



Board of Trustees
15 Estabrooke Drive
Orono, ME 04469

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www.maine.edu

May 4, 2018

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board

RE: **May 14, 2018 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 **9:00 am to 12:00 pm on May 14, 2018**. 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 will also be available:

- UMA – Executive Conference Room, Alumni Center
- UMF – Executive Conference Room 103, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – Executive Conference Room 203, Powers Hall
- UMPI – HR Conference Room, Preble Hall
- USM – Room 703, Law Building, Portland
- Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UM and USM locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>).

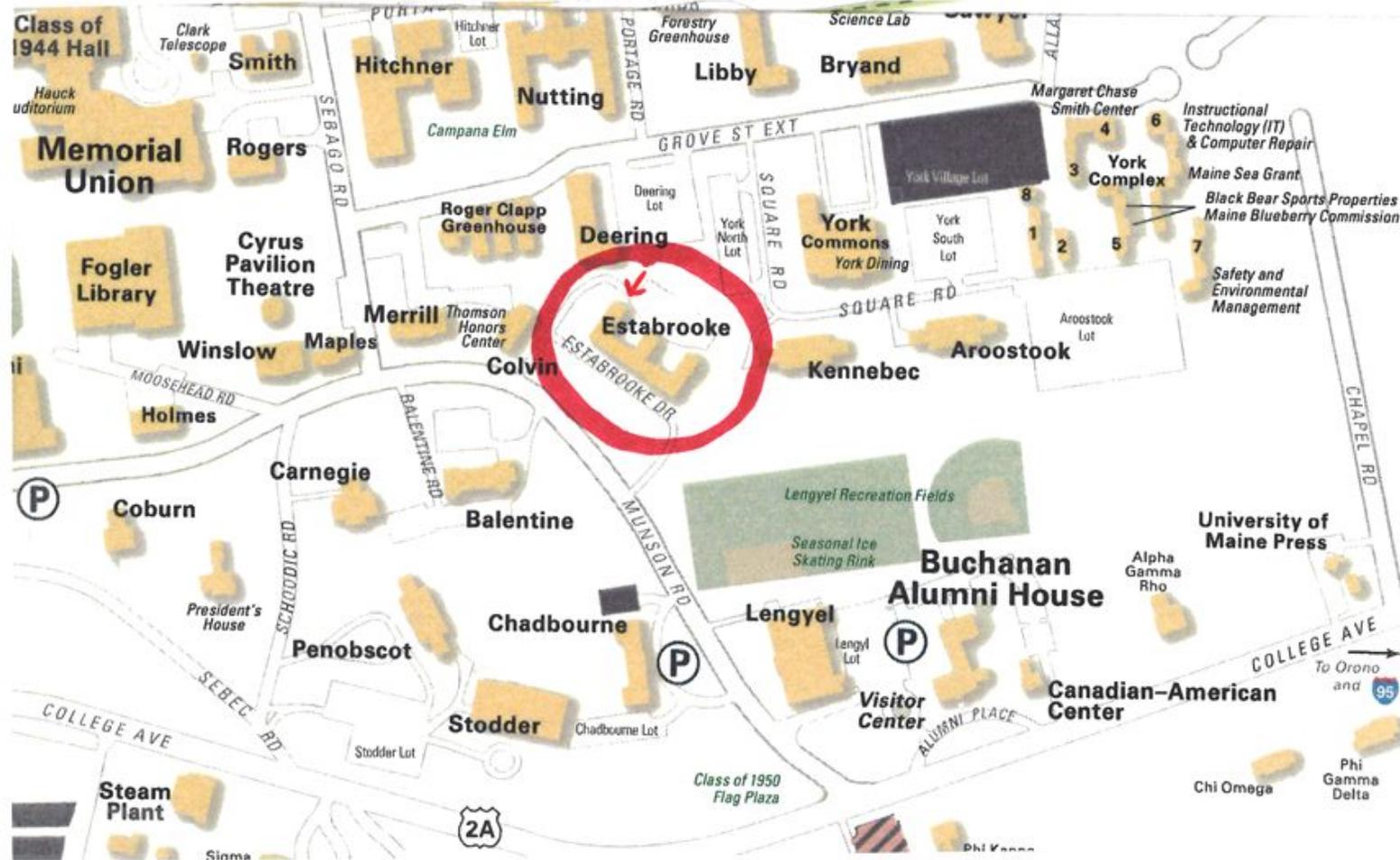
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Neely at 581-5843 or Rosa Redonnett at 621-3419.

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

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.

Board of Trustees
Academic and Student Affairs Committee
May 14, 2018

University of Maine System Office
253 Estabrooke Hall, University of Maine

9:00am - 9:40am
Tab 1

Focus Maine: Update

9:40am - 10:05am
Tab 2

2018-2019 Program Innovation Fund (PIF)

10:05am - 10:30am
Tab 3

Online Program Management: Overview and Update

Presentation for Program Innovation Fund and Online Program Management

10:30am - 10:45am
Tab 4

Early College Update

10:45am - 11:15am
Tab 5

University of Maine Research Update

11:15am - 11:35am
Tab 6

Faculty Representative Discussion

11:35am - 11:45am
Tab 7

Student Representative Discussion

11:45am - 11:55am

Executive Session

The Academic & Student Affairs Committee will Reconvene the Public Meeting

11:55am - 12:00pm

Tab 8

Tenure at Time of Hire, UM

Tab 9

Tenure at Time of Hire, USM

Tab 10

Tenure at Time of Hire, UM Business School

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.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** FocusMaine: Update
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Support Maine through Research & Economic Development
5. **BACKGROUND:**

FocusMaine is a private-sector-led group of Maine leaders focused on enhancing business development in Maine in two select key industries. Its mission is to accelerate the creation of 20,000 quality jobs in traded sectors in ten years. FocusMaine has a vision to become a unifying platform for growing jobs across the state in the food and biopharma sectors, supported by growth in knowledge workers. FocusMaine aspires to use its leadership and data to convene, catalyze and inspire others to align resources and strategies around their signature sectors and workforce needs.

Within the two identified sectors that show the potential for growth, there is strong alignment with the assets and goals of the UMS. The food-based economy in Maine is growing in several different ways. Commercial agriculture is diversifying with the introduction or development of new crops (hops), or a greater emphasis on crops that were grown in Maine in the past (wheat, barley). These new opportunities are supporting new industries (brewing, baking, processed foods) that all look to resources within the UMS for education, research and technical assistance. The market for farmed seafood products through aquaculture is growing at a very fast rate. Wild caught or harvested seafood is simply unavailable to meet market demand. Aquaculture companies are increasing in number and size in Maine and UMS resources are an essential part of the infrastructure that is supporting this growth. FocusMaine has identified agriculture and aquaculture as two segments of the food based economy where accelerated and supported growth can lead to quality new jobs for Maine people.

The second area identified for growth is biopharmaceutical development and manufacturing. It is evident that the greater Boston area is a hub for this sector. The opportunity exists to extend that sphere of economic activity into Maine. Maine already has strong players in this area with IDEXX, The Jackson Laboratory and other smaller companies. The UMS can be a valuable asset in creating the trained workforce that can fill jobs created by companies wanting to set up shop in Maine

Areas of Intersection Between FocusMaine and the UMS

UMS has been part of FocusMaine since it was created in 2014. Chancellor Page serves on the Academic Advisory Team that advises the Leadership team for FocusMaine. UMaine Cooperative Extension Executive Director John Rebar is a member of the Agriculture Implementation Team. Several UMS leaders have served as resource providers to the FocusMaine prioritization process including UMaine Vice President for Innovation and Economic Development Jake Ward and former Director of Maine Sea Grant Paul Anderson. These direct connections are important entry points, however, a deeper collaboration is possible and should be sought.

FocusMaine hired its first President, Dr. Kimberly Hamilton in 2017. Dr. Hamilton is actively seeking to understand the opportunities identified by FocusMaine and the challenges that exist to reaching the ambitious goal of creating 20,000 jobs in the next decade. Dr. Hamilton is advocating for a stronger collaborative relationship between FocusMaine and the UMS. In conversations with John Rebar several areas for collaboration were identified.

Areas of Intersection by Issue and Function FocusMaine & UMS				
	Agriculture	Aquaculture	Biopharma	Attract/Retain
Accelerators	X	X		
New Investment/Investors	X	X	X	
Biz Attraction		X	X	X
Business/Mgt	X	X		
Marketing	X	X		X promote Maine
Internships	X	X	X	X
Training and skills gaps	X	X	X	

Dr. Hamilton has expressed the belief that to attain the goals of FocusMaine and for the long-term sustainability of the target industries, a deeper partnership with the UMS is necessary. UMS has the infrastructure in technical expertise, research facilities, and workforce training and development that are essential for success on an ongoing basis.

FocusMaine also believes that its efforts can provide feedback to the UMS on the needs of these industries for what career training is necessary for new workers to be successful. The UMS should be a source of higher skilled knowledge workers who will carry out non-repetitive cognitive work. There are areas where UMS faculty expertise is needed to educate and train existing workers. For example, food safety education, food processing training, and helping companies understand what is needed to meet regulatory requirements are areas of high need where UMaine faculty have been working for many years.

UMS investments in infrastructure such as the new UMaine Diagnostic and Research Laboratory, the Darling Marine Center, the Center for Cooperative Aquaculture Research and key faculty expertise has been cited as influencing the decision of two large land-based aquaculture projects proposed for the mid-coast (Bucksport, Belfast). While these projects are not affiliated with FocusMaine, they reinforce that the identification of aquaculture as growth area is likely correct, and that there is a direct relationship to assets of the UMS.

Dr. Hamilton has expressed the need for ongoing education for entrepreneurs who may understand the science necessary to establish new enterprises but lack the business acumen needed for long-term success. This is an area where the UMS can provide significant support.

An area of opportunity is to identify a single point of contact within the UMS for FocusMaine. Having a single point person to help FocusMaine navigate toward the most effective UMS resource that they need for a specific issue will be efficient and demonstrate the UMS's willingness to spur economic development in the target areas.

Chancellor James Page and Executive Director of Cooperative Extension John Rebar will provide the Academic and Student Affairs committee with an overview of FocusMaine and discuss ways this privately led initiative can collaborate with the UMS.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** 2018-2019 Program Innovation Fund (PIF)
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programming &
Student Success
5. **BACKGROUND:**

The UMS 2017-2018 Program Innovation Fund process formally began on October 16, 2017 with the submission of pre-proposals from interested faculty on each of the seven campuses. At that time, 43 pre-proposals were received and evaluated, with 22 invited for submission of a full proposal. Nineteen full proposals were received by the due date of March 23, 2018. Each of those proposals were reviewed by members of the Chief Academic Officers Council (CAOC), with each proposal receiving at least three reviews. The major agenda topic for the May 3, 2018 CAOC meeting included ample time for thorough discussion of the proposals, culminating with recommendations regarding funding and prioritization of proposals to the Vice Chancellor for Academic Affairs. The Vice Chancellor will summarize at the ASA meeting those proposals recommended for funding.

The three essential criteria for the 2017-2018 PIF cycle included:

- collaborative programming
- enrollment growth
- career readiness

Other criteria included academic merit, impact and assessment of outcomes.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Online Program Management: Overview and Update
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programming,
Student Success, and Enrollment
5. **BACKGROUND:**

The University of Maine System (UMS) initiated a Request for Proposal (RFP) process through the UMS Office of Strategic Procurement to explore services that could potentially be provided by an Online Management Provider (OMP). The intent of the RFP was to evaluate consulting services and/or products and services to expand the national reach and responsiveness of the System campuses' online offerings. More specifically, the goal is to strategically explore a set of priority programs for which collaboration with an OMP represents high potential to increase student enrollment and graduation to meet the workforce and educational needs in and outside of Maine. The expectations of service from an OMP include market research, effective marketing strategies, lead generation, instructional design support, subject matter expertise as needed, student performance tracking, and general management support (see detail below).

As a result of the RFP process, *Academic Partnerships*, a privately-held company serving >50 universities to grow online markets was selected. *Academic Partnerships* focuses on partnering with public universities, and their clientele range from R1, research-intensive and flagship institutions to teaching universities and regional campuses.

With *Academic Partnerships* identified as a potential partner, a first exploratory conversation was held on April 24, 2018 with the Chief Academic Officers Council to determine if any program candidates exist for which the consultant and the UMS would be mutually interested. Should such programs exist for further exploration, future meetings with *Academic Partnerships* and key campus constituencies will be held.

Specific details regarding the service expectations include:

Market Research: Provide robust, technically sound analyses of prospective student markets for newly proposed online programs, as well as existing programs that are

seeking to expand. We are interested in a planned phased approach to brand, program, and content areas of interest in concert with current, prospective, and alumni students. In addition, it is our expectation that vendors will include a mix of market data from economic bureaus, competitor forecasts, (including but not limited to Department of Labor data).

Marketing & Lead Generation: Create messaging and branding aligned with the strategic marketing plan and program-specific attributes to generate quality leads.

Recruitment & Enrollment Services: Document contacts with students through a Customer Relationship Management system, qualify student prospects, and counsel students in completing application for admission, including disclosure requirements under SARA (State Authorization Reciprocity Agreements).

Student Success: Provide engagement and retention processes and operational procedures to ensure student success



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Early College: Update
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Relevant Academic Programming,
Student Success, and Enrollment
5. **BACKGROUND:**

In July 2017, the UMS received funds from the legislature to expand and improve the quality of Early College programs in the State of Maine. A portion of these funds were used for scholarships for students who had successfully completed the UMS Early College programs and are now matriculating at a UMS campus. Funds were also distributed to the UMS campuses to develop new and innovative Early College programs to enhance enrollment and enrich these programs. Additional plans for the funds include designing professional development workshops for guidance counselors, university faculty, and high school teachers; pathways to careers; new ways to provide access to high school teacher-to-master's degrees/credentialing; software management systems for enrollment, assessment, and accreditation; and website development for Early College.

the WHY

Early College

at Maine's Public Universities

Information for Students & Parents



PARTICIPATION IN EARLY COLLEGE INCREASES:

Students who participate in Early College are **MORE LIKELY TO EARN A COLLEGE DEGREE.**

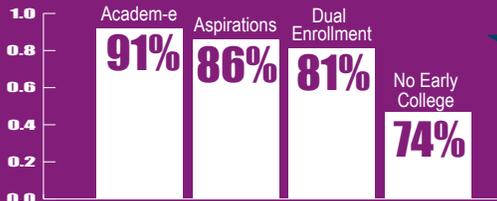
COLLEGE ENROLLMENT

Nationally, 80.9% of students who participate in Early College enroll in college after high school.



(compared to 72.2% for all high school students)

SUCCESS AT MAINE'S PUBLIC UNIVERSITIES



Early College students who graduate from high school and enroll in a Maine Public University are more likely to enroll in college (persist) for a second year.

- IMPROVES RIGOR OF HIGH SCHOOL CURRICULUM
- BETTER STUDY SKILLS
- BUILDS CONFIDENCE



HIGHER HIGH SCHOOL GRADUATION RATES

Students who participate in Early College are less likely to drop out of high school.

DECREASES ANXIETY TRANSITIONING TO COLLEGE

"It eased the transition from High School to College. When I started attending UMF as a matriculated student, I knew I could complete the course work based on my Early College experience."

- Nancy, Early College Student

Students who participate in Early College are **LESS LIKELY TO NEED REMEDIAL COURSES IN COLLEGE.**



Save up to **\$14,000**

in tuition, fees, and other expenses!
Estimate is based on transferring up to 30 credits to UMaine.

EARN A DEGREE IN LESS TIME.

Students who enter college with Early College credits are more likely to earn a degree on time than students with no Early College.



PARTICIPATION IN EARLY COLLEGE DECREASES:

Logos for: Maine's Public Universities (University of Maine System), THE UNIVERSITY OF MAINE, UNIVERSITY of MAINE at AUGUSTA (Declare your future.), UNIVERSITY OF MAINE FARMINGTON, UNIVERSITY OF MAINE FORT KENT (UNIVERSITÉ DU MAINE), THE UNIVERSITY OF MAINE AT MACHIAS (Maine's Coastal University), and UNIVERSITY OF SOUTHERN MAINE (PORTLAND • GORHAM • LEWISTON • ONLINE).

Sources: https://highered.colorado.gov/academics/concurrent/ConcurrentEnrollmentEffectsAnalysis_2014.pdf - <https://www.air.org/resource/early-college-continued-success-early-college-high-school-initiative-impact-study-2014> - <http://ccrc.columbia.edu/media/22/attachments/dual-enrollment-student-outcomes.pdf> - http://www.nacep.org/cont/downloads/swanson_executive_summary.pdf - http://evolution.com/revenue-streams/extending_life-long_learning/three-ways-to-create-access-through-k-12-dual-enrollment/ - Hubbard, A. L. (2016). Exploring the Liminal Space: Dual Enrollment at Maine's Community Colleges. (Doctoral Dissertation), University of Maine, Orono, Maine. - <http://www.jff.org/publications/early-college-expansion-propelling-students-postsecondary-success-school-to-higher-education>



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** University of Maine Research Update
2. **INITIATED BY:** Gregory G. Johnson, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Research and Economic Development
5. **BACKGROUND:**

Dr. Kody Varahramyan, Vice President for Research and Dean of the Graduate School at the University of Maine, will present an overview of the University's research enterprise. The presentation will focus on past research performance, as well as current initiatives and future plans to foster scholarly achievement that complements Maine's economic future.



Research at UMaine



Kody Varahramyan
Vice President for Research
and Dean of the Graduate School



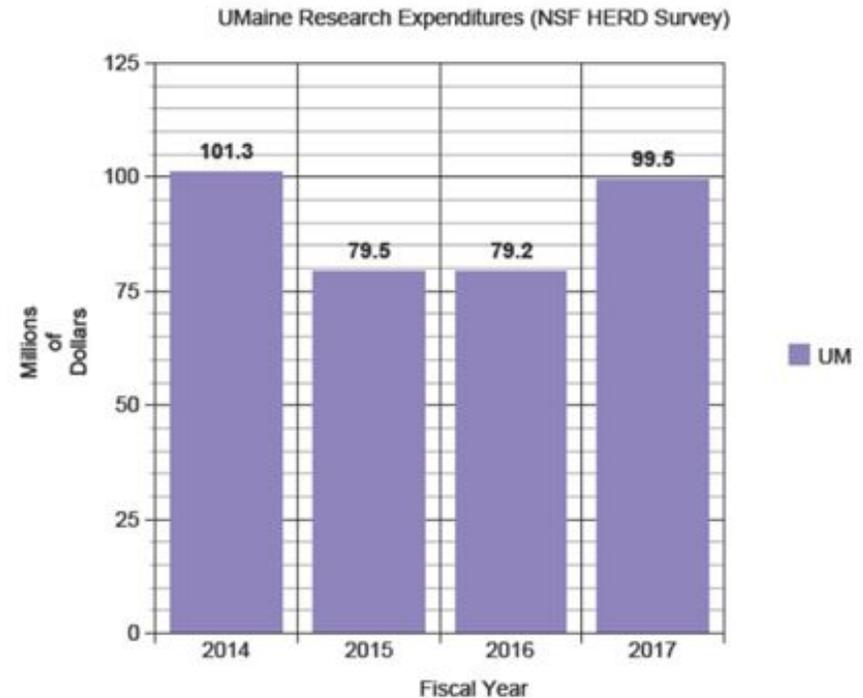
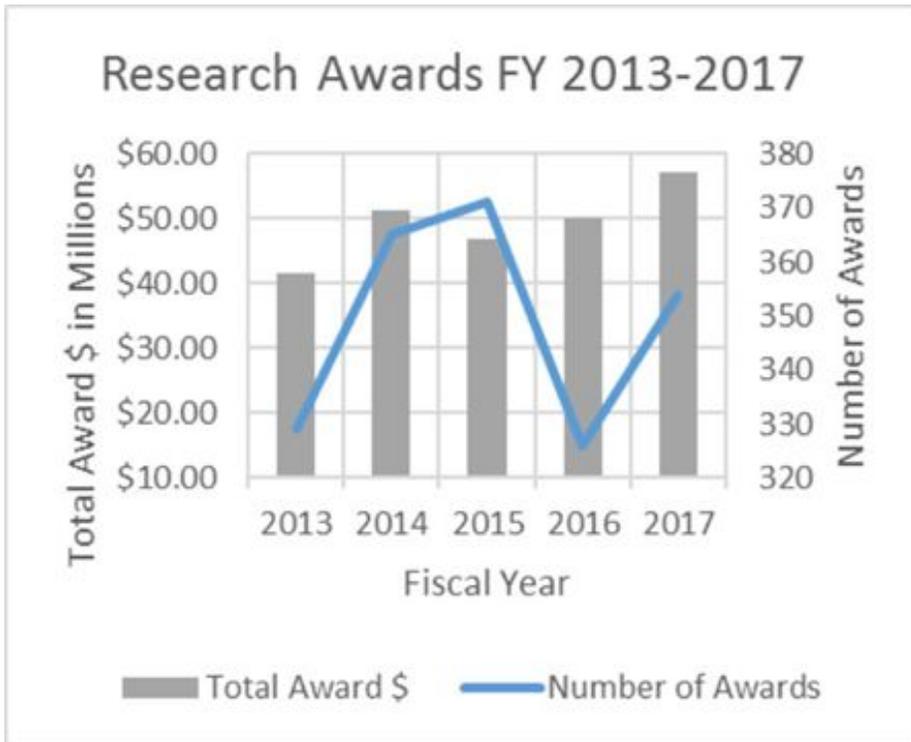


Research Enterprise

5.1

Research Funding for FY 17

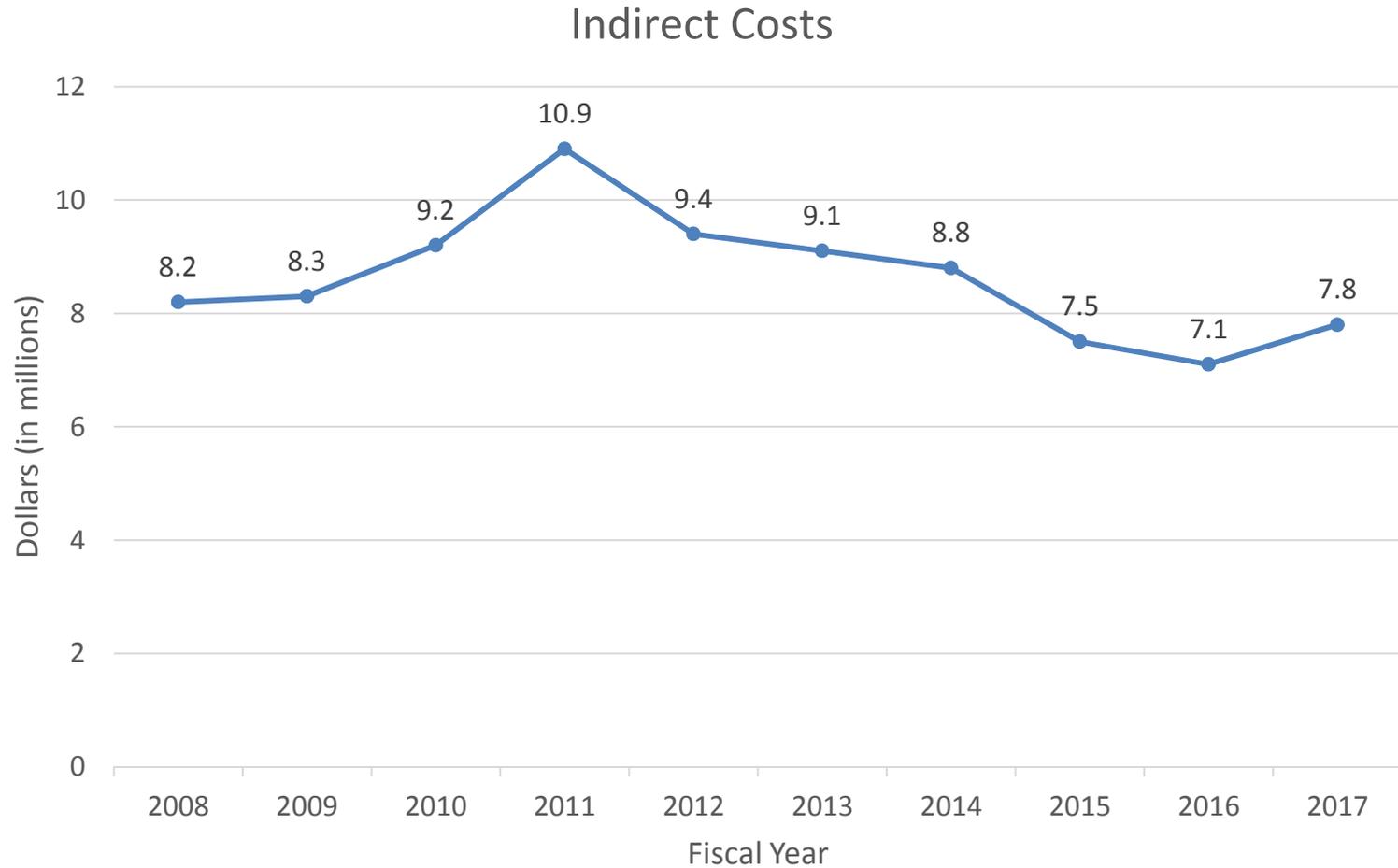
- **353 Awards, 573 Submissions**
- **\$57 million Total Awards**
- **\$99.5 million Total Research Expenditures**





History of Indirect Costs

5.1





Signature and Emerging Areas of Excellence

Signature Areas

Forestry and the Environment

Marine Sciences

STEM Education

Climate Change

Advanced Materials for Infrastructure and Energy

College of Engineering

Honors College



Emerging Areas

Graduate School of Biomedical Science and Engineering

Northeastern Americas: Humanities Research and Education

Data Science and Engineering

Sustainability Solutions and Technologies

Aging Research

Finance Education



FY 17 Grants by Signature Areas

5.1

Signature Areas	Awards
Marine Sciences	\$12.03 M
Advanced Materials for Infrastructure and Energy	\$10.29 M
Forestry & the Environment	\$6.24 M
Climate Change	\$2.08 M
STEM Education	\$1.96 M
College of Engineering	\$1.09 M
Honors College	\$0.00
Not Associated with a Signature Area	\$7.92 M
Total	\$41.61 M

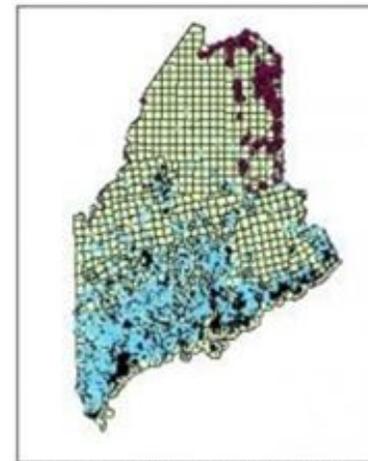


Research Enterprise

15 University Research Centers and Institutes

5.1

- Advanced Manufacturing Center
- Advanced Structures and Composites Center
- Aquaculture Research Institute
- Center for Community Inclusion and Disability Studies
- Center for Research on Sustainable Forests
- Center for Undergraduate Research
- Center on Aging
- Climate Change Institute
- Forest Bioproducts Research Institute
- Laboratory for Surface Science and Technology
- Maine Center for Research in STEM Education (Maine RiSE Center)
- Maine Sea Grant
- Margaret Chase Smith Policy Center
- National Center for Geographic Information and Analysis
- Senator George J. Mitchell Center for Sustainability Solutions



Schools near Public Water Supplies with Arsenic



Maine EPSCoR

5.1

Established Program to Stimulate Competitive Research (EPSCoR)

- Increase state R&D capacity and competitiveness
- Advance state STEM capabilities for discovery innovation, and knowledge-based prosperity
- Administers the State of Maine NSF EPSCoR program
- Current \$20M track 1 award Sustainable Ecological Aquaculture Network - SEANET





Maine EPSCoR

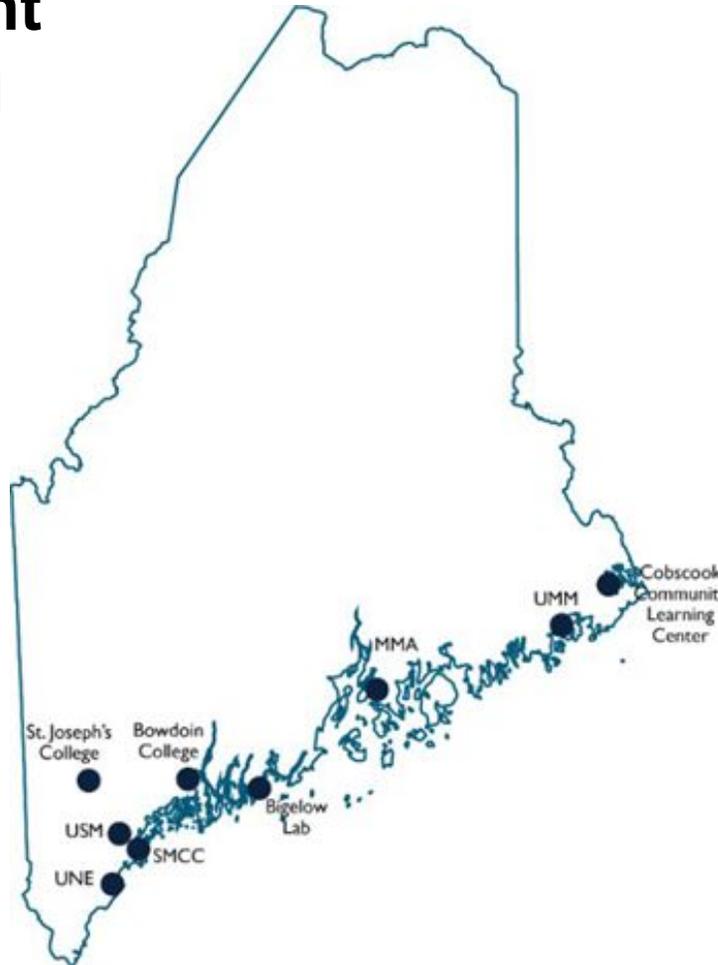
Current Track 1 Grant Sustainable Ecological Aquaculture Network (SEANET)

SEANET UMaine Graduate Student Cohort:

5.1



\$20M, 5 Year Grant
\$16M received to date
27 graduate student Fellows



Marine Science	11
Civil Engineering	3
Economics	3
Food Science	2
Anthropology	2
Education	2
Information Science	1
Mechanical Engineering	1
Chemistry	1
Communication	1



Maine EPSCoR

New Track I Proposal on Environmental DNA

5.1

July 2018 Submission

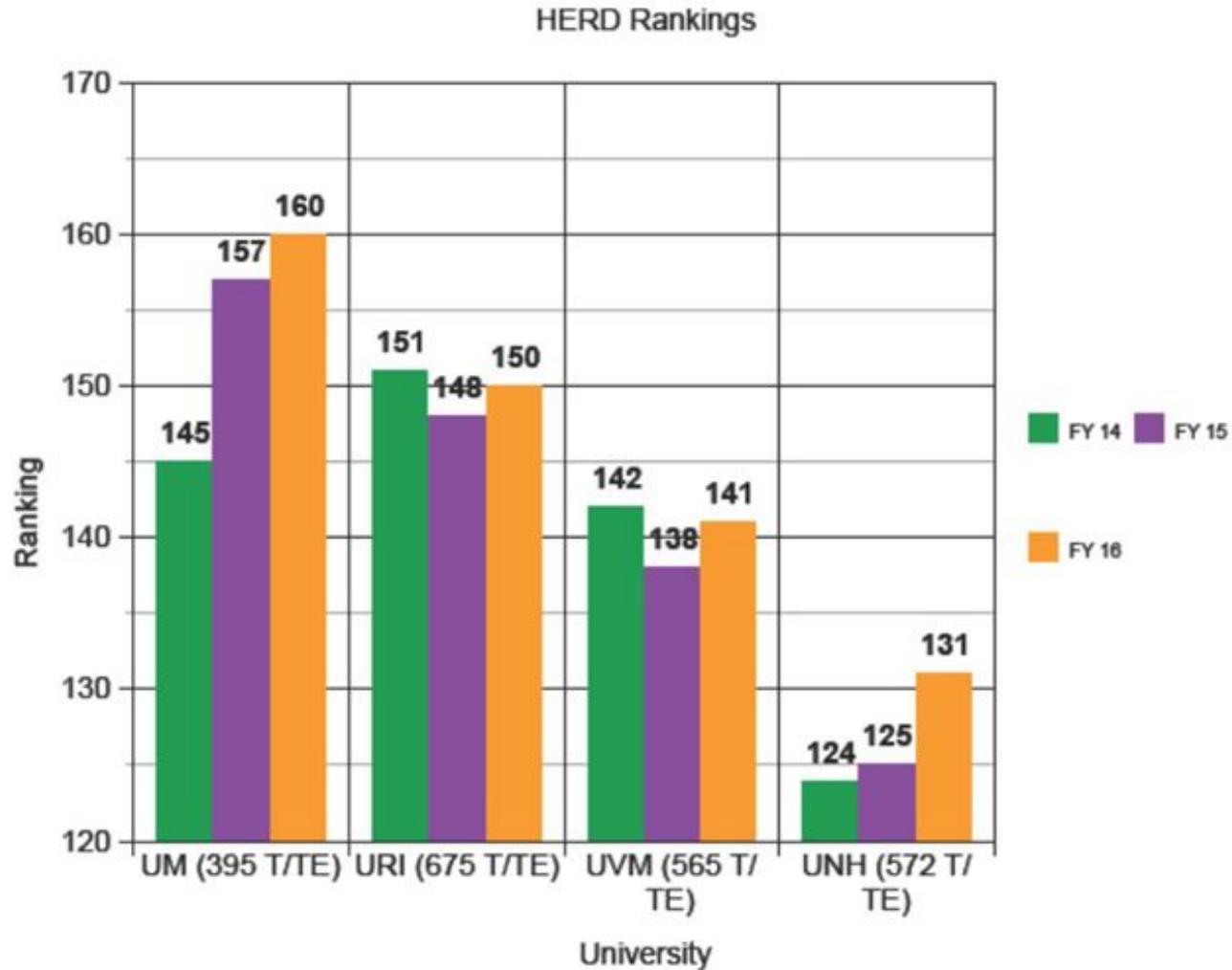


The complex block contains four images arranged in a 2x2 grid. The top-left image is an aerial view of the University of Maine campus, showing various buildings and green spaces. The top-right image is the official logo of the University of Maine, which includes the year "1865" and the text "THE UNIVERSITY OF MAINE". The bottom-left image shows a large, modern building at night, illuminated from within, with snow on the ground in the foreground. The bottom-right image is the logo for the Bigelow Laboratory for Ocean Sciences, featuring the name "Bigelow" in a large font and "Laboratory for Ocean Sciences" in a smaller font to its right.



HERD Ranking

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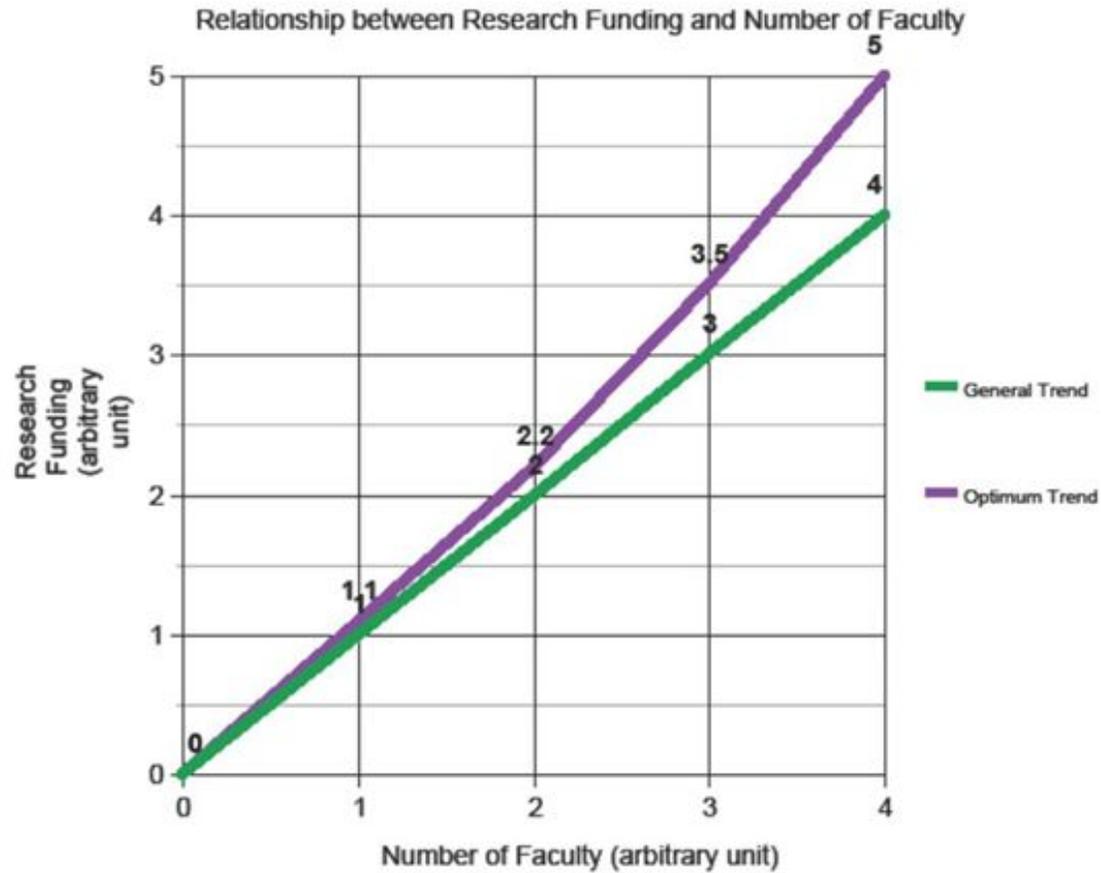
Tenured/Tenured Eligible Faculty

UM: 395 URI: 675 UVM: 565 UNH: 572



Impact of Faculty Size on Research Funding

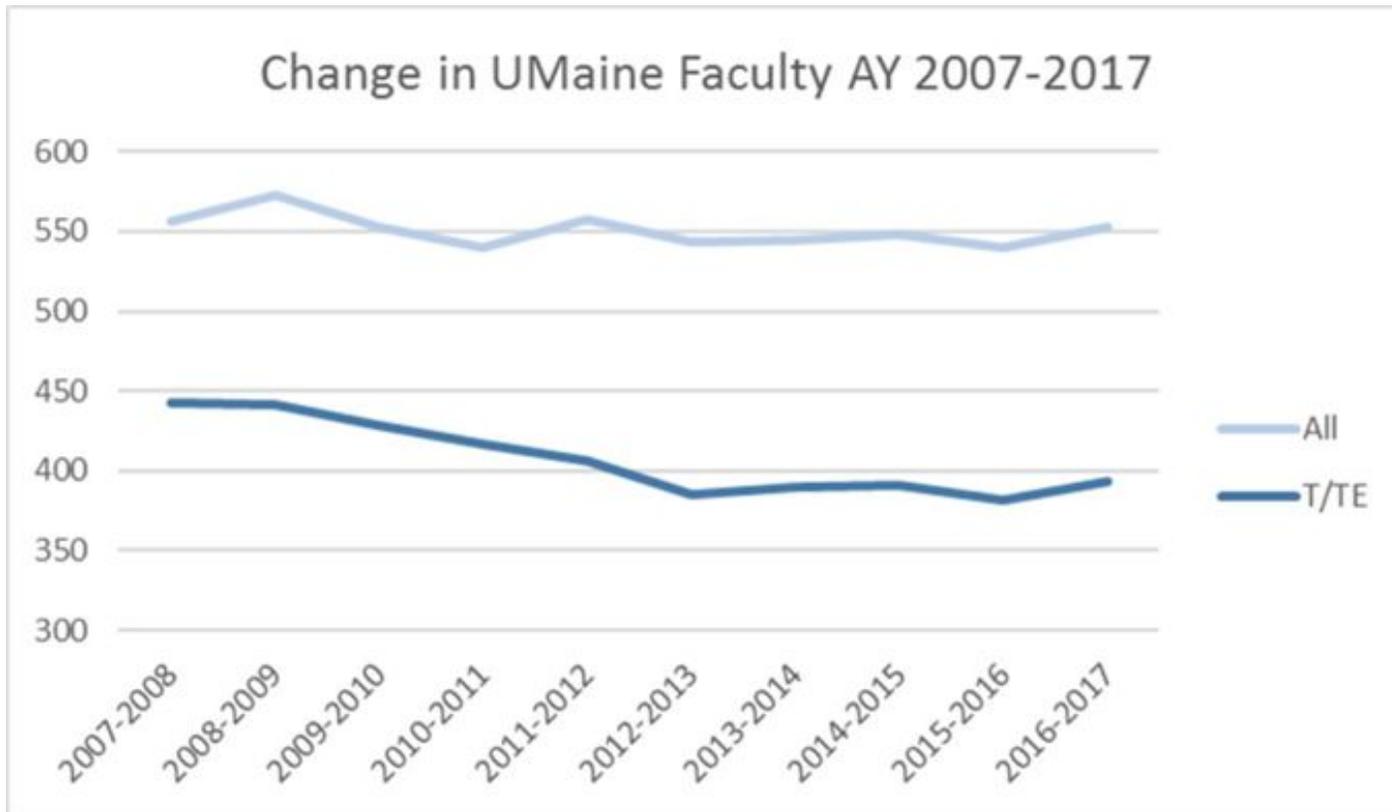
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UMaine Faculty Numbers

5.1



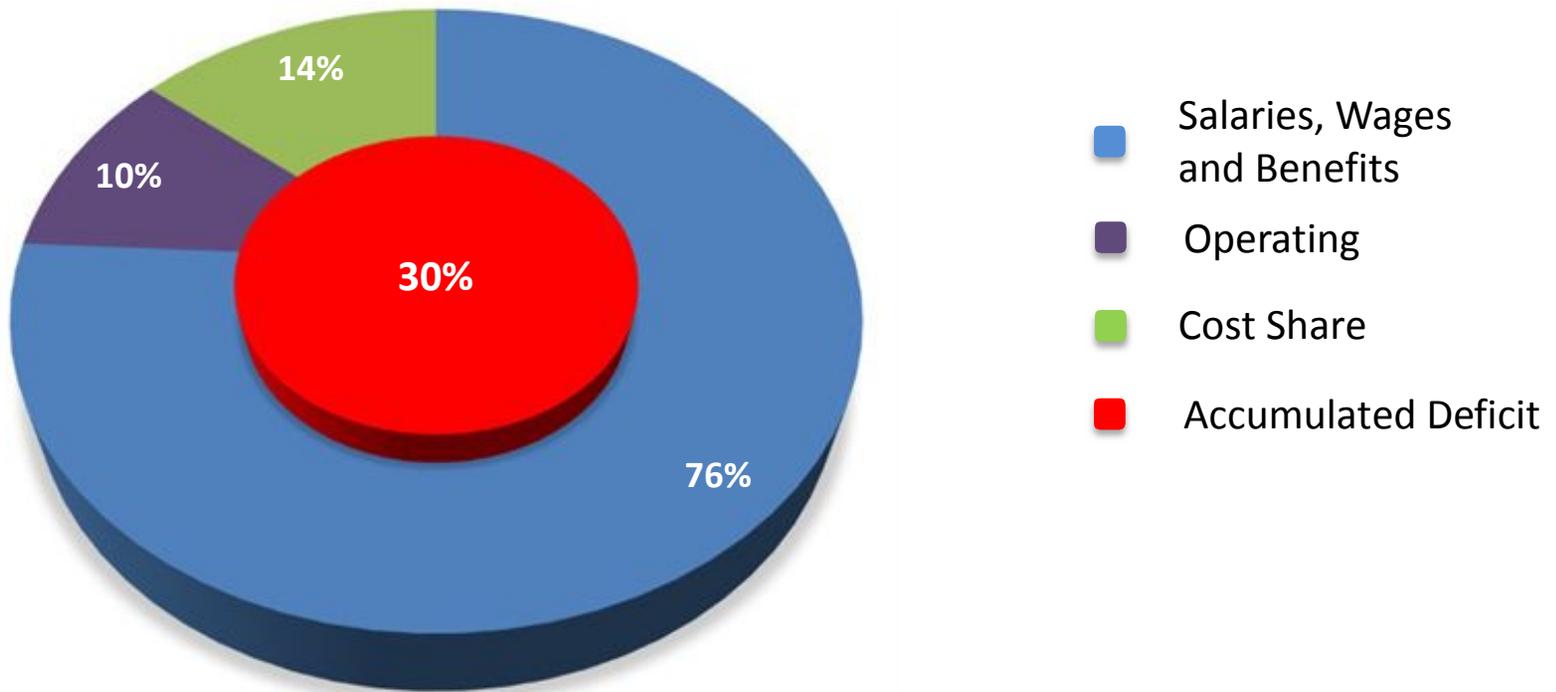
Significant decrease in the number of tenure/tenure eligible (T/TE) Faculty over the past decade.



Maine Economic Improvement Fund - MEIF

FY18 MEIF base appropriation to UMaine	\$13.2M
UMaine unrestricted support	<u>\$5.8M</u>
Total MEIF funds	\$19.0M

5.1

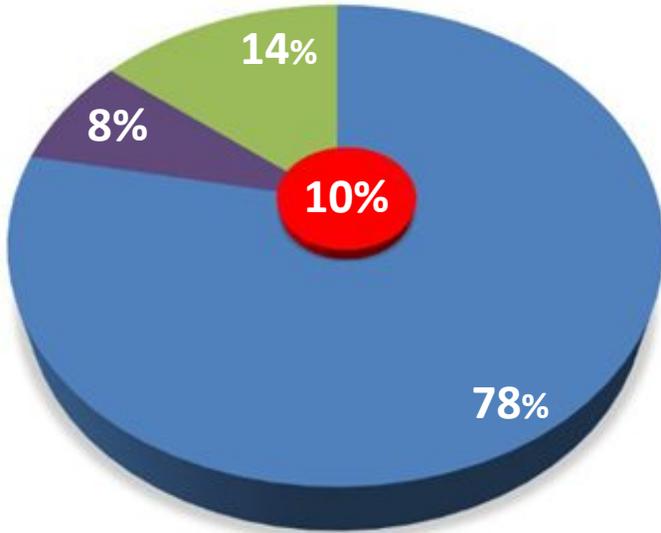




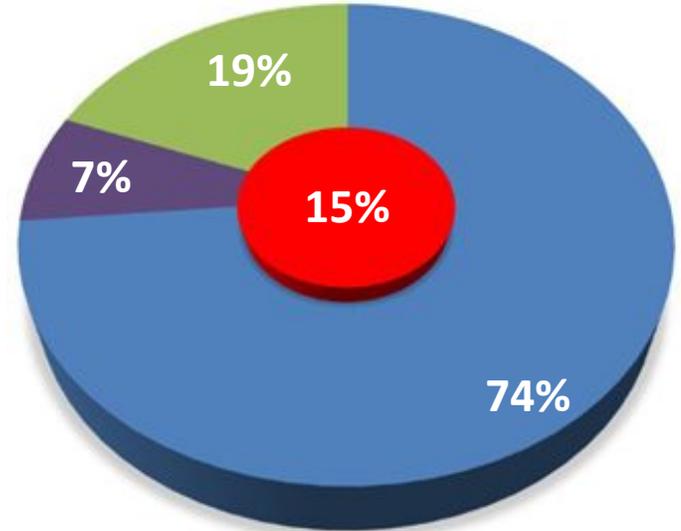
Maine Economic Improvement Fund - MEIF

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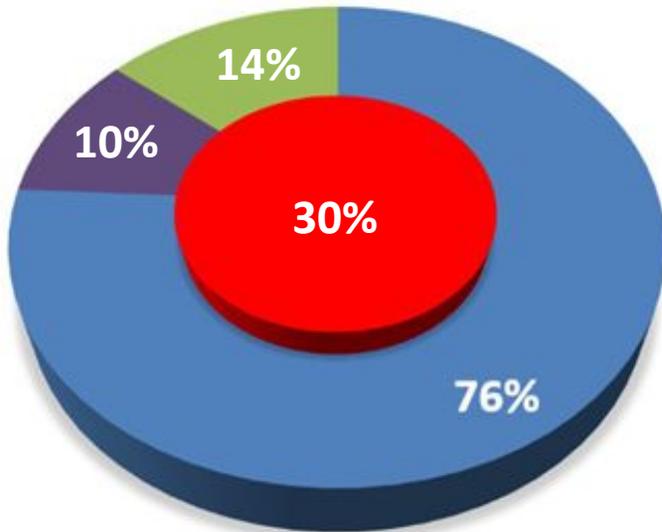
FY16 Budget - \$16.8M



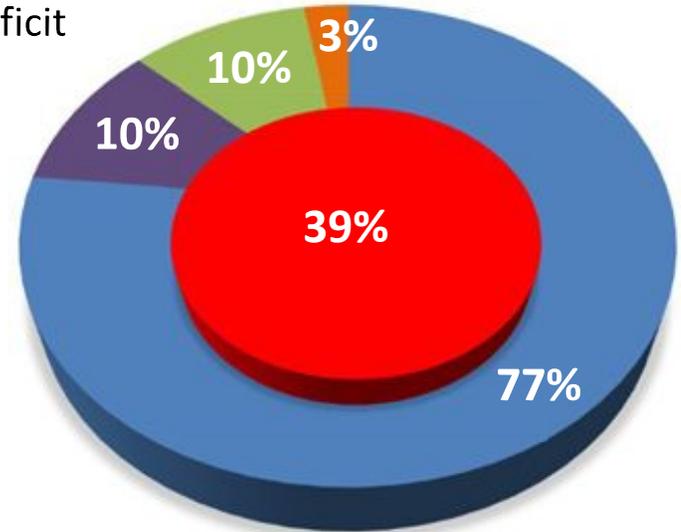
FY17 Budget - \$18.5M



FY18 Budget - \$19M



FY19 Budget \$19.3M



- Salaries, Wages and Benefits
- Operating
- Cost Share
- Start Up
- Accumulated Deficit



Maine Economic Improvement Fund - MEIF

5.1

Steps Taken to Improve Fund Management and Reduce Deficit

- **Some reductions made to ongoing operating commitments**
- **Identified salaries to move to E&G**
- **When fixed length commitments are ended, use as much of the funds for deficit reduction**
- **Observe caps built into the budget for cost share and start ups**



Role of Research at Research Universities

5.1

Role of Research at Research Universities

- It plays the pivotal role to transform these institutions into modern 21st Century research universities

Role of Research at the University of Maine

- As Maine's research university, research is the distinguishing part of the university mission
- Research will enable transformation of the University of Maine into a modern 21st Century Research University
- Vision being pursued:
 - *To be a world-class research university of global impact and local relevance resulting in maximum socioeconomic impact on Maine and beyond*



Modern 21st Century Research University

Strategic Roadmap for UMaine to become a Modern 21st Century Research University

5.1

Main Features

- **No silos, including between academic and research units**
- **Close alignment and integration of university research and academic programs**
- **Emphasis on Interdisciplinary research and teaching addressing grand socioeconomic challenges**
- **High impact experiential learning programs through undergraduate research and other means**
- **Personalized educational paths meeting individual student needs and interests**
- **Core/shared research resources and facilities that are widely accessible to the university and outside community**
- **Significant research commercialization coupled with skilled workforce creation which leads to robust economic development consisting of new markets, new industries, new jobs**



Strategic Roadmap Needed Actions

5.1

Grow the research enterprise by:

- Growing faculty
- Investing in needed infrastructure
- Modernizing operations
- Developing interdisciplinary and integrated research and academic programs needed for Maine to flourish in 21st Century world



Strategic Roadmap Return on Investment

5.1

Question:

- Does it take a \$1 of investment to get a \$1 of increase in research funding?

Answer:

- Yes, for each invested \$1 one would get a \$1 of increase in research funding, plus additional dollars generated by other derived values

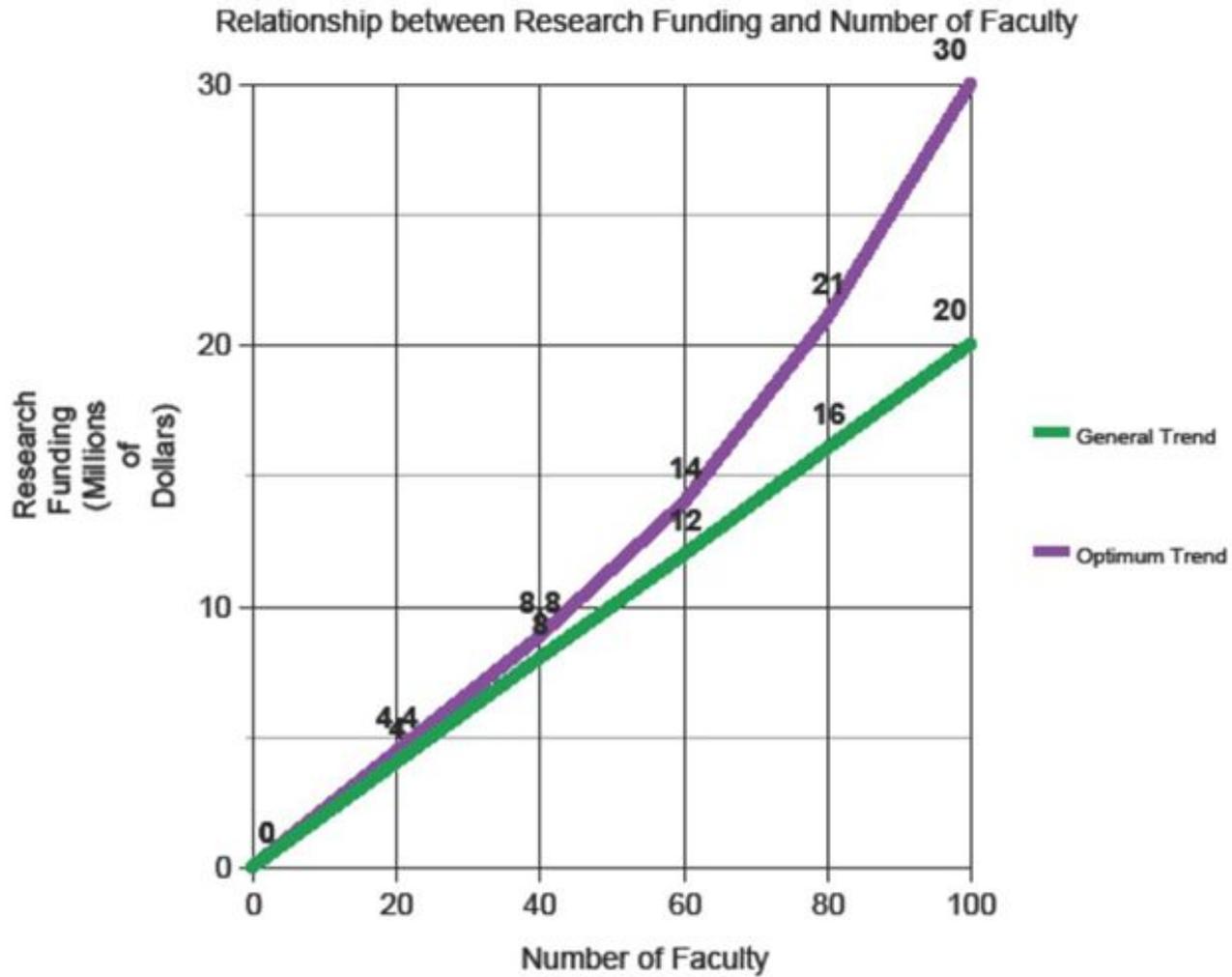
Explanation:

- Consider investing in hiring a new research-oriented faculty: On average need around \$200,000 per year to cover salary, fringe benefits, start-up and other costs
- In return: A new faculty with proper research expectations can produce around \$200,000 or more per year in external research funding
- Plus, a new faculty will also teach undergraduate students, attract and fund new graduate students, do scholarly work raising the university profile, and in a proper environment generate significant intellectual property with tangible impact on economic development
- Thus, ROI would be significantly more than 1.



Impact of Faculty Size on Research Funding

5.1





Strategic Roadmap Needed Actions

5.1

Recommended Investments

- **Over the next 5 fiscal years create at least 100 new tenure track faculty lines, with at least 20 lines per year, and starting the searches in FY 19 to fill the first set of positions in FY 20**
- **For FY 19 and beyond dedicate all of the new faculty lines and the majority of available existing faculty lines to joint appointments with research units**
- **Fill all of these faculty lines through coordinated cluster hiring in signature and new strategic areas emphasizing interdisciplinary collaborations addressing grand challenges**
- **Hire highly promising junior faculty, as well as distinguished senior faculty with significant transferable research funding**
- **Renew the Research Reinvestment Fund at \$2.5 million per year for 5 years in support of the strategic roadmap needed actions**
- **Allocate 50% of the indirect cost recovery funds generated from external grants in support of the strategic roadmap needed actions and to compensate for the MEIF limitations**



Research at UMaine

5.1

Thank You!



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 Board Academic and Student Affairs Committee. The discussion will be led by Samuel Borer, UM Undergraduate Student Representative to the BOT, and Isaac Michaud, UMF Student Representative to the BOT.



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Tenure at Time of Hire; UM
- 2. **INITIATED BY:** Gregory G. Johnson, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** **BOARD POLICY:**
 Relevant Academic Programming Section 310
- 5. **BACKGROUND:**

Dr. Rheingans has accepted an offer of employment from the University of Maine as the Director of the School of Computing and Information Science and Professor of Computer Science, with an initial appointment as Director for five years. Thus, President Susan J. Hunter has requested that Dr. Penny Rheingans be awarded tenure effective August 1, 2018 to coincide with this appointment.

According to President Hunter, “Dr. Rheingans was selected through a competitive, national search. She is an experienced administrator, accomplished researcher, and effective teacher. In the area of external support, she has an excellent record, raising well over \$9 million through 25 individual grants since 1997, mostly from NSF grants including receipt of an NSF CAREER Award. She also has more than 80 peer-reviewed publications within that same time frame. Dr. Rheingans has been especially active as a leader in the field of computer visualization, serving on the executive committee of the NIH-NSF Visualization Research Channel Report and on editorial boards and program committees. She has also served on the Board of Directors of the Computing Research Association, an elected position of distinction and clearly a strong recognition of research excellence by her peers. Her work is cross-disciplinary, with collaborations with domain experts in such areas as environmental protection, land change science, physics, medicine, machine learning, computational fluid dynamics, cybersecurity, urban planning, and student success. She has taught a wide range of courses at both the undergraduate and graduate levels and received strong teaching evaluations. She has successfully supervised 6 Ph.D. students and 18 Master's students. In the area of service, Dr. Rheingans has served as the Director of the University of Maryland Baltimore County's Center for Women in Technology from 2009 to the present. She has made substantial contributions to increasing the diversity profile in computer science and engineering.”

Dr. Rheingans will come to the University of Maine from the University of Maryland – Baltimore County, Department of Computer Science and Electrical Engineering where she

has served since 1998, and as a full-professor since 2009. Dr. Rheingans earned her undergraduate degree from Harvard University and her doctorate from the University of North Carolina, Chapel Hill.

This request is in accordance with Board of Trustees Policy and the UMS Administrative Procedures Manual for Section 310: "[at] the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees."

6. TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the May 20 & 21, 2018 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees approves tenure at the rank of Director of the School of Computing and Information Science and Professor of Computer Science at the University of Maine to Dr. Penny Rheingans, with tenure to be effective August 1, 2018 in accordance with Board Policy.



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Tenure at Time of Hire, USM
- 2. **INITIATED BY:** Gregory G. Johnson, Chair
- 3. **BOARD INFORMATION:** **BOARD ACTION:** X
- 4. **OUTCOME:** Relevant Academic Programming **BOARD POLICY:** Section 310
- 5. **BACKGROUND:**
 The University of Southern Maine (USM) has requested immediate tenure at hire at the rank of Associate Professor of Economics for Dr. Vaishali Mamgain. This recommendation has the full support of the academic administrative personnel structure at USM.

Provost Jeannine Uzzi indicates that “Dr. Mamgain first came to USM in 1997 as an assistant professor and earned tenure from this Board of Trustees in 2004. She continued to serve the University until 2014 when she resigned her faculty position to pursue a personal and professional goal: she was selected to participate in a three-year program that allowed her to focus exclusively on the field of contemplative pedagogy, both for her teaching and her research. Broadly based on the theories and practices of behavioral economics, Professor Mamgain has researched protocols to integrate these studies into the classroom. It is this focus that she has brought back to USM. She has joined her student-focused classroom approach, utilizing learning community approaches with the new pedagogy, creating unique experiences that yield courses that are challenging and build responsibility to the material.” Provost Uzzi writes further that “Professor Mamgain’s research into the migrant workforce for the state of Maine impacts communities and the state economy and speaks to issues of state and national import. She has taught courses on the political economy of food and also on urban economics. Her contributions in these interconnected areas have helped inform state and local policy.”

This request is in accordance with the Board of Trustees Policy and the UMS Administrative Procedures Manual for Section 310; however, section 310 is written for granting tenure to a seasoned professional at the rank of full professor; specifically,

“At the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees. In other cases, as the institutions deem appropriate, full professors may receive an initial

appointment without tenure but, with Trustee approval at the time of their appointment, may be given the opportunity to apply for tenure during the second year of their appointment.”

USM has acknowledged that Dr. Mamgain is to be hired at the rank of Associate Professor, and indicates that the rank of associate professor is appropriate in this case for one who is “still developing their body of work and contributing to the University’s intellectual growth, as well as the growth of both the community and society.”

Additionally, Dr. Mamgain’s scholarly output is in accordance with USM’s criteria for tenure; specifically,

Clearly related to teaching ability is creative scholarly achievement, whether published or unpublished research, creative work, or new courses. The stimulating teacher is one who stays abreast of the teacher’s field, masters new approaches to that field and contributes to the development of ideas in that field. The original scholar is more likely than the purely imitative one to be able to synthesize new trends in a discipline, integrate them with traditional theories, and present in a stimulating manner the result of the teacher’s own thinking to the students.

6. TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the May 20 & 21, 2018 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees approves tenure at the rank of Associate Professor of Economics at the University of Southern Maine to Dr. Vaishali Mamgain with tenure to be effective September 1, 2018, in accordance with Board Policy.



AGENDA ITEM SUMMARY

- | | | |
|-----------|--|-------------------------------------|
| 1. | NAME OF ITEM: Tenure at Time of Hire, UM | |
| 2. | INITIATED BY: Gregory G. Johnson, Chair | |
| 3. | BOARD INFORMATION: | BOARD ACTION: X |
| 4. | OUTCOME:
Relevant Academic Programming | BOARD POLICY:
Section 310 |
| 5. | BACKGROUND: | |

10

The University of Maine seeks to hire Dr. J. Michael Weber as the founding Dean of the Graduate School of Business, effective July 1, 2018. Thus, President Susan J. Hunter has requested that Dr. Weber be awarded tenure to coincide with this appointment.

As outlined by President Hunter and Provost Hecker, Dr. Weber has: approximately 20 years of teaching experience at the graduate MBA level; experience developing new programs; critical experience in executing AACSB accreditation; sixteen publications and two edited collections; and, two Outstanding Faculty Member awards. Further, he currently holds tenure in the Stetson School of Business and Economics at Mercer University as the Senior Associate Dean, and has served at the University of West Florida, University of Miami, Barry University, and Eastern New Mexico University.

This request is in accordance with BOT Policy and the UMS Administrative Procedures Manual for Section 310 for appointment of Senior Administrators contingent on:

- “1. the nominee will have been accepted by an appropriate academic department and accorded faculty rank, at the time of appointment as academic dean;
- 2. the nomination will have been duly evaluated through the campus tenure processes.”

- 6. TEXT OF PROPOSED RESOLUTION:**
That the Academic and Student Affairs Committee forwards this item to the May 20 & 21, 2018 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees approves tenure at the rank of Professor in the Maine Business School at the University of Maine to Dr. J. Michael Weber with tenure to be effective July 1, 2018, in accordance with Board Policy.

5/10/18

FACULTY EVALUATION STANDARDS

Maine Business School
University of Maine
April 9, 2014

The Tenure and Reappointment Committee conducts periodic reviews of all faculty to assess their contributions to the mission of the Maine Business School (MBS). This document and the Agreement of the University of Maine System with the Associated Faculties of the University of Maine System establish the criteria for these evaluations of professional performance. The University of Maine System is a public institution of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our statewide University community. The quality of life on and about the member Universities is best served by courteous and dignified interaction between all individuals. Therefore the MBS shares with the UMS and AFUM the expectation that all members of the campus community will work to develop and maintain professional relationships that reflect courtesy and mutual respect.

The MBS is comprised of a faculty as a whole - it is not merely a group of individuals. All faculty are expected to act in a socially responsible and ethical way. They should have a physical presence beyond their teaching and office hours and should be available for meetings and other activities on teaching and non-teaching days. Guided by the general approach adopted by the university, peer judgments are determined by performance in scholarship, teaching, and service.

Collegial behavior, cooperative attitude, and acceptance of personal responsibility for one's actions are all valuable qualities of a unit member. Extreme cases of behavior, clearly and consistently disruptive to departmental affairs, as determined by 80% of the tenured members in a meeting, may result in a negative recommendation for reappointment, tenure, or promotion

The MBS is accredited by the Association to Advance Collegiate Schools of Business (hereafter AACSB). The maintenance of that accreditation is critical to the MBS and the University of Maine, hence faculty must contribute to it as required.

The Tenure and Reappointment Committee is currently a committee of the whole—all tenured faculty in the Business School are members. If it is decided by the faculty that the Committee should be reduced in size, the faculty will be involved in the development of a process by which this will occur, including, but not limited to agreement on its final size, the terms of office for members, how the members will be elected by the faculty and the distribution of faculty expertise across disciplines. Members with a conflict of interest relative to a specific candidate should recuse themselves during those deliberations.

CONTRIBUTIONS TO THE MISSION

The Maine Business School serves as the primary source of management research, education, and service in the state of Maine. Through the integration of research, teaching and extensive interactions with the business community the MBS develops and communicates knowledge, prepares students for successful careers in a global economy, and contributes to the economic development of the region. Each faculty member has a professional responsibility to contribute to the mission of the MBS.

Research and Other Intellectual Contributions: The faculty of the MBS undertake original research, communicate results to other educators, researchers and practitioners, and are encouraged to incorporate research findings in their teaching. The evaluation of the quality of such research is necessarily an imprecise task. However, certain objective criteria are important to the evaluation process. Work that has been subjected to external evaluation will be weighted more heavily. Similarly, works which have been published usually represent a more substantial contribution than those which have received more limited circulation. Greater emphasis is placed on original scholarly work than upon texts or editorships of collections of readings. We recognize the special significance of invited contributions. In the case of jointly conducted research and scholarly activities and co-authored publications, the Committee will assess, to the degree possible, the relative contribution of the MBS faculty member. Professional recognition is reflected by the standards of review imposed by the publishers of a faculty member's materials (double-blind review, editorial review etc.). The Committee utilizes these implicit evaluations in its own evaluation process. Specific attention is paid to the generally acknowledged ratings of professional journals and to the editorial standards (such as acceptance rates and impact factors) of journals. Each journal is evaluated on its own merits and will be checked by the Committee. The proliferation of pay-to-publish (as distinct from a submission, reprint or review fee) and of marginal outlets is of concern and candidates should avoid them and not expect to receive credit for those publications. The mere appearance of a journal in Cabells does not assure quality. The Committee supports interdisciplinary work including that published outside of one's field. Significant weight will be given to the written evaluations of external reviewers required when the candidate prepares the tenure document. The Committee considers the following factors in evaluating the contributions of faculty to the research mission of the MBS.

Primary factors

- Publications in refereed journals with preference for quality journals
 - At least one sole-authored article is encouraged
 - Articles published with many coauthors may carry less weight
 - Assessment of 'quality' depends a variety of factors: the candidate must provide some measures
- Assessment of work by external reviewers
- Publications in editorially reviewed journals
- Research grants awarded
- Publication of a scholarly book
- Publication of an original textbook (not a customized textbook)
- Publication of case studies, instructional resource (course software, study guide, etc.), or chapter in scholarly book¹

Secondary factors

- Editor of scholarly journal
- Editor of proceedings, editor of a special issue, associate/assistant editor of scholarly journal (provide evidence of work required)
- Proceedings or presentations at scholarly conferences
- Review of article for a refereed journal
- Published review of a book
- Publication of new edition of textbook

- Candidates may include other evidence of research activity not listed above (e.g. work in progress)

Teaching: The MBS faculty provides each student with the intellectual foundation for a productive professional career in a world-wide economic system. Student input is essential to the improvement of instruction and an important consideration in the evaluation of teaching. Faculty members are required to conduct student evaluations in all classes. The Committee considers several factors in assessing the contributions of faculty to the teaching mission of the MBS. Factors that may be considered, among others, include:

Primary factors

- Student evaluations (must be considered)
- Course and curriculum development
- Currency and impact in the instructional field as demonstrated by course materials and content
- Accessibility to students including holding scheduled classes, maintaining office hours, and providing prompt and thorough feedback
- Responsiveness to Assurance of Learning or other activities needed to meet AACSB accreditation standards

Secondary factors

- Professional development activities for instructional improvement
- Innovations in instructional processes including creative use of technology
- Consideration of required versus elective courses and large versus small class sizes
- Student advising
- Peer classroom visits
- Candidates may include any other evidence they deem important

Service: As an integral part of the land-grant mission of the University of Maine, the MBS has a special responsibility to contribute to the economic development of the State. In addition, faculty contribute to their profession through service activities. The Committee considers many factors when judging the contributions of faculty to the service mission of the MBS. The following is not meant to be an all-inclusive list of service activities.

- School, College and University committee assignments and other service
- Involvement with student organizations
- Public service activities that require professional expertise performed as a faculty member as distinct from service rendered in the role of citizen
- Participation in the business community and contributions to the economic development of the State
- Business-related publication or appearances in newspapers, magazines, radio, television or other media outlets
- Management development seminars and consultation on business problems
- Other participation in professional associations and one's discipline
- Development of workshops or conferences for external constituencies

All faculty should be familiar with accreditation standards and must contribute to the School's maintenance of accreditation. The tenured faculty have a special responsibility to assume a leadership role in the accreditation process and to represent the MBS within the University and business communities. In addition, the tenured faculty should provide guidance and support for junior faculty.

REAPPOINTMENT RECOMMENDATIONS

The Committee advises the Dean regarding the reappointment of probationary faculty, both tenure-track and lecturers without just cause protection. All are evaluated annually using the same criteria except that lecturers have no research requirements (although research is welcomed). The University and the Committee require probationary faculty to report their activities on a yearly basis. These reports are cumulative in nature. At the third year, the member must use the *Third and Subsequent Year Reappointment Format* available from the Human Resources Department's website (Google: Human Resources University of Maine). This format will facilitate the final format the member must use when applying for tenure or just cause.

Under ordinary circumstances, holding a terminal degree in the tenure track faculty member's discipline is necessary for a favorable tenure recommendation. This requirement can be waived by the Committee at the time of hiring if a faculty candidate has exceptional professional experience and qualifications. Lecturers normally hold a master's degree in their field.

During the first two years, faculty are expected to work developing their teaching skills. By the end of two years, they should also have enough of a portfolio of scholarly work (see Secondary factors above) to provide evidence that publications will ensue. They should provide service but not so much as to impinge on their research and teaching development.

Over the next three years, faculty should continue to improve teaching and to build a library of publications. It is recommended that some publications be directed towards known, quality journals with impact factors. Pay-to-publish (see page 2) and marginal outlets are of concern and candidates should avoid them. It is also recommended that one or more publications be single authored. Ideally, a candidate for tenure will have at least five refereed articles by the time of the tenure decision (usually at the beginning of the 6th year). Service should increase during this period. The faculty may take on a leadership role in some service capacity during these latter years but it is not required.

Committee members will rate the candidate on each of the performance criteria as excellent, satisfactory or unsatisfactory. These ratings, as a whole, should be viewed as assessments of 'progress towards tenure' and not an assessment of that year's work and not an early vote for or against tenure. For example, a first year faculty member might receive an 'excellent' vote on research without having any publications because of – for example – several works in progress and conference presentations. Clearly, that is not a vote for tenure, but rather, progress towards it. A simple majority vote in favor of reappointment constitutes a recommendation to reappoint.

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE (LECTURER WITH JUST CAUSE)

The Committee advises the Dean concerning the tenure application of probationary faculty. A favorable tenure recommendation by the Committee must be justified by evidence that the faculty member has made important contributions to the mission of the MBS. A favorable tenure recommendation requires

an evaluation of “excellent” in research or teaching and “satisfactory” in the other two areas although such a vote does not ensure a favorable recommendation. A split vote averaging a low ‘excellent’ rating plus a barely satisfactory rating in another area may well result in a vote not to recommend tenure. The following definitions are guidelines for judging “excellent” and “satisfactory” performance in research, teaching, and service but this is not meant to be an all-inclusive listing of those activities that can result in an a particular evaluation. The primary and secondary factors listed earlier should help solidify judgment.

- Satisfactory performance in research: Continued and sustained effort in scholarly research beyond the doctoral dissertation resulting in articles in refereed journals and other quality publications and good evaluations by external reviewers. Typically, at least five publications in peer-reviewed journals of which one is recommended to be sole-authored, will be required for a candidate to be considered for a satisfactory or higher evaluation. The committee considers progression and continuity of scholarly effort and evidence of the likelihood of future publication. Evidence for this is provided through a portfolio of other scholarly work (as noted on page 2).
- Excellent performance in research: Excellence is manifested through numerous publications in refereed journals and other quality publications and excellent evaluations by external reviewers. The committee considers the quality of the journals as well as the impact on the profession. The committee considers progression and continuity of scholarly effort and evidence of the likelihood of future publication. Evidence for this is provided by a significant portfolio of supporting scholarly work (as noted on page 2).
- Satisfactory performance in teaching: Conscientious and dedicated attitude in the classroom which leads to a reputation among colleagues and students as a competent and effective teacher and advisor.
- Excellent performance in teaching: Demonstrated outstanding and distinctive reputation as an accomplished teacher and advisor among both students and colleagues.
- Satisfactory performance in service: Continuing cooperative participation in the business School, college, university, community, and/or professional organizations through activities such as committee work, special assignments, mentorship of student organizations, consulting, executive development programs, development of workshops or conferences, etc.
- Excellent performance in service: Conspicuous leadership or extensive contributions in the business School, college, university, community, and/or professional organizations through activities as listed above.

A vote for tenure implies that the committee believes that the candidate has met the criteria for promotion and will continue to be active in these areas as his or her career progresses. A majority of those serving on the Tenure and Promotion Committee must vote in favor of granting tenure in order to forward a favorable recommendation. A faculty member must review the candidate’s materials and participate in committee deliberations in order to vote on a tenure decision.

Note that the criteria for classification of faculty for AACSB accreditation purposes are unrelated to promotion and tenure criteria; therefore such a classification does not in any way ensure a satisfactory or excellent evaluation in any area of the tenure assessment.

PROMOTION TO FULL PROFESSOR

The Professors of the Tenure and Reappointment Committee advise the Dean concerning applications for promotion from Associate Professor to Professor. To earn promotion, an Associate Professor must demonstrate teaching ability, research productivity and service of a high order. The candidate must, at minimum, be voted as excellent in two of the categories of research, teaching and service and satisfactory otherwise.

A reasonable expectation for applying for the rank of Professor is that the candidate has served at least five years in the rank of Associate Professor. The candidate will have a substantial post-tenure publishing record and receive excellent assessments of that record from external reviewers. Without suggesting that specific numbers of publications are required, recent successful candidates have averaged one or more peer reviewed articles per year since achieving tenure. This period is one in which the tenured candidate might choose to produce higher impact pieces in better established journals, resulting in fewer total publications than if other outlets had been targeted. Emphasis on quality is sought. There should be evidence of an increased national, and even, international recognition. Of course, evidence that scholarly activity will continue should be present.

It is expected that service to the University, Maine Business School, or profession has increased. The candidate should have demonstrated a greater emphasis on service and leadership than would be expected from an untenured faculty member. While leadership can be difficult to define, the candidate should be known for taking on leadership roles. The committee also looks for extensive interactions with the business community. The following examples are illustrative:

- organizing events for the benefit of the MBS and business community
- chairing major committees
- editing journals
- expanding one's scholarly reputation
- holding positions in professional organizations
- initiating and championing major curricular changes

A majority of the Professors holding that rank must participate in deliberations for promotion to full Professor. While the document format is undefined by AFUM and the University, care should be taken to present a professional document. Using the same format as that used for tenure is advised.

POST TENURE (JUST CAUSE) REVIEW

There are two purposes for the periodic evaluation of tenured and just cause faculty

- 1) To encourage all faculty to remain productive, participative and collaborative
- 2) To reward those faculty who achieve the standards stated in 1.

The Professors of the Tenure and Reappointment Committee conduct the reviews of all tenured and just cause faculty. A Professor will not, of course, review him or herself.

The faculty member will submit documentation to the committee attesting to his/her research, teaching, and service over the prior four years. Document format is undefined by AFUM and the University but care should be taken to present a professional document. Using the same format as used for tenure is advised. The committee will use the same criteria for assessing performance as indicated above for tenure. However, it is expected that the faculty member demonstrate a greater emphasis on service and leadership as noted in the section on "Promotion of Tenured Faculty" than would be expected from an untenured faculty member. An overall assessment of satisfactory or excellent will be made.

According to the AFUM Agreement, Article 20, G: Any unit member (with tenure), or any Lecturer, with over six (6) years of continuous full-time regular service...shall be eligible for consideration for the award of compensation at the time of his / her post tenure review. Such eligibility occurs every four years. A raise of 3.5% is recommended if the faculty member earns a vote of satisfactory or better from the peer committee. An administrative review (by the dean or appropriate administrator) may result in overturning the committee's recommendation and the committee will be informed of the reasons for this. An additional award of up to but no more than 3.5% is also possible upon administrative review of the committee's recommendation due to stellar performance, salary compression and/or equity.

This document supersedes the **Evaluation Policy for Tenure Faculty** of November 10, 1988 and the **Evaluation of Full-Time and Part-Time Non-Tenure Track Faculty** of January 14, 1991, the **Reappointment and Tenure Policy** of March 20, 1992, and the Faculty Evaluation Standards of 1998.

ⁱ Peer-reviewed published cases are categorized as "publications in refereed journals." Cases published in textbooks or study guides contribute to the faculty member's overall portfolio.

***Meeting of the
Academic and Student Affairs Committee
UMS Board of Trustees
May 14, 2018***

Tab 2 - Program Innovation Fund (PIF)

Tab 3 - Online Program Manager



***Bob Neely, VCAA
261 Estabrooke Hall
University of Maine System
robert.neely@maine.edu***



2018 Program Innovation Fund Process

Full Funding:

1. *Putting History to Work: Expanding Skill Development and Career Pathways for History and Art History majors across the UMS*
2. *UMFK and UMPI Collaborative Baccalaureate Nursing Program*
3. *Comprehensive Data Science*
4. *Helping UMS Outcomes Statement Take Place*

Seed Funding:

1. *Sustainability Module "S-Mod"*
2. *Information Technology and Multimodality: Writing and Designing Across the Curriculum*



Project 1: Putting History to Work: Expanding Skill Development and Career Pathways for History and Art History majors across the UMS

Focus: Skills Development & Career Readiness

- Targeted approach to skills-based, professional minors in History & Art History, e.g, preservation, technology, coding, audio/video production, business administration, event planning entrepreneurship, Digital Media, Game Design, GIS, etc.
- Emphasis on Digital Literacy
- Creation of two one-credit career exploration courses (sophomore)
- Infusion of skills-based work within History and Art History courses
- Professional Development Summit for History and Art History Faculty
- Internship Program for all majors
- USM & UM Collaboration, but broader applicability and engagement



Project 2: UMFK and UMPI Collaborative Baccalaureate Nursing Program

Focus: Nursing Production – UMFK Launch with UMPI

- 25 – 30 nursing students per year at UMPI
- Funding is primarily for:
 - UMPI Nursing Skills Lab (12 – 16 students)
 - Support one additional nursing faculty member during the launch as sustaining revenues are achieved
- Given the nature of the Nursing curriculum, goals and outcomes relative to CCNE, N-CLEX testing and AACN are already well defined.



Project 3: Comprehensive Data Science

Focus: Educational Pathway in the Digital Sciences



- Data science modules for middle & high school students
- Certificates and minors for non-major programs (Data Analytics, Data Visualization, Data Mining, Web Technologies, Multimedia processing, etc.)
- UMA Intent to Plan for Online BS in Data Science
- Feeder to USM Master's Degree
- Integrate activities with support from the Advanced Computer Group (ACG)
- Initially UM, UMA and USM, but potentially accessible across UMS



Project 4: Helping UMS Outcomes Statement Take Place

Focus: Piloting new learning outcomes & assessments in 1st Year writing

- Extension of original English Program Integration Team work
- Extension of PIF work from this past year to identify common learning outcomes in 1st year writing courses
- Integration & assessment of outcomes in 1st year writing courses in the coming year
- Workshops to help instructors translate outcomes into teaching practices
- Trouble-shooting of unanticipated issues
- Collaboration among UMF, UMM, UM, UMPI and USM; intent to expand to include UMFK, UMA-Bangor, and USM-Lewiston
- “The first year of program integration work among the WPAs at various campuses demonstrated how effective inter-campus support can be for strengthening first-year composition programs. “



Seed Funding

1. *Sustainability Module "S-Mod"*

- development of job ready skills spanning technical (coding, social media, GIS, data analyses), to communication, teamwork, project management, etc.)
- Ted talk concept with course development and modification between UMF and UM.

2. *Information Technology and Multimodality: Writing and Designing Across the Curriculum*

- Multimodal communication involving digital literacy (digital tools such as WordPress, Tumblr, StoryMap, Storyline, Instagram, etc.) for the humanities, particularly new media writing
- Two-week summer institute for faculty



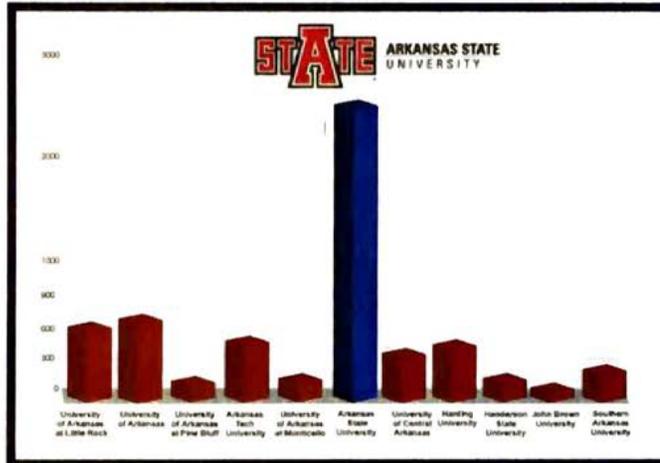
UMS Exploration: Partnering with an Online Management Provider?

Steps:

1. RFP Process - **Academic Partnerships**
 2. CAOC Meeting with Academic Partnerships
 3. Presidents Council Discussion
 4. Campus & Disciplinary Meetings
 5. IT meeting with AP
 6. Student Affairs/Enrollment Management Meetings
- **Stage 1 Programs (primarily graduate programs)**
 - Nursing
 - Education
 - Business
 - **Stage 2 Programs**
 - Digital/Technology
 - Other Professional Masters, particularly health care
 - Undergraduate Programs



Graduate Education Market Leaders



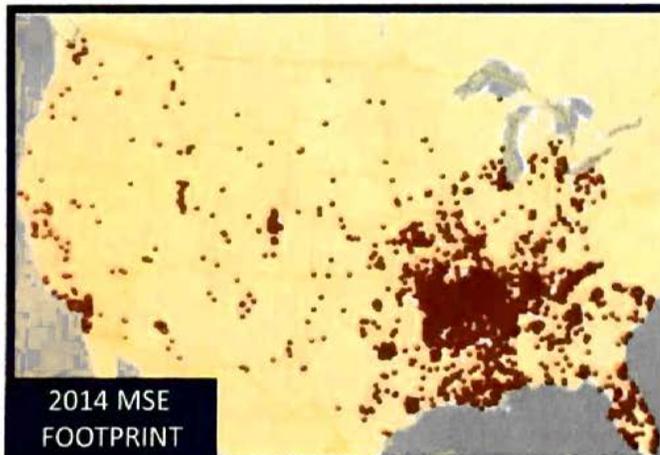
Arkansas State University

Launched: 2008

Growth: 2016 (3,190) = 42% Growth

Programs: 39

Persistence: 97.7%



Bachelors

- Communications
- Criminology
- Political Science
- Sociology
- General Studies
- Interdisciplinary Studies
- RN to BSN
- Strategic Communications
- Applied Science

Masters

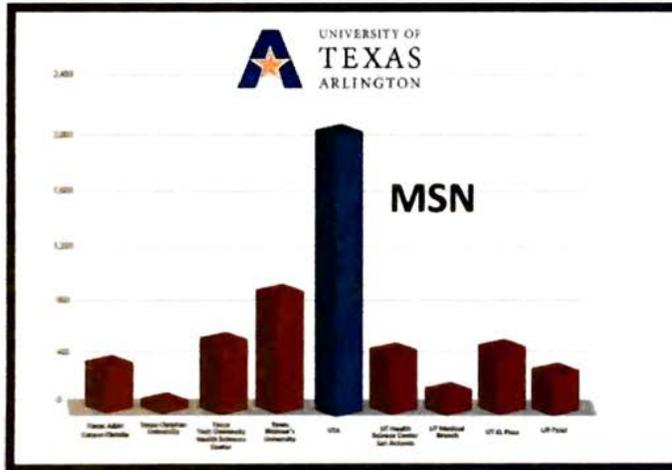
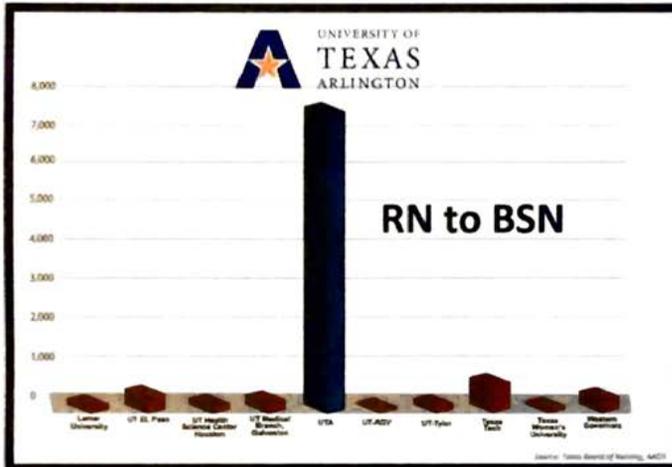
- MSE C & I
- MSE Ed Leadership
- MSE Gifted & Talented
- MSE Ed Theory and Practice
- MSE Reading Education
- MSE Special Ed
- MPA Public Management
- MPA Non-Profit Management
- MS Sports Management
- MS Engineering Management
- MS Early Childhood
- MS Media Management

Post Grad

- Ed.S. Superintendent
- Ed.S. Principal
- Ed.S. Special Ed
- Ed.S. Curriculum Director
- Ed.S. Gifted and Talented



Nursing Market Leader



University of Texas Arlington

Launched: 2008

Growth: 2016 (10,920) = 28% Growth

Programs: 17

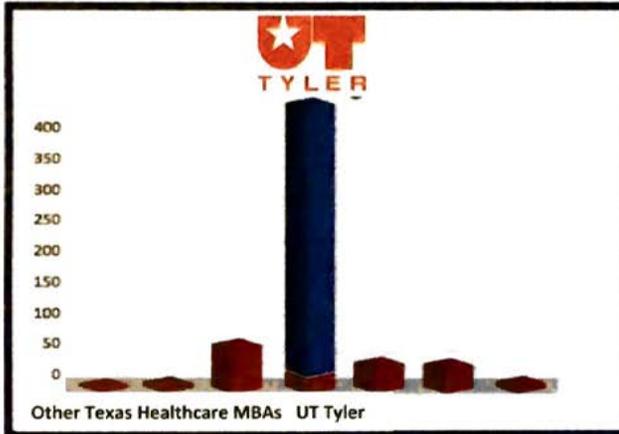
Persistence: 97%

2015: Center of Excellence in Nursing Education

2016: R1 Doctoral: Carnegie Classification

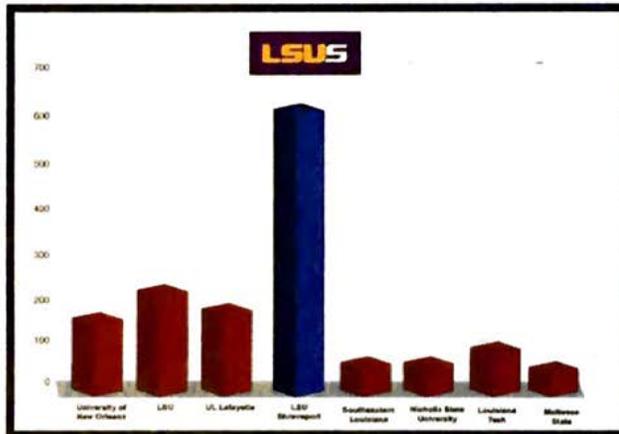


MBA Market Leaders Dominate Their States



University of Texas Tyler

Launched: 2012
Growth: 2016 (393) = 27% Growth
Programs: 6
Persistence: 95.90%



LSU Shreveport

Launched: 2013
Growth: 2016 (1,163) = 34% Growth
Programs: 10
Persistence: 87.4%

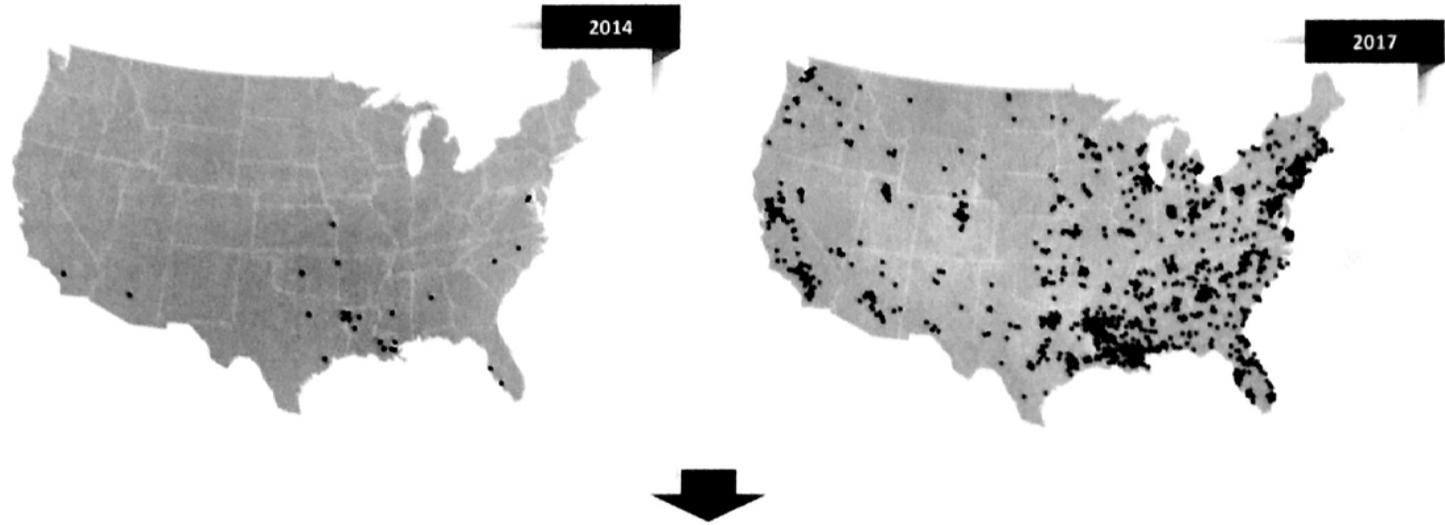


Case Study – LSU Shreveport Enrollment Map



In the first year after launch of the online MBA program, it had **429 students** enrolled in the online program

After the first **44 months**, the university had more than **1,794 students** enrolled in the program



In 2013, LSUS had 56 on campus MBA students prior to AP partnership. In 2017, LSUS enrolled **53% of all MBA students** attending Louisiana public universities



AP Comprehensive Services



AP services are designed to scale with partners' online enrollment growth, ensuring the delivery of high quality and consistent service tailored to specific needs of students, faculty and administrators.

Academic Support Services

- Program planning & design
- Course conversion
- Quality reviews
- Faculty workshops & support continuous optimization

Enrollment Services

- Contact center technology
- An assigned in-house enrollment specialist team
- Application and registration support



Integrated Marketing

- Market research & analysis
- Digital marketing
- Employer-based partnerships
- Off-line marketing & PR

Retention Services

- In-house retention specialist team
- Student engagement campaigns
- Interventions for "at risk" students

Partner Support

- Online process, system & technology enablement
- Enterprise-wide project management & implementation
- Continuous optimization & automation of student experience



AP Services Support Your Existing Academic Structure

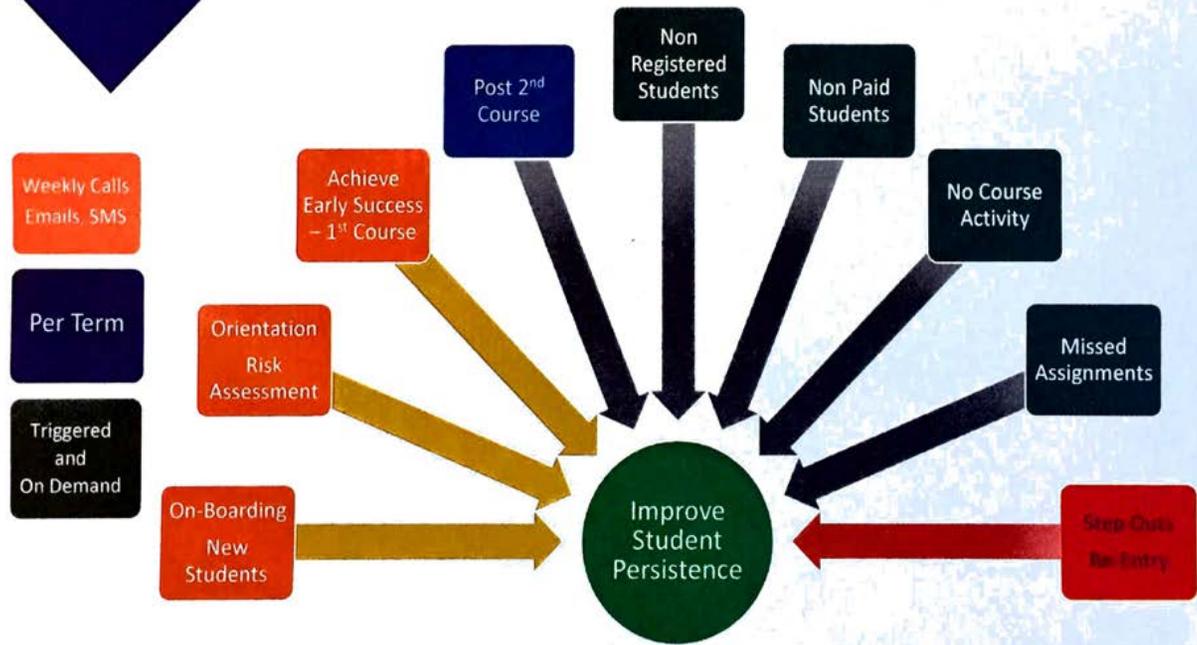


UNIVERSITY CONTROLS	AP RESPONSIBILITIES
Admission standards and student acceptance to online programs	Enablement of university's information systems and processes to facilitate the most optimal online student experience, including enrollment, communication and support
Online curriculum and its quality	Market research
Online instruction and its quality	Marketing and advertising
Online evaluations and assessments	Student recruitment to the specifications of the university's admission standards
Hiring and management of online teaching assistants	Guidance in course design and conversion from campus-based to an online format utilizing best practices in instructional design, i.e. program- and course-level planning against learning objectives, course sequencing, utilization of learning technologies, quality reviews, faculty workshops, etc.
Grading, credentialing and academic advising	Student retention through Student Success Coordinators, supplementing university's own student support services. Student Success Coordinators interact with online students from course-to-course through graduation but perform no academic duties. Students with academic concerns are referred to the university
Financial aid advising and disbursement	Student referral to the university's financial aid office



Enrollment to Course Completion

- Position: Retention Specialist
- Receives warm handoff from Enrollment Specialist
- Reviews role and support functions, sole point of contact from course start to graduation
- Weekly engagement through first 2 courses * leverage 3rd party technology / coaches to identify at-risk behavior and performance
- Feedback loop to Academic Services monthly
- Engages utilizing a proprietary strategy to ensure engagement, and questions are answered
- Average initial engagement 10 minutes, weekly call 5 minutes per student per week



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