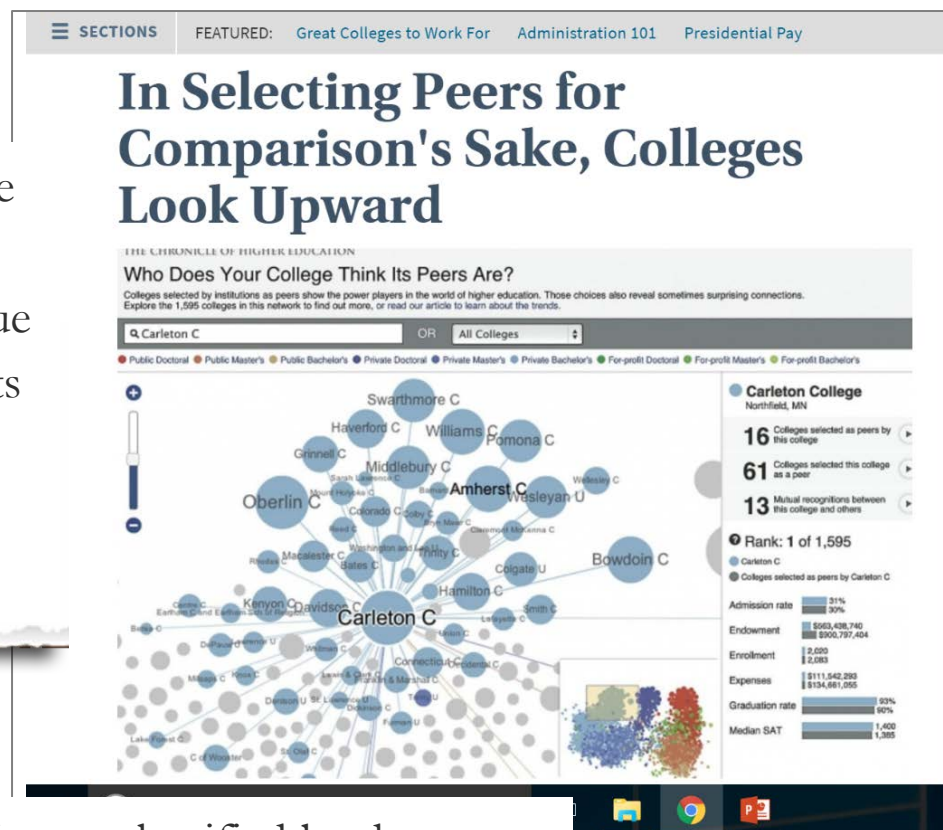
UMS Peer Selection / Allocation Model - Timeline



THE CHRONICLE OF HIGHER EDUCATION

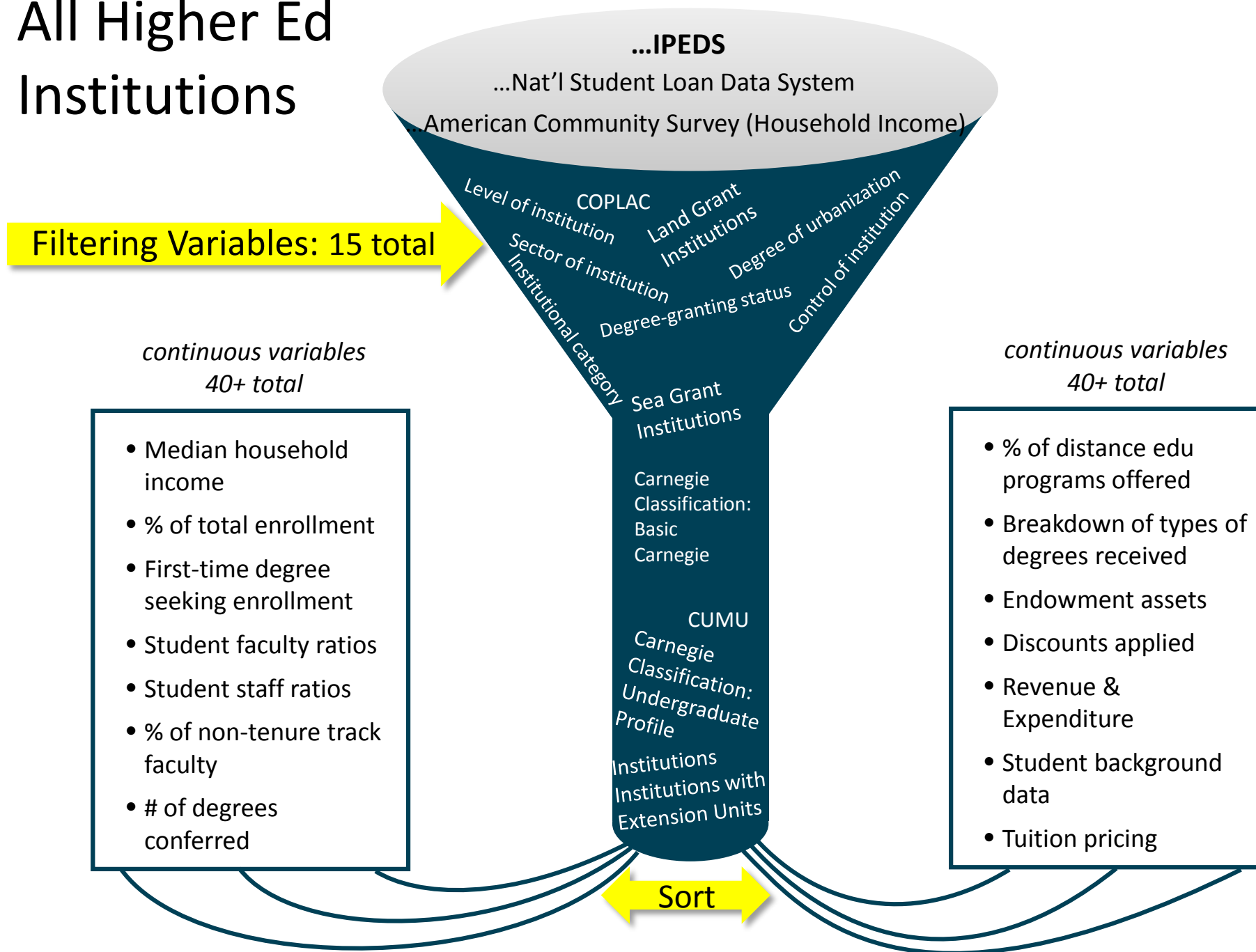
4.2

Institutional-research officers acknowledge that their institutions' comparison groups often include desired peers that are not true peers. Colleges want to receive data reports on enrollments, graduation rates, student costs, faculty, and budgets for institutions they aspire to be more like.



The 107 most intensive research universities, as classified by the Carnegie Foundation for the Advancement of Teaching, also tended to choose one another as peers. Among them they selected only 65 institutions outside their number as peers, while 234 other colleges chose one of those intensive-research institutions.

All Higher Ed Institutions





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No Records to display.

University of Maine, Farmington - Peer Identification

Published: May 26, 2017

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University of Maine, Presque Isle - Peer Identification

Published: May 26, 2017

[View Dashboard](#)

University of Southern Maine - Peer Identification

Published: May 26, 2017

[View Dashboard](#)

University of Maine, Machias - Peer Identification

Published: May 26, 2017

[View Dashboard](#)

University of Maine, Fort Kent - Peer Identification

Published: May 26, 2017

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University of Maine, Augusta - Peer Identification

Published: May 26, 2017

[View Dashboard](#)

University of Maine - Peer Identification

Published: May 26, 2017

[View Dashboard](#)

4.2

UNIVERSITY OF MAINE, MACHIAS - PEER IDENTIFICATION

User Guide **Ranked Peers and Filters** Peer Raw Data Weights Methodology Methodology Continued



Total Weight Percentage (should total 100%)
100.0 %

Select Number of Peers from Total Available after Filtering
1 25

Peer Identification Dashboard - University of Maine, Machias

Filters

Institution	Peer Rank	Similarity Score
The University of Virginia's College at Wise (ID 233897)	1	0.0659
Missouri Western State University (ID 178387)	2	0.1083
Lewis-Clark State College (ID 142328)	3	0.1109
Oklahoma Panhandle State University (ID 207351)	4	0.1142
Kentucky State University (ID 157058)	5	0.1243
Dickinson State University (ID 200059)	6	0.1261
Massachusetts College of Liberal Arts (ID 167288)	7	0.1336
SUNY College of Technology at Canton (ID 196015)	8	0.1362
Montana State University-Northern (ID 180522)	9	0.1396
The University of Montana-Western (ID 180692)	10	0.1439
SUNY College of Agriculture and Technology at Cobleskill (ID 196033)	11	0.1444
SUNY College of Technology at Delhi (ID 196024)	12	0.1454
Lander University (ID 218229)	13	0.1484
University of Minnesota-Morris (ID 174251)	14	0.1492
Rogers State University (ID 207661)	15	0.1532
Montana Tech of the University of Montana (ID 180416)	16	0.1560
New College of Florida (ID 262129)	17	0.1638
University of North Carolina at Asheville (ID 199111)	18	0.1721
Morrisville State College (ID 196051)	19	0.1781

- Category of institution: (Multiple values)
- Degree of urbanization: (All)
- Carnegie Classification 2015: Basic: (Multiple values)
- Carnegie Classification 2015: Size and Setting: (All)
- Carnegie Classification 2015: Undergraduate Profile: (Multiple values)
- Institution Size: (All)
- Sector of institution: Public, 4-year or above

Filters set to Hanover defaults

Filters

Category of institution

(Multiple values)

Degree of urbanization

(All)

Carnegie Classification 2015: Basic

(Multiple values)

Carnegie Classification 2015: Size and Setting

(All)

Carnegie Classification 2015: Undergraduate Profile

(Multiple values)

Institution Size

(All)

Sector of institution

Public, 4-year or above

Category of institution

(Multiple values)

- (All)
- Degree-granting, associate's and certificates
- Degree-granting, graduate with no undergraduate degrees
- Degree-granting, not primarily baccalaureate or above
- Degree-granting, primarily baccalaureate or above
- Nondegree-granting, above the baccalaureate
- Nondegree-granting, sub-baccalaureate
- Not applicable
- Not reported

Institution Size

(All)

- (All)
- 1,000 - 4,999
- 5,000 - 9,999
- 10,000 - 19,999
- 20,000 and above
- Not applicable
- Not reported
- Under 1,000



Search

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4.2

MY PROJECTS

RESEARCH LIBRARY

REQUEST PROJECTS

UNIVERSITY OF MAINE - PEER IDENTIFICATION

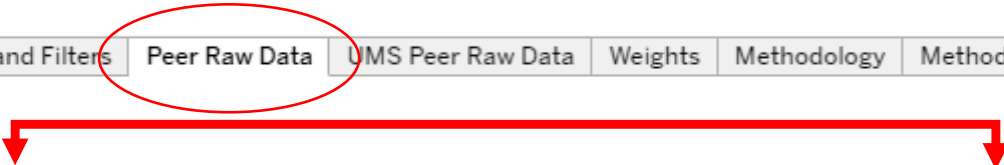
Academics and Enrollment		Student Background	Programs	
Percent admitted 2.5	Full-time retention rate 2.5	Percent of total enrollment that are white 2.5	Percentage of students receiving a master's or doctoral degree 2.5	
SAT Math 2.5	SAT Critical Reading 2.5	Percent of total enrollment that are women 2.5	Percentage of students receiving an associate's degree 2.5	
Student-to-faculty ratio 2.5	Student-to-staff ratio 2.5	Percent of enrollment age of 25 or older 2.5	Percentage of students receiving a bachelor's degree 2.5	
Total enrollment 2.5	Percent of part-time enrollment 2.5	Percent of first-time undergraduates in-state 2.5	Total degree 2.5	Total certificate 2.5
6-year graduation rate 2.5		Percent of alumni still with debt 2.5	Number of program offered via distance education 2.5	
Percent of first-time degree-seeking undergraduate enrollment 2.5		Default loan rate 2.5	Number of program offered 2.5	
Percentage of undergraduate enrollment 2.5		Percent of full-time first-time undergraduates awarded Pell grant 2.5	Institution Financials Tuition as percent of revenue 2.5 Research expenses as a percent of total core expenses 2.5	
Pct. of instructors w/o faculty status + pct. w/faculty status 2.5		Total price for in-state students living on campus 2.5		

UNIVERSITY OF MAINE - PEER IDENTIFICATION

4.2

▼ < User Guide Ranked Peers and Filters Peer Raw Data UMS Peer Raw Data Weights Methodology Methodology Continued Filter Variat >

Select Peer
University of Idaho



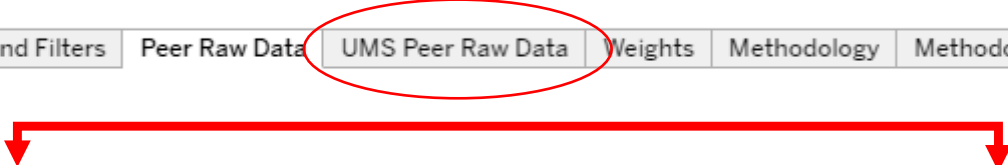
University of Idaho		University of Maine	
University of Idaho		University of Maine	
Category:	Degree-granting, primarily baccalaureate or above	Category:	Degree-granting, primarily baccalaureate or above
Land Grant:	Land Grant Institution	Land Grant:	Land Grant Institution
Sea Grant:	No	Sea Grant:	Yes
Institution with Extension Units:	Yes	Institution with Extension Units:	Yes
Degree of Urbanization:	Rural: Fringe	Degree of Urbanization:	Suburb: Small
Carneigie Classification 2015: Baisc:	Doctoral Universities: Higher Research Activity	Carneigie Classification 2015: Baisc:	Doctoral Universities: Higher Research Activity
Carneigie Classification 2015: Size and Setting:	Four-year, medium, primarily nonresidential	Carneigie Classification 2015: Size and Setting:	Four-year, medium, primarily residential
Carneigie Classification 2015: Undgraduate Profile:	Four-year, full-time, selective, higher transfer-in	Carneigie Classification 2015: Undgraduate Profile:	Four-year, full-time, selective, lower transfer-in
Institution Size:	10,000 - 19,999	Institution Size:	10,000 - 19,999
Employment services for students:	Yes	Employment services for students:	Yes
Remedial services:	Yes	Remedial services:	Yes
6-year Graduation rate - bachelor's degree within 150% of normal time, %	54		56
Core revenues, in dollars	\$357,258,831		\$300,492,000
Default Rate, %	6.6		5.0
Discounts and allowances applied to tuition and fees by total revenue	6.2%		15.2%
First-time degree/certificate-seeking undergraduate enrollment as percentage of total enrollment	14.0%		18.7%
Full-time retention rate, %	80		76
Full-time undergraduate enrollment as percentage of total enrollment	65.1%		74.3%
Instruction expenses as a percent of total core expenses,%	35.0		32.0
Instruction expenses per FTE , in dollars	\$11,339.00		\$10,193.00
Median household income of the county	\$42,439.00		\$44,271.00
Number of programs offered	240		139
Number of programs offered vis distance education	11		29
Part-time enrollment as percentage of total enrollment	23.6%		18.5%
Percent admitted - total, %	72		91
Percent of enrollment age of 25 or older	26.1%		18.8%
Percent of first-time undergraduates - in-state, %	71		64
Percent of full-time first-time undergraduates awarded Pell grants, %	39		36
Percent of full-time first-time undergraduates awarded institutional grant aid, %	74		86
Percent of graduate students enrolled exclusively in distance education courses, %	26		18
Percent of instructors without faculty status plus percent with faculty status but not research track	20.0%		18.8%
Percent of total enrollment that are White, %	73		77
Percent of total enrollment that are women, %	47		50
Percent of undergraduate students enrolled exclusively in distance education course, %	4		4
Percentage of students receiving a Master's or Doctor's degree	27.7%		20.1%
Percentage of students receiving an Associate's degree	0%		0%
Percentage of students receiving an Bachelor's degree	68.5%		78.6%
Research expenses as a percent of total core expenses, %	25.0		22.0
Research expenses per FTE	\$8,214.00		\$7,048.00
Student-to-faculty ratio	16		16

UNIVERSITY OF MAINE - PEER IDENTIFICATION

4.2

[User Guide](#)
[Ranked Peers and Filters](#)
[Peer Raw Data](#)
[UMS Peer Raw Data](#)
[Weights](#)
[Methodology](#)
[Methodology Continued](#)
[Filter Variat](#)

Select UMS Institution
University of Maine at Farmington



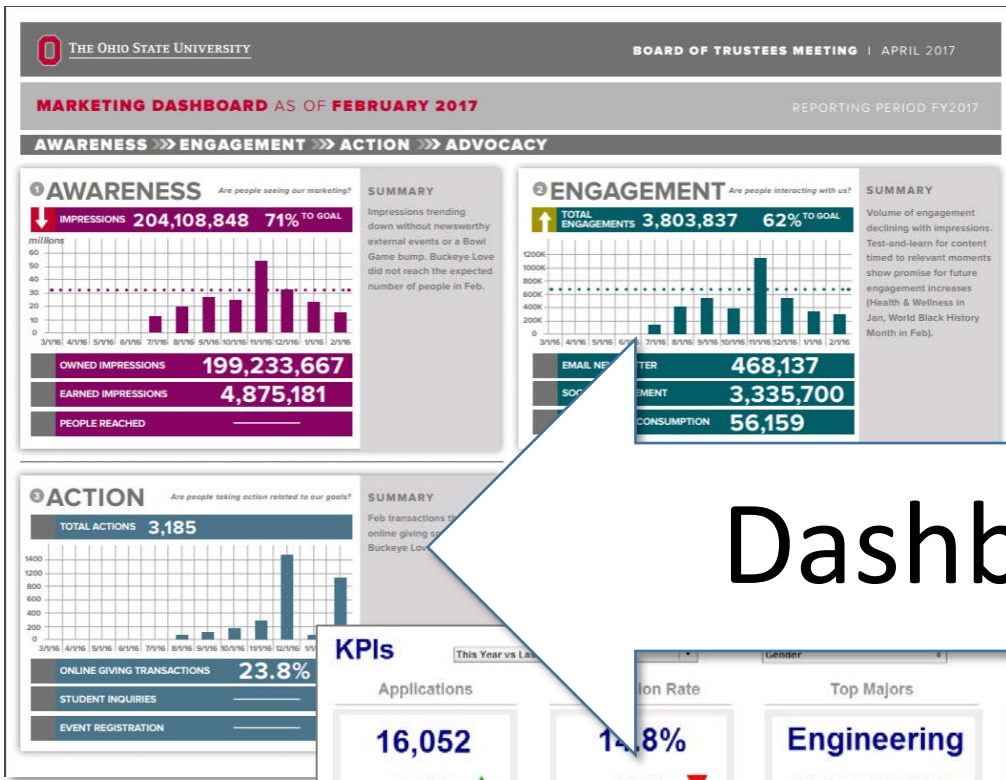
University of Maine at Farmington	
University of Maine at Farmington	
Category:	Degree-granting, primarily baccalaureate or above
Land Grant:	Not a Land Grant Institution
Sea Grant:	No
Institution with Extension Units:	No
Degree of Urbanization:	Town: Remote
Carneige Classification 2015: Basic:	Baccalaureate Colleges: Diverse Fields
Carneige Classification 2015: Size and Setting:	Four-year, small, highly residential
Carneige Classification 2015: Undergraduate Profile:	Four-year, full-time, selective, lower transfer-in
Institution Size:	1,000 - 4,999
Employment services for students:	Yes
Remedial services:	Yes

University of Maine	
University of Maine	
Category:	Degree-granting, primarily baccalaureate or above
Land Grant:	Land Grant Institution
Sea Grant:	Yes
Institution with Extension Units:	Yes
Degree of Urbanization:	Suburb: Small
Carneige Classification 2015: Basic:	Doctoral Universities: Higher Research Activity
Carneige Classification 2015: Size and Setting:	Four-year, medium, primarily residential
Carneige Classification 2015: Undergraduate Profile:	Four-year, full-time, selective, lower transfer-in
Institution Size:	10,000 - 19,999
Employment services for students:	Yes
Remedial services:	Yes

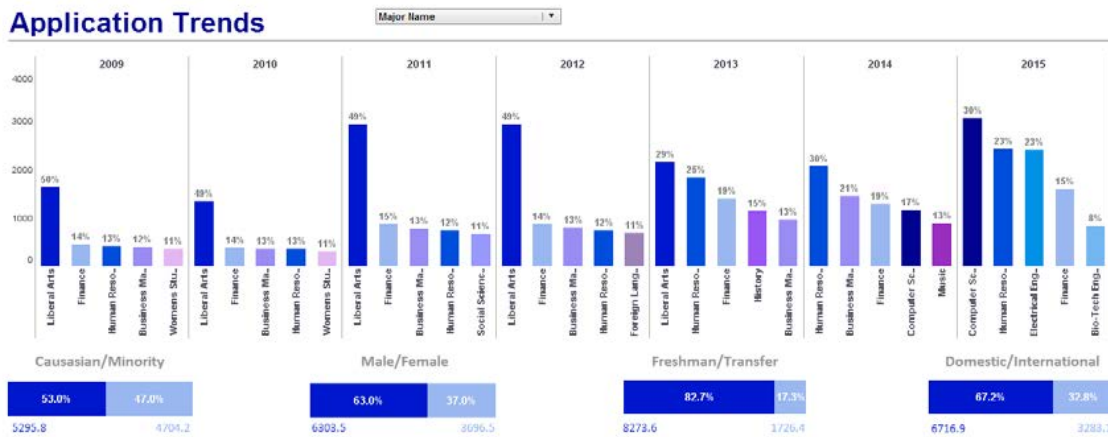
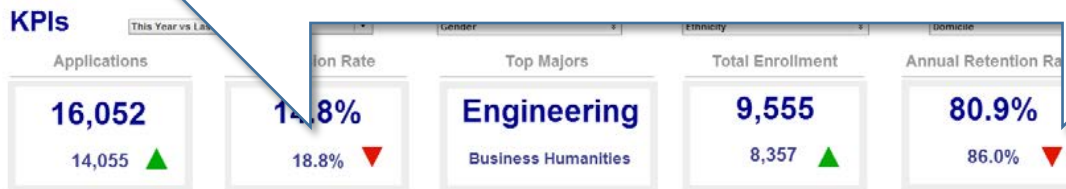
6-year Graduation rate - bachelor's degree within 150% of normal time, %	55	56
Core revenues, in dollars	\$32,555,000	\$300,492,000
Default Rate, %	5.4	5.0
Discounts and allowances applied to tuition and fees by total revenue	22.4%	15.2%
First-time degree/certificate-seeking undergraduate enrollment as percentage of total enrollment	22.2%	18.7%
Full-time retention rate, %	75	76
Full-time undergraduate enrollment as percentage of total enrollment	83.7%	74.3%
Instruction expenses as a percent of total core expenses,%	56.0	32.0
Instruction expenses per FTE , in dollars	\$10,519.00	\$10,193.00
Median household income of the county	\$42,811.00	\$44,271.00
Number of programs offered	28	139
Number of programs offered vis distance education	0	29
Part-time enrollment as percentage of total enrollment	16.3%	18.5%
Percent admitted - total, %	83	91
Percent of enrollment age of 25 or older	16.6%	18.8%
Percent of first-time undergraduates - in-state, %	--	64
Percent of full-time first-time undergraduates awarded Pell grants, %	51	36
Percent of full-time first-time undergraduates awarded institutional grant aid, %	80	86
Percent of graduate students enrolled exclusively in distance education courses, %	26	18
Percent of instructors without faculty status plus percent with faculty status but not research track	14.2%	18.8%
Percent of total enrollment that are White, %	85	77
Percent of total enrollment that are women, %	67	50
Percent of undergraduate students enrolled exclusively in distance education course, %	0	4
Percentage of students receiving a Master's or Doctor's degree	5.4%	20.1%
Percentage of students receiving an Associate's degree	0%	0%
Percentage of students receiving an Bachelor's degree	94.3%	78.6%
Research expenses as a percent of total core expenses, %	2.0	22.0
Research expenses per FTE	\$369.00	\$7,048.00
Student-to-faculty ratio	14	16



Examples of Potential Ranked Peers
Not final – subject to change



Dashboards





Future Students

Transfer Students

Current Students

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ADMISSIONS & AID

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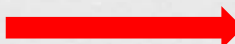
4.2

home > about the system > board of trustees

Chancellor's Office

Board of Trustees

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- Board Meeting Calendar
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- Board of Trustees Strategic Outcomes
- Boards of Visitors Background Information
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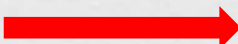
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home > about the system > board of trustees

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Board of Trustees Scorecard (date)

Strategic Resource Allocation Plan

- A. Increase Enrollment
- B. Improve Student Success & Completion
- C. Enhance the Fiscal Positioning of the UMS
- D. Support Maine through Research & Economic Development
- E. Relevant Academic Programming
- F. University Workforce Engagement

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AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** FY2018 Academic and Student Affairs Committee Work Plan Review
- 2. **INITIATED BY:** Gregory G. Johnson, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** **BOARD POLICY:**
- 5. **BACKGROUND:**

Annually, a work plan for the Academic and Student Affairs Committee is formulated. The work plan is intended to cover both action items required for governance of the University of Maine System and those topics of importance and interest to the Board. Trustee Johnson will review the draft plan with the Committee in preparation for inclusion in the September Board of Trustee meeting materials.

08/25/17

University of Maine System
Board of Trustees

**Academic and Student Affairs Committee (ASA)
Work Plan FY2018**

September ASA	<p>Academic Transformation: Update and recommendations</p> <ul style="list-style-type: none"> • Early College: Update on Timeline (full report at November ASA) • Programs for Examination: Discussion and Formalizing in Academic Administrative Procedure (endorsement) • Cybersecurity Transition • Introduction of Dr. Robert Placido <p>Strategic Resource Allocation Plan (SRAP)</p> <ul style="list-style-type: none"> • Overview of work of ASA and SRAP for Academic Year (AY) 2017-2018 • Review and discussion of the Hanover Peer Project and relationship to SRAP metrics • Discussion of SRAP Metrics: <ul style="list-style-type: none"> ○ KPIs ○ Dashboard Strategies • Discussion of recommendation from July BOT meeting and need to amend related to timeframe* <p>Review and Discussion of ASA Work plan Faculty Representative Discussion Topic Student Representative Discussion Topic</p>
September BOT (Sept. 17-18)	<p>ASA Work plan 2016-2017 Action associated with SRAP Programs for Examination endorsement</p>
November ASA	<p>Fall Enrollment Report Awarding of Academic Degrees (annual) Academic Calendar: AY 2018-2019, AY 2019-2020 SRAP – Discussion Topic: Enrollment Academic Transformation: Updates and Recommendations</p> <ul style="list-style-type: none"> • Early College: Recommendations and Next Steps • Maine Nursing Summit Outcome • Academic Practice/Policy Changes: Revised Program Approval Process • 2017-2018 Program Innovation Fund Strategy <p>Graduate Research Programs: Student Experience</p>

Faculty Representative Discussion Topic
 Student Representative Discussion Topic

November BOT (Nov. 19-20) Fall Enrollment Report
 Awarding of Academic Degrees (Consent Agenda)
 Academic Calendar: AY 2018-2019, AY 2019-2020

2018

January ASA Academic Transformation: Updates and Recommendations
 • UMS Online Strategies
 • IR and Data Governance Organization and Reporting
 SRAP – Discussion Topic: Enrollment – Graduate Programs
 State Attainment: Maine Workforce and Education Coalition: UMS role and next steps
 Student Representatives Discussion Topic
 Faculty Representatives Discussion Topic

January BOT (Jan. 28-29) TBD

March ASA **Review and recommendations: tenure nominations (Joint with HR/LR Committee)**
 Student Conduct Code: Three year review
 Academic Transformation: Updates and Recommendations
 • Programs for Examination: 2017-2018 Outcome
 • Program Innovation Fund progress
 • Continuation: IR & Data Governance
 Spring Enrollment Report
 Student Representatives Discussion Topic
 Faculty Representatives Discussion Topic

March BOT (March 18-19) **Tenure Recommendations**
 Student Conduct Code
 Spring Enrollment Report

May ASA Academic Transformation: Updates and Recommendations
 • Outcome of 2017-2018 Program Innovation Fund Effort

- Report on 2016-2017 Program Innovation Fund Project Implementation
 - Report on New Academic Initiatives
- SRAP – Discussion Topic: Student Success (Retention, Persistence and Completion), focus on first generation students
Student Representatives Discussion Topic
Faculty Representatives Discussion Topic

May BOT
(May 20-21)

TBD

July
ASA

Academic Transformation: Updates and Recommendations
SRAP – Discussion Topic: Veterans
Student Representatives Discussion Topic
Faculty Representatives Discussion Topic

WE WOULD LIKE TO DISCUSS A JULY HIATUS FOR ASA DUE TO DIFFICULT SCHEDULING

July BOT
(July 16)

TBD

*Four items approved for FY 2018 need to be approved for FY 2019 and FY 2020

This work plan is draft and will be updated based on topics to be added by the Vice Chancellor for Academic Affairs and Chief Student Affairs Officer. Other topics will be added as needed or required for decision making. Work plan will be updated as the Faculty and Student Representatives present their individual items. **Items in red are action items.**

BoT Faculty Representative's thoughts on Collaboration versus Competition Among Campuses

6.1

- Why we need UMM Faculty & Student representatives
- How to tap existing resources to enable inter-campus consistency
- Why we need a supportive infrastructure for system-wide communication
- Thoughts on how centralization has helped and hurt the campuses



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Representatives: Discussion
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Academic and Student Affairs Committee. They will discuss these with the Committee; the discussion will be led by Samuel Borer, UM Student Representative to the Board of Trustees.