May 13, 2015

Dr. Barbara W. Brittingham, President
Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Re: Request for Advisory Opinion on Single Accreditation

Dear President Brittingham:

I am submitting this document to support the University of Maine System's (UMS) request for a Commission Advisory Opinion on the matter of our seeking a single NEASC accreditation for the entire UMS enterprise, replacing the current model of individual accreditations for each of the System's seven universities. Our reasons for considering this change combine our responses to significant statewide challenges with equally significant opportunities.

James H. Page
Chancellor 16
Central St.
Bangor, ME 04401

Tel. 207-973-3205
Fax 207-973-3221

www.maine.edu

UMS faces an unprecedented combination of economic, demographic, and competitive challenges. The most stark expression of these challenges is the structural budget gap estimated November 2014 to exceed $75MM by FY19. While we have made significant reductions and reallocations since November and have some relief in the current State budget, our best case scenario still shows a gap of more than $36MM over that same period. External remedies are limited as State appropriations and tuition increases will likely not exceed inflationary indexes. While we are actively pursuing enrollment management strategies, the facts remain that Maine is in a demographic winter and that we are midway through an estimated ten-year, 19.5 percent drop in our secondary school population. Furthermore, the "market share" for most of our institutions has fallen at a greater rate than the demographic drop for traditional-age students. These challenges have led the Board of Trustees and Presidents Council to conclude that with a general population of 1.35 million, Maine simply cannot afford to maintain seven four-year universities acting as a loose confederation.

Our response to these challenges has been predicated on the necessity of comprehensive change. Since 2012 we have reorganized several administrative functions, eliminated more than 525 FTE positions (a number that increases to 900 if we look back to 2007), and introduced a number of system-wide initiatives including Maine's first comprehensive credit transfer program and a new statewide initiative to engage adult learners who had left post-secondary education without achieving their degree. Nevertheless, the Board of Trustees and the Presidents Council agree that we cannot fulfill our statewide mission in an academically responsible and financially sustainable way within the current operational model. In July 2014, the Trustees published a set of strategic outcomes for a successful and sustainable university resource and, in March 2015, I introduced the One University concept as a framework to realize those outcomes.

In brief, the One University model builds on three premises. First, to meet our statewide mission, we will maintain a multi-campus, mission-differentiated model. The Trustees do not believe that any of the campuses could be closed without doing irreparable economic and social damage to the communities and constituencies they serve, and they also believe that mission differentiation gives each campus a competitive advantage. Moreover, state law requires the current seven- campus configuration by location. Second, recognizing that we cannot afford redundant administration (the current model requires eight administrative structures for a total student body of approximately 30,000 headcount / 22,500 FTE), we will dramatically reduce and reform all administrative services creating, in effect, a single functionally organized administrative resource, albeit one that maintains a president as the head of each campus. Third, we are working with faculty and staff to coordinate and, where appropriate, integrate academic programs across the enterprise to increase innovation while leveraging student and faculty opportunities.

When considering any substantial change we are mindful of how they impact, or might be impacted by, our compliance with NEASC accreditation standards. One instance of an initiative that charts new territory is the development of multi-campus degree programs. For example, we have proposed to the Board of Trustees a new, multi-campus program in Cybersecurity in which it is possible that much of the advanced coursework would be offered at partner UMS institutions other than the one granting the degree to a particular individual. Indeed, many of the program resourcing and delivery models envisioned as part of academic coordination and integration initiative could test the usual interpretation of the accreditation standards. Moving to a single accreditation could therefore allow us a greater ability to offer new and enhanced programming to qualified students regardless of location.

A second example comes from the proposed reorganization of UMS's financial management structure to allow for greater transparency, ensure appropriate fiscal control, and enhance our ability to work collaboratively across the enterprise. While the campus presidents will retain

considerable operational autonomy, these changes do position their budgeting and planning within a larger, system-wide context subject to review and, when appropriate, reallocation. This again raises important questions concerning our meeting the accreditation standards.

For these and other reasons, it appears that the clearest pragmatic expression of our change efforts may be a single accreditation for the seven campuses. Not only do we see this initiative as a defining outcome, but we also believe that structuring our change efforts using the Commission's Accreditation Standards as an organizing framework will greatly enhance our efforts.

We anticipate that moving to a single accreditation would take approximately two years to accomplish in order to allow for engagement of the seven-campus community and the resolution of the issues a path to single accreditation raises. Detailed implementation and communication plans are due this coming September and will outline the process and timeline by which this effort will be undertaken.

As we are all traversing new ground, I welcome the opportunity to meet with the Commission to discuss the initiative and answer questions. We greatly appreciate your willingness to consider our efforts and look forward to working with you on what we see as a positive, transforming process for our students and the state.

Sincerely,

James H. Page, Ph.D.
Chancellor

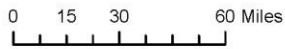The following documents referenced above are attached:

1. Multi Year Financial Analysis, November 2014
2. MYFA Update, May 2015
3. UMS Draft Unified FY16 Budget Summary
4. System Profile
5. Board of Trustees 2014 Strategic Outcomes, July 2014
6. APRIP Update
7. Chancellor's 2015 Address to Legislature

Relevant links:

Think Mission Excellence website: http://thinkmissionexcellence.maine.edu

Financial policies and reports: http://www.maine.edu/about-the-system/system-office/finances/policies-reports-and-procedures/

UMS Campuses and Distances
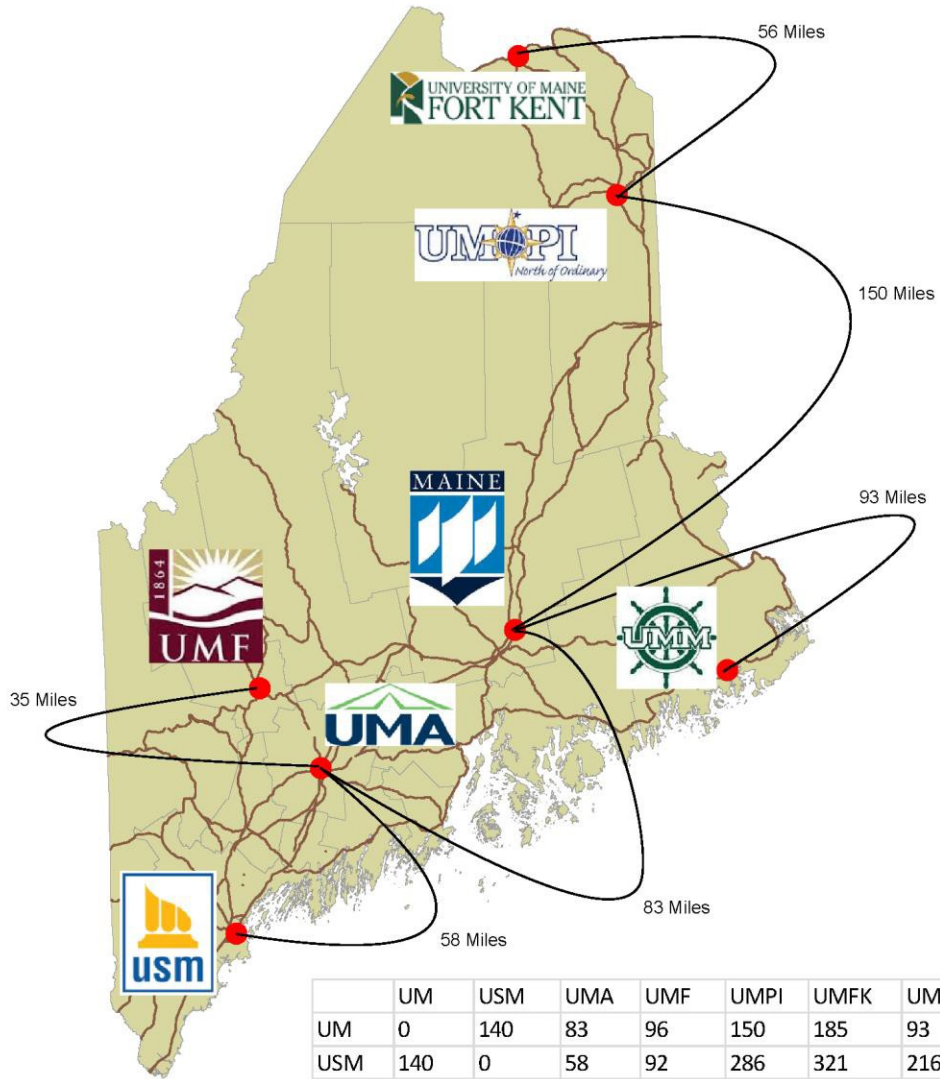
	UM	USM	UMA	UMF	UMPI	UMFK	UMM
UM	0	140	83	96	150	185	93
USM	140	0	58	92	286	321	216
UMA	83	58	0	35	230	265	160
UMF	96	92	35	0	244	279	174
UMPI	150	286	230	244	0	56	165
UMFK	185	321	265	279	56	0	221
UMM	93	216	160	174	165	221	0

STANDARD ONE: MISSION AND PURPOSES

The University of Maine System carries out the traditional tripartite mission of teaching, research, and public service.[1] It is an integrated system of distinct campuses, centers, and other service venues operating in concert to provide high-quality educational undergraduate and graduate opportunities that are accessible, affordable, and relevant to the needs of Maine students, businesses, and communities. It drives economic development by conducting leading research and partnering successfully with businesses and industries throughout Maine and beyond. It is the state's most engaged and responsive institution working on behalf of all Maine citizens. By virtue of its mission's unique scope and scale, it is Maine's most important public asset.

In the UMS Board of Trustees' document "2014 Strategic Outcomes",[2] Strategic Integration Target 1 calls for a revisiting or rewriting of all campus strategic plans "ensuring that, taken as a whole, they meet the statewide mission-defined portfolio of services." These campus-differentiated plans, designed to fit under the umbrella UMS mission, enhance strategic focus, channel investment, and create competitive advantage. Summary descriptions follow.

The University of Maine

The University of Maine is a Land and Sea Grant institution and the flagship campus of the University of Maine System. It has statewide responsibilities in each area of the university's tripartite mission: undergraduate and graduate education, research, and public service. It is the center of UMS research activities, with a special emphasis in the natural sciences, engineering, and technology arenas, and it directs statewide services including Cooperative Extension.

The University of Maine at Augusta
The University of Maine at Augusta, which includes the UMA Bangor campus as well as University College and its Outreach Centers, has a statewide mandate to maximize educational access for traditional, non-traditional, and place-bound students of all ages and backgrounds, both on campus and remotely through its multiple delivery systems.

The University of Maine at Farmington
The University of Maine at Farmington joins its tradition in teacher education with its contemporary mission as a public liberal arts college in service to the public interest. Shaped by the aesthetic, environmental, recreational, and intellectual heritage of western Maine, UMF's focus is high-contact undergraduate education in a small residential setting.

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[1] UMS Policy adopted 9/23/91, revised 11/18/96.
[2] Adopted 7/21/14.

The University of Maine at Fort Kent

The University of Maine at Fort Kent designs and delivers programs centered on rural issues. Its graduates are prepared for professional success in rural communities statewide. As part of this mission, UMFK is a leader in developing partnerships with secondary schools throughout Maine to increase college participation and success.

The University of Maine at Machias

The University of Maine at Machias is Maine's Coastal University. UMM's educational programs engage students in scientific, cultural, economic and social discovery prompted by its coastal location. Student-centered experiential learning and leadership development is integrated into the human communities and the natural ecosystems of Maine's Bold Coast.

The University of Maine at Presque Isle

The University of Maine at Presque Isle is among the nation's first institutions of higher education wholly committed to competency-based learning. Working with each individual student, UMPI designs a personalized education that prepares each graduate for a professional career and civic engagement.

The University of Southern Maine

The University of Southern Maine is Maine's Metropolitan University and is also home to the Maine Law School. It is an integral partner to the urban communities it serves. Community-engaged teaching, scholarship, and service ensure an integrated and fully aligned student pathway from recruitment to graduation. USM is a center for education and research appropriate to Maine's largest and fastest developing urban center.

STANDARD TWO: PLANNING AND EVALUATION

Planning

Planning occurs primarily at three interactive and interdependent levels: the Board of Trustees, including the chancellor's office and Presidents Council (the chancellor, vice-chancellors, and campus presidents); at each campus; and within each administrative function or academic program. At the Board level, comprehensive planning covers every aspect of the System's mission and its ability to fulfill that mission in an academically responsible and financially sustainable way. The primary document that articulates this planning at the highest level is the regularly updated Strategic Outcomes document.[3] These outcomes provide the framework for System-level strategic initiatives, the pathways to which are generally left to the operational discretion of the presidents and their staffs as well as the chancellor's senior staff.

Of current importance are the four 2014 Strategic Integration (SI) Targets, edited here for present purposes:

- Strategic Integration Target 1. Complete all seven campus strategic plans . . . ensuring that, taken as a whole, they meet the statewide mission-defined portfolio of services.
- Strategic Integration Target 2. Develop and implement a comprehensive financial management structure for the entire System that enhances transparency, enables appropriate fiscal control, and advances comprehensive intra-system collaboration.
- Strategic Integration Target 3. Develop a comprehensive administrative plan that reduces total administrative costs, including academic administration, per student FTE to peer system benchmarks or below.
- Strategic Integration Target 4. Develop a model of academic program and portfolio review and integration that leverages academic resources to enhance program quality, expands access, and meets appropriate financial benchmarks.

These four Strategic Integration Targets provide the conceptual foundation for our proposed future state. They anticipate a university that has mission-differentiated but strategically coordinated campuses, a significantly reduced and reformed administrative structure appropriate to a geographically distributed enterprise of 30,000 students, and an ongoing system of program planning, coordination, and - where appropriate - integration that leverages our academic resources for maximum advantage.

SI Target 1 in particular directs each campus to reconfirm or rewrite its strategic plan to ensure it achieves clear mission differentiation; one that yields a clear competitive advantage, and that the seven campus plans, taken as a whole, meet UMS's statewide, mission-defined portfolio of services. The campus-based planning and implementation activity that informs SI Target 1 constitutes the primary forum for the second level of comprehensive planning.

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[3] See 2014 version in appendix.

The third planning level is that of function or program. In brief, we are developing a matrix planning and management structure, with each administrative task or academic program represented as a row on that matrix. Each column represents a location - typically a campus - where the allocated resources operate. The administrative "rows" are structured by the functional outcomes set in SI Targets 2 and 3, and the academic "rows" by the functional outcomes set in SI Targets 1 and 4.

The following are examples of System reform initiatives begun in the last three years that have been completed or are on schedule for completion:

- Maine's first comprehensive higher education credit transfer program;
- administrative reforms consistent with our functionally aligned structure in information technology, procurement, human resources, facilities planning, construction and maintenance, and finance;
- new services and scholarships to assist adult students returning to college having previously left without completing their program (the Adult Baccalaureate Completion and Distance Education initiative); and,
- new Board-funded research programs focused on Maine business and industries.

Evaluation

Every strategic planning process has built into its operational charter an audit or evaluative process to ensure adequate input, quality assurance, quality control, and continuous improvement. The highest level example is the Board's commitment to a review of all strategic outcomes every two-years.

The Board and chancellor's office use outside consultants and auditors on a regular basis for evaluative and consultative purposes. In addition, each campus and many programs are regularly reviewed by appropriate accreditation agencies, and campus's Board of Visitors provides regular planning oversight to their institutions.[4] Institutional Research that supports planning is being coordinated across campuses to ensure interoperability, and more use will be made of system- or statewide student and employer surveys to ensure a better understanding of student outcomes and state needs. The System also supports a Maine Department of Labor longitudinal database to track employment success of the University's graduates.

Planning processes and outcomes are communicated regularly through appropriate committees, public meetings, emails and other direct communications, and through our website.

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[4] A complete list of Board committees and their evaluative and oversight responsibilities can be found at http://www.maine.edu/about-the-system/board-of-trustees/committee-membership/.

STANDARD THREE: ORGANIZATION AND GOVERNANCE

Board of Trustees: Charter and Bylaws

The System is well positioned to comply with Standard Three. The Charter of the University of Maine System,[5] Maine Law,[6] the Bylaws (Section 103), and Board Policy describe the public policy on higher education; the authority and responsibilities of the Board and its appointed officers (chancellor, treasurer, clerk and campus presidents); and the governance relationship among the Board, administration, faculty and students.

The Board is the governing and planning body of the System and is responsible for supporting and enhancing its mission, providing sound financial management, exercising prudent stewardship of the assets, evaluating the chancellor and campus presidents, allocating resources and planning strategies for programs that most effectively serve the educational needs of citizens, developing and maintaining a strong system of accountability to the public for performance results, visibly advocating for higher education as a means to strengthen the economy and communities of the State, and establishing mechanisms for review and approval of programs.

The Board has final authority over all matters within its jurisdiction, including all educational, public service and research policies; financial policy; and the relation of the System to the state and federal governments.

The Board consists of sixteen people appointed by the governor. Fourteen members are appointed for five-year terms, a full-time student serves as a voting member for a two-year term, and Maine's Commissioner of Education serves as an *ex-officio* voting member.

The Board conducts its business through meetings of the full Board and its standing committee structure: Executive Committee; Academic and Student Affairs Committee; Audit Committee; Finance, Facilities and Technology Committee; Investment Committee; and Human Resources and Labor Relations Committee. Board Policy 206: Ethics Code and Conflict of Interest governs the ethical conduct of Trustees. The Board annually engages in a self-evaluation process, as well as an evaluation of the Board chairperson's performance.

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[5] P&S Laws 1985 chapter 532 as amended.

[6] Title 20-A MRSA, chapter 411.

Shared Governance

Under Maine Law, the faculty enjoy traditional academic freedoms in teaching, research and expression of opinions; and faculty are to be consulted in the formulation of academic policies.

The Statement on Shared Governance, approved by the Board in 2007, affirms the Board's support of governance systems and processes that are characterized by collaboration between the Board, the administration, faculty, students, and staff in communication and decision making. The Statement also sets forth the Board's commitment to fostering an atmosphere of trust, communication, and participation through an approach to governance whereby the talents and collective intelligence of the System community are used to make effective and efficient decisions.

The shared governance structure includes the roles of faculty and student representatives to the Board of Trustees. Board Policy 205: Faculty and Student Representation to the Board provides for one faculty member and one undergraduate student from each of the seven campuses, as well as two graduate students representing the two campuses that house graduate programs. Faculty and student representation as non-voting members is also included on the Academic and Student Affairs Committee and the Finance, Facilities and Technology Committee. Additionally, each campus has established faculty and student senates—and in some cases, a staff senate—to engage in campus-level shared governance.

Chief Executive, Other Officers, and Boards of Visitors

The Board of Trustees appoints the chancellor, treasurer, clerk, and campus presidents upon nomination of the chancellor. The Board of Trustees also appoints members of the Boards of Visitors for each of the seven campuses. The responsibilities and authorities of these officers and the Boards of Visitors are defined in the Charter, Maine Law, the Bylaws, and Board Policy.

Under Maine law, the chancellor is the chief administration and education officer of the University of Maine System. The chancellor provides leadership to the System in addressing Maine's highest priority needs; establishes a vision and planning to provide quality education that is affordable and accessible for students and strengthens the economy of the state; promotes planning for academic and student affairs, outreach and community services, financial operations, capital plans and resource allocations; prepares operating and capital budgets, appropriation requests and bond issues; takes an active role in the nomination, appointment and evaluation of the campus presidents and other major staff positions; develops and implements an effective statewide public relations and legislative program; provides centralized management oversight of services; and coordinates academic offerings to avoid duplication with private and public institutions in Maine.

The clerk of the Board manages Board affairs and meetings, and records all proceedings. The treasurer of the Board has custody of all moneys received for the System; makes all expenditures upon authentication; exercises revenue bonding authority with the approval of the Board; and prepares the annual financial report of the System.

The president of each campus serves as the chief administrative and educational officer, with responsibility for day-to-day operations and development of its academic program within the limits defined by the Board and the chancellor. This includes oversight of admissions, curriculum development, extracurricular programs, long-range planning, and supervision of the faculty.

Division of Responsibility and Authority—Current and Future States

In its current state, the University of Maine System includes seven separately accredited campuses. Ongoing economic and demographic challenges have led the Board, the chancellor, and the campus presidents to review and assess the effectiveness of the current organizational structure. This Intent to Plan explores the potential and the process for accrediting the System as a single institution, to determine if single accreditation is attainable and desirable.

In the future state, the University of Maine System will be a singly accredited institution.[7] The University's seven campuses will be named and at the locations required by Maine Law: the University of Maine (Orono), the University of Maine at Augusta, the University of Maine at Farmington, the University of Maine at Fort Kent, the University of Maine at Machias, the University of Maine at Presque Isle, and the University of Southern Maine (Portland/Gorham/Lewiston-Auburn).

- Chancellor. The University will be led by the chancellor, whose office resides on the main campus in Orono. The chancellor will be supported by the campus presidents and two vice chancellors, a chief student affairs officer and other administrators and staff, as appropriate, to manage the operations of the University.
- Treasurer, Vice Chancellor, Chief Operating Officer. The treasurer/vice chancellor and chief operating officer will oversee University finances and administrative operations providing support for the campuses.
- Vice Chancellor and Provost. The vice chancellor and provost will be responsible for coordinating the academic programs between and among the campuses by working collaboratively with the campus presidents and providing leadership and direction to the campus chief academic officers.
- Chief Student Affairs Officer. The chief student affairs officer will be responsible for coordinating the student affairs activities among the campuses and additionally ensuring compliance with federal and state regulations that safeguard student health and safety.

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[7] Hereafter in this document, "the University" will be used to refer to the seven campuses that jointly comprise the University of Maine System.

- <u>Presidents</u>. The campuses will each be led by a president reporting to the chancellor and the presidents will perform the duties and responsibilities of the campus head as defined by Maine Law.
- <u>Presidents Council</u>. The chancellor, vice chancellors, and presidents together comprise the Presidents Council and serve as the leadership team of the University.

The future state as outlined herein is consistent with current Maine Law and can be accomplished under the authority of the University of Maine System Board of Trustees.

Governance across the seven-campus University is facilitated by the use of an extensive, integrated video-conferencing system, as well as other interactive technologies.

STANDARD FOUR: THE ACADEMIC PROGRAM

Standard Four provides the central criteria in determining how a single accreditation would align with the continued assurance of high quality academic programs responsive to student, state, and community needs. Current University initiatives to enhance coordination of academic programs support the single accreditation model. However, given the spectrum of campus missions and the variety of programs and degrees available, how Standard Four would fit current and future circumstances and how these criteria would serve to advance academic quality in the single accreditation context will require consideration.

The University maintains a portfolio of the programs available through its campuses. The development, approval, and ongoing review of all programs comply with identical University policies and overarching policies that conform to the expectations of Standard Four (e.g., faculty participation and external perspectives). The Vice Chancellor and Provost leads the campus chief academic officers in reviewing and coordinating the development of all new programs, with the Board approving all program additions and eliminations. The current Academic Program Review and Integration Process (APRIP) provides the framework for future enhanced program coordination, including the development of joint curricula, multi-campus programs, and matching the full University portfolio of programs with projected statewide and regional needs. The full realization of these initiatives will facilitate the University's ability to speak with a single voice regarding the ways it pursues the elements of Standard Four. At the same time, the design of new multi-campus programs will need to fully reflect the expectations expressed across Standard Four (e.g., assurance of an effective system of academic oversight and articulation of learning objectives). Single accreditation would potentially clarify the identity and accountability of multi-campus programs, while also providing a set of criteria to guide their sound design and appraisal.

The University has multiple general education programs across its campuses, and even across its colleges within certain campuses. The University faculties have agreed upon the block transfer of general education and a matrix of course equivalents that allow for college-specific components that directly address differentiated missions. This outcomes-based articulation, developed primarily to promote student transferability, provides a common coherent and substantive framework upon which college-specific requirements can evolve and be assessed. Additionally, under a single accreditation, students potentially would not need to transfer credit hours from one campus to another as all credit hours could be treated as "native credit."

The characteristics and quality of general education and degree programs across the University have historically fit the expectations of Standard Four. A single accreditation should serve to deepen dialogue and to improve oversight in connection with these expectations, while at the same time allowing diverse approaches to the pursuit of these measures. The University offers

multiple programs in the same discipline. The APRIP process is not intended to eliminate this multiplicity, but rather to realize collaborative opportunities and to allow complementary specializations to develop in a way supportive of mission differentiation. As with general education, faculty identification of major-specific learning outcomes that span campuses would support and promote a unified and coordinated approach to assessment. Therefore, as long as multiple approaches to the same disciplinary major is not inconsistent with Standard Four, the strong historical record of University programs being consistent with Standard Four expectations, together with the move toward coordinated program structures and the articulation of common learning outcomes across the University, provides a positive basis for the potential of single accreditation.

The University currently offers graduate programs through three of its campuses. Through APRIP and other processes, the University will explore the need to extend access to graduate programs at other campuses, as well as through distance learning means. As this develops, the University will assure that graduate program faculty, resources, and outcomes are consistent with Standard Four. Single accreditation would support and frame these opportunities.

The University has established means of assuring integrity in the award of academic credit. Certain aspects vary by campus, but are generally consistent and could be readily unified, if desirable. As examples, each campus has established a definition of credit hour, processes to adjudicate academic misconduct, residency requirements, and means of awarding credit for prior learning. While not identical, these policies are similar enough to be rendered uniform in order to support collaborative programs or to bolster University advancement in addressing these elements of Standard Four. Other academic policies are already structured in ways that are integral across the University. For example, transfer credit policies, administrative oversight of academic practices, student privacy protections, and technical assurances of student identity in distance courses are all, to a major extent, established and advanced with University-wide coordination.

Assessment of student learning is currently undertaken at the course, program, and institution level across all campuses of the University. Coordination of program learning outcomes, as has recently been completed across the general education curricula, may provide support for joint assessment practices across University programs. Single accreditation would enhance such communication and coordination of assessment practices, even while supporting multiple means of assessment to respond to differing campus and program needs. For example, a program or campus emphasis on practitioner preparation, interdisciplinary study, or proficiency-based learning might develop different assessment structures, even as coordination of learning outcomes, program collaboration, and student mobility are enhanced across the departments. This potential balance of coordination and variety is consistent with the assessment expectations of Standard Four.

The University's heritage as seven separately accredited institutions is consistent with Standard Four. Single accreditation would require consideration of current practices, such as awarding of campus-based degrees, campus residency requirements, and separate slates of courses that "flow" from campus to campus with some measures of ease (e.g., one portal for registration) and some significant hurdles (e.g., only courses with a C- or higher transfer across campuses). These characteristics may appear at odds with the traditional notion of a single institution, and the University would need to assess these fundamental aspects to gauge the degree to which they are critical in support of campus differentiation and identity, and what changes, if any, would better serve the goal of a fully integrated University that builds tight program collaborations and promotes student mobility and access.

Single accreditation would provide the context to project how these core aspects should be structured to achieve these institutional goals while ensuring they are consistent with the Standards. For example, there is not currently a single University transcript. A student's courses rest on the transcripts of each campus in which they enroll, with the courses transferred to their campus of matriculation (if there is one). Likewise, each campus awards its unique diploma authorized by the common Board. While the University might determine that a single transcript better advances student access and mobility, the continuation of separate campus diplomas could be maintained in order to enhance campus identity. It appears that such flexibility in the University framework is consistent with the elements of Standard Four.

STANDARD FIVE: FACULTY

A single accreditation for the University would advance the goal of bringing greater unity across the faculties of the seven campuses while preserving campus identity and academic program diversity. Standard Five provides a framework to assure and advance high-quality faculty instruction through a balance of consistency and constructive variability. The University faculty can be developed and supported in ways that create significant collective impact, building stronger partnerships and programs across the campuses while maintaining different approaches towards meeting the standards when such diversity is consistent with meeting the varying goals at the campus and program levels.

Blending Consistency and Variability
The many unified structures and practices of the University, some dating to its inception and others of recent development, support a single accreditation. This is particularly true for the elements of the standards associated with the University's faculty. In these areas, the University already acts as a single entity. For example, labor agreements with the two faculty collective bargaining units provide for uniformity of fundamental faculty rights and responsibilities, appointments, compensation parameters, and evaluation structures. The Board awards tenure and promotion in accordance with a common process. All hiring and personnel matters are overseen by a unified human resources office, with faculty participation central to the hiring of faculty across the University. In recent years, all permanent faculty hires are reviewed and coordinated across the seven campuses. University College[8] and the newly unified information technology operation provide all faculty with a consistent level of support including instructional design, technology support, and off-campus library services.

Likewise, the campuses' historical pattern of addressing the input and quality elements of Standard Five suggests that, taken as a whole, the University might readily demonstrate effectiveness in assessing and advancing these elements. Some variability exists in the ways campuses and programs have met these portions of the standards, but collectively the campuses have demonstrated alignment with the expectations in their practices. For example, the hiring qualifications and the process for evaluating faculty currently vary across programs and colleges within each campus as well as across the campuses. However, basic expectations are consistent across the University and all are consistent with those expected under the Standard. The primary difference for faculty hiring criteria and performance expectations is related to the blend of teaching and research duties, most often with reduced teaching duties associated with increased research responsibilities. This variability of assignment currently exists within individual campuses as well as across the University.

Under a single accreditation, these differences would persist across programs, colleges, and campuses, even as the University builds clarity of faculty expectations rooted in program- and campus-level goals, as expressed through hiring qualifications, performance criteria, professional development, and compensation. Therefore the University's baseline consistency in faculty expectations, coupled with the variability anticipated by the Standard, positions the University well. Nevertheless, in advancing the single institution model, the administration will

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[8] University College supports students and faculty from University campuses involved in learning and teaching online and at eight outreach centers across the state.

establish guidelines to distinguish between program appointments that should have comparable expectations and compensation (such as common disciplines and responsibilities) and those that should have differing expectations and compensation.

Variability across colleges and programs is anticipated in other aspects of Standard Five, and thus the University would be able to demonstrate that such variability is consistent with meeting and advancing in these areas. The manner in which these areas are advanced will continue to vary by program and campus, reflecting differing emphases and needs. For example, the content and methods of instruction and their assessment will be developed primarily at the program level to reflect the pedagogy and assessment structures best suited to the parameters of the discipline and level.

Consideration of faculty design of general education instruction will need to be addressed under a single accreditation. The University has been developing outcomes-based common structural understanding for general education programs. Further development of these shared principles will allow for variation to reflect campus-level learning goals, even as the University determines the extent to which a truly single general education program by degree would best ground the achievement of learning outcomes and support student transfer.

Current and Future Multi-Campus Collaboration
Finally, there are a few aspects of Standard Five where greater unity of practice might best advance the University in addressing the Standard under a single accreditation. The administration and faculty will consider ways to support multi-campus programs and faculty appointments through joint departments and possibly a multi-campus faculty senate. These structures will grow organically from the ongoing cross-campus academic integration work. Current proposals for joint departments, including current plans for University-wide departments for cybersecurity and geographic information systems, suggest possible models. The Academic Program Review and Integration Process (APRIP) initiative, currently underway in partnership with the chief academic officers, will generate creative approaches to increase faculty collaboration and student access, including a structure for cross-campus departments.

The APRIP process is currently considering the degree to which more uniformity of policies and practices, such as course registration and tuition rates, are necessary to best support program collaboration across the campuses. This review will include the development of a common academic integrity policy, rooted in the currently uniform Student Conduct Code. As these unified policies are resolved over the next year, the University's academic affairs office will collect these in an institution-wide faculty handbook together with the existing common policies (e.g., Board Policies Manual for academic affairs).

STANDARD SIX: STUDENTS

As a collaborative of seven campuses with distinct missions, the University serves a variety of student populations ranging from traditional to non-traditional, first-year to transfer, in-state to out-of-state and international, as well as multicultural/diverse, online, veterans, first-generation, and other underrepresented populations. The types of services offered within the University are dependent upon the distinct mission of each campus and the populations identified as part of its mission. The University fosters the success, and the intellectual and personal development of these various populations, tailoring programs and services to the specific needs and expectations of these distinct groups of students. In order to achieve the goals of each program specific to the populations served, the University offers an array of resources and services appropriate to the size and scope of each campus and their respective populations.

The University engages in assessment practices to improve its offerings, and maximizes collaboration by sharing program models and implementation schemes to ensure consistent policies and procedures for service delivery across all the campuses.

A single accreditation for the University's seven campuses will be beneficial in emphasizing and facilitating collaboration, and in ensuring a seamless movement of students across campuses. Additionally, innovation and best practices can be shared more readily and applied similarly across all campuses. Given the different populations and regions served, much of what is already in place for student services would not change, but could be enhanced in scope and quality with a more unified approach.

The following issues will be addressed in considering the University's ability to meet Standard Six.

Admissions

- Admissions criteria and processes for the University will need to be clearly defined. Consideration will be given to models that include admission to the University, a specific campus, a specific program regardless of campus, or some combination thereof. The admission model will also include a process for otherwise admitting students who have been denied admission to a specific campus or program. The ultimate model and process will be made clear in all publications to avoid student confusion.
- The current APRIP initiative should be a route to resolving the questions related to admission to the University, admission to the program, and how we can provide appropriate support to meet the needs of students as access increases and they can enroll in the program at multiple campuses. The University will need to review admission standards within the context of a single accreditation as this develops.

- The University will need to determine how a single accreditation impacts the status of F-1 students on our campuses and work with appropriate federal authorities as we do so.
- The University's website will be redesigned to reflect the new model and to include all relevant admissions information from the campuses when standardization has been achieved.

Retention and Graduation

- The University currently measures retention and graduation rates across campuses and aggregates the data. A two-tier data collection system with goals established for the University, as well as for the specific student populations, will be necessary with a shared accreditation.
- To varying degrees, data is currently being used to inform planning, program development, and assessment, but this is an area that can be better served by cross-campus collaboration. The University will be more strategic in its adoption of programs and supports, while retaining an understanding of the differing needs of the various populations, as well as more consistent delivery of both.

Student Services

- The University's student services departments are closely aligned in the philosophy that underpins their work while accommodating differing service delivery methods by populations. Students will continue to be served on each campus, and programs and services will still need to be provided, even as the University offers increased opportunity for shared services.
- Adopting a single accreditation for the University's seven campuses would necessitate shifting to a unified financial aid Title IV process. Issues that need to be investigated include impact on the University's total Federal allotment of financial aid, internal definition of the aid year, the funding model for merit-based scholarships, impact on dedicated scholarship funding, and other issues yet to be determined. The seven campuses use institutional financial aid differently, so a single accreditation would suggest a need for consistency and elasticity to deal with different populations.
- Currently our campuses have separate student governance structures through student senates or similar. A single accreditation permits the exploration of a model that could include a single student assembly with separate regional senates. With conversations already underway across our campuses about this sort of model, this would be a relatively easy issue to resolve. Additional items for review include the role of the student representative to the Board and the management of intercollegiate athletics within several different athletic conferences.
- It is anticipated that the number of multi-campus students will increase as the work associated with APRIP evolves; currently over 1000 students are considered multi-campus. The multi-campus student currently appears in the University's student administrative system as associated with a single campus, but the multi-campus student's academic experience may appear siloed in multiple campuses. This will be eliminated under a single accreditation.

Approaches to Resolving These Issues
Cross-campus collaborative groups—such as the Chief Student Affairs Officers, Admissions Directors, Financial Aid Directors, Student Systems Steering Committee, and Enrollment Management Council—are already in place to create other structures as needed and appropriate to explore and address these issues.

STANDARD SEVEN: LIBRARY AND OTHER INFORMATION RESOURCES

The University will use the collaboration demonstrated by its Libraries to organize, operate, and support students, faculty, and researchers in all facets of Standard Seven. For many years the University's libraries have worked together as one entity cooperatively, collaboratively, and cost-effectively in a number of ways.

The seven campus libraries have been members of the URSUS library consortium, which provides a union catalog of library materials and access to databases through funding provided by the University. These databases provide students, faculty, and staff with resources that far surpass what individual libraries could offer on their own. Library systems are delivered consortially by collaborating on software underlying the library management systems, shared functional catalog, and a physical materials delivery system. This has saved hundreds of thousands of dollars over the cost of individual campus management systems.

The URSUS consortium also supports various workgroups on cataloging standards, collection development, interlibrary loan, reference, special collections, tutorials, discovery, copyright, and circulation. These groups work together to create policies and products that are mutually beneficial and also address the evaluation and effectiveness of the work that is done. The URSUS consortium cooperates with other library consortia in the state, Minerva, MILS, HSLIC, and the three independent colleges, Colby, Bates, and Bowdoin. We all share training and resources for information literacy instruction, technical services, and various workshops to help libraries run more efficiently.

Collections
- The University's collections include all resources we collect or provide access to for faculty, students, and staff. In addition to print and online resources, it includes media, special collections, and preservation. The University will provide the resources needed to support all of the programs and research through owned or accessible collections, inter-library lending, and course reserves.

Discovery and Access
- Access and discovery of the resources available from the University includes providing a discovery tool, focused web pages for subject areas or programs and classes, Libguides, local web pages, and other tools mediated by professional staff and patron initiated. Under a single accreditation, the University will move to further expand unified tools and shared discovery to help users find and access resources.

Reference
- Professional reference librarians and library staff provide the expertise for the research needs of students, faculty, and staff. This may be through contact at a reference desk or online methods, but more often through one-on-one research assistance. Reference librarians use the collections and assist with access to discovery tools, but also bring discipline-specific knowledge to the work with the user. Professional librarians also assist faculty in their research needs for publication. The University will provide adequate staff to assist users at all levels.

Information Literacy
- The University provides for the work of the librarians and others to teach research techniques, to help users identify what information is needed, to understand how information is organized, to identify the best sources of information, and to evaluate the sources critically. Information Literacy is seen as a core value of our student's education. The University will need to provide enough staff, resources, and tools to provide for the information literacy needs of the students.

Research
- Professional librarians assist University faculty and staff with the research they need for successful grants and other opportunities. They also assist by giving workshops on the resources for funding opportunities and provide a mechanism for promoting and preserving the papers resulting from the research. The University will support this work and will offer resources needed to help with research in these areas.

Technical Services
- The University will support the services and information resources to provide rapid turn-around of access to resources after purchase and will ensure that access to online resources are always available for qualified users. They will also ensure that print resources are represented in the catalog and available for use.

Administrative Support of all Library Services and Collections
- The University will ensure that the library planning and allocation of resources required to support staff, services, and resources fits the mission and academic programs.

Institutional Effectiveness
- The University will need to identify consistent assessment tools and metrics across the seven campuses. A work group and the directors will look at best practices and develop and implement a plan for assessing institutional effectiveness.

Instructional Technology Appropriate to Academic Mission
- The University operates a singular wide area network, providing a single high speed network to connect all locations, students, faculties, and support. Online and hybrid services are designed to be supported by IT and instructional design staff at all locations.

Issues for compliance with Standard Seven
Anticipated issues of compliance include adequate resources to allow University-wide access to library services and to ensure consistency of outcomes. While the campus libraries already share a general common philosophy and goals, these will need to become more formal, intentional, and specific.

Approaches to resolving those issues
To address resource allocation concerns, a committee should be formed to review resources and staffing across the University. The URSUS library directors will become more formal and work towards increased intentional and specific University-wide goals, and identify what can be fully shared and what processes can be centralized. The URSUS directors will ask the existing workgroups to do further assessments of services and resources. This information will go to the

directors for final resolution or will be presented to administration if additional funding is needed.

STANDARD EIGHT: PHYSICAL AND TECHNOLOGICAL RESOURCES

The University will use existing collaboration initiatives and strategies developed during detailed administrative reviews of Facilities and Information Technology to meet the expectations and purposes of its students, faculty and staff. Existing ongoing operations statewide demonstrate the sufficiency of the physical and technological resources to meet the standard, and further demonstrate that the University will be strengthened by an improved ability to maximize and more optimally apply those resources across the enterprise in order to support the future state.

Commensurate resources
Led by a Chief Information Officer, the Institution Services Information Technology team delivers technology infrastructure, solutions and services at the campuses and other locations. This team of nearly 180 FTEs was unified in 2013, streamlining governance, assets and delivery systems, while maintaining direct response capability at each location. The resources assigned to the seven campuses operate within a common set of standards and principals to achieve the outcomes developed by the University and its many parts. Investments and support mechanisms are designed to serve the University and meet those outcomes.

The University owns and operates more than nine million square feet of space, hundreds of buildings and thousands of acres of land at seven campuses and numerous additional physical locations. Data clearly demonstrates that the University has as much or more space available for its purpose than other higher education institutions. These physical resources are overseen and managed by an enterprise Director of Facilities Management and hundreds of staff.

Classrooms and other facilities
Regular investments are made to maintain technical capacity at each location. Specific emphasis is placed on learning technologies, including video, smart board, wireless capacity and other infrastructure to support and enhance learning. Physical space is generally appropriate and adequate, but disparities exist. The University engages in ongoing planning and investment to improve the design and condition of its facilities, and to keep current with teaching methodologies and the ever-changing needs of students, faculty and others. In addition to existing facilities, the University at any given time will manage between an estimated $45 and $70 million in major capital improvement projects, often multi-year projects. The University currently estimates it will expend $46 million in major and smaller facility-related capital improvement projects during FY16.

Planning
The University's IT Capital investment plan demonstrates recent and future planned expenditures. The Education Technology Advisory Committee—consisting of faculty, instructional design professionals, and IT staff—perform data collection processes to link with faculty and students to identify the important and emerging technologies, evaluate new products and services, and provide investment and service design advice. Core systems such as MaineStreet will require substantial work to integrate student records and other functions.

The University engages periodically in physical resource planning, including by annual assessment of the condition and needs of its physical infrastructure. Deferred maintenance and closely related immediate needs associated with facilities currently stands at approximately $462 million. Based on a recently completed self-assessment, the University is implementing a new three-tiered planning process that will include master planning approximately every decade; five-year capital planning exercises; and annual work planning to be integrated into the University's annual budget process. Key to master planning will be the participation and input of the University community in guiding investment choices.

Systems, integrity, security and privacy of data
The University has a single Chief Information Security Officer, specifically responsible for all systems integrity and privacy of data. The CISO serves as the University's HIPPA designee and manages unified policy, actions, and security incidents. Training of all staff through a variety of means and proactive audits and log management fall within the CISO's area of responsibility. The governing board over information security includes faculty, academic leadership, and administrative management.

Physical and electronic environments
Learning and collaborative spaces of the University are designed to be inviting and highly functional for students and other users. Environments are being upgraded to support bring-your-own-device (BOYD) strategies and mobility, for example. The University operates a regional optical network at all campuses to provide the necessary bandwidth and capacity to support research and advanced needs. However, the declining condition of certain facilities must soon be addressed. While many facilities are in excellent condition, the overall condition of the University's facilities is estimated at a net asset value of 59 percent. The Board has set a goal of achieving a net asset value of 63 percent by 2022.

Use of information technology
The plan will document unified technology resources, the training and support available and the opportunity for various components of the institution to differentiate based on programmatic needs. Historical data, applications and cloud based tools are in place to support advanced planning, analysis and budgeting for continuous improvement year over year. The Plan will include the latest inventory of institution wide services and tools available to faculty and students.

Evaluation of physical and technological resources
The University will identify consistent assessment tools and metrics. A work group and unified services leaders will develop and implement a plan for evaluating resources and capacity across the institution. Regarding facilities, the University has substantial data available to inform its decision making, and it will continue to take action to address the needs identified by this data. Moreover, the implementation of the three-tiered capital planning process–including community-engaged master planning and more detailed annual planning tied directly to the budget process of the Institution–is intended to advance compliance with this standard.

Issues for Compliance with Standard Eight
• Previous Information Technology investments and decisions were made on a campus-by-campus basis, frequently resulting in technologies that are not standard from one location to

another. Deeper integration of the seven University campuses with a single accreditation will result in greater standardization which will in turn support efficiency and interoperability.

- Resources to enable sufficient high-level capacity at all locations will be a needed investment. Several facilities already require communications and infrastructure upgrades. Keeping pace with evolving pedagogy and technologies is a significant challenge.

Approaches to Resolving Those Issues

- Integrated planning, significant collaboration and flexibility will be used to achieve support and establish a cycle of continuous feedback and improvements.
- A service catalog and a process for service enhancement will be developed to provide consistent definition and achievement of University purposes and process outcomes.

STANDARD NINE: FINANCIAL RESOURCES

Governance

The University is well positioned to comply with Standard Nine. The University charter[9] states that the Board is the governing and planning body of the University, and charges it with responsibility for preparing and approving the operating and capital budgets. Further, it states that the Board shall provide sound financial management and exercise prudent stewardship of the assets of the University, as well as plan strategies for programs and allocation of resources that most effectively serve the educational needs of the citizens of Maine.

The charter[10] also states that the Board will appoint a chancellor who will serve at its pleasure as chief administrative and education officer. Among other duties, the chancellor is charged with promoting planning for financial operations, capital plans and resource allocations; preparing all operating and capital budgets, appropriation requests and bond issues; and providing a centralized management oversight of services.

Section two of the charter states that the Board will appoint a treasurer to receive and have custody of all moneys received for the University; make all expenditures upon authentication; exercise revenue bonding authority with the approval of the Board; and prepare the annual financial report for the University. Board Policy (Section 207-Signatory Authority) rests all signatory authority to draw funds and to sign contracts, grant applications, research proposals, purchase orders and similar instruments with the treasurer. The treasurer is authorized to delegate this authority for specific purposes and within specific limits to designated officers and employees of the University. In current practice the vice chancellor with jurisdiction over finance and administration also serves as the appointed treasurer of the Board and exercises the powers reserved to the treasurer under Maine law. In addition, the vice chancellor fulfills the other financial and administrative duties assigned by the Board and delegated to that position by the chancellor in his/her role as the chief administrative officer of the University.

Net Position

Despite ongoing economic and demographic challenges, the University has been able to set aside resources for strategic investments and unforeseen events while continuing to reduce the cost structure. As a result, the collective financial condition is relatively stable. The past five years have shown an increase in Total Net Position representing the overall wealth of the institution, even as the University downsizes to align with current demographics and market demand. Total Net Position increased by 24 percent from $707 million in FY10 to $877 million in FY14, demonstrating the University's commitment to provide a solid financial foundation for

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[9] P&SL 1985 chapter 532 as amended, Section 4-B.1.; Bylaws of the Board of Trustees Section 1.3

[10] Section 4-A, 4-B2

our mission. In addition to other unrestricted resources, the University currently has a Budget Stabilization Fund of $21 million to smooth the financial impact of adverse markets, economic conditions, and other financial challenges.

Net Student Tuition and Other Operating Revenue

Operating revenues have declined by 3 percent from $469 million in FY10 to $453 million in FY14, reflecting a reduction in revenue associated with grants, contracts and indirect cost recovery, which declined by 9 percent from $171 million in FY10 to $156 million in FY14. Net student tuition and fee revenues are the primary source of operating revenues and have grown 3 percent from $236 million in FY10 to $243 million in FY14 despite demographic shifts and in-state undergraduate rates remaining flat since FY12. With decreasing high school student demographics in Maine, full-time equivalent enrollment decreased at the University by 5 percent between Fall 2009 and Fall 2013, from 23,711 to 22,526. The University has a comprehensive enrollment management plan to strategically pursue enrollment growth that will be updated in FY2016. Additionally, enrollment is supported by University funded financial aid—including tuition waivers, scholarships, SEOG match, work-study match, university loans, and Perkins/Nursing match—which grew by 36 percent from $47 million in FY09 to $64 million in FY13.

Non-Operating Revenues

Net non-operating revenues increased by 4.5 percent from $215 million in FY10 to $225 million in FY14. Non-capital state appropriation has increased by 4 percent from $190 million in FY10 to $198 million in FY14. Gifts currently expendable has grown by 25 percent from $11 million in FY10 to $14 million in FY14. Endowment return used for operations has been consistent at $5 million per year for the past five years, while investment income has averaged $10 million for the past five years.

Total gifts from University foundations, corporations, non-profits, alumni and others that benefit the University per CASE (Council for the Advancement and Support of Education) Standards for Voluntary Support show the University receiving a total of $20 million in FY14, up $4 million from the prior year. The average for the past five years is $18.5 million.

Operating Expenses

The University's operating expenses increased by 4 percent, from $648 million in FY10 to $675 million in FY14. In November of 2013 the University and the Associated Faculties of the University of Maine reached an agreement for contract years 2012 through 2015 totaling 7 percent in salary increases and continuing promotion and post-tenure merit increases. Operating expenses for instruction (~31 percent, $213 million) and academic support (~13 percent, $89 million) have remained constant as a percentage of total expenses for the past five years.

From FY09 through FY13 the University invested $201.6 million (inclusive of state bond funding) in the physical plant, with 68 percent of that investment in existing space. Consistent with Generally Accepted Accounting Principles, the University is committed to including depreciation costs in its capital and operating budgets so that it can address ongoing facility renewal and replacement and its backlog of repair and modernization needs.

New Program Development

New program development to meet market demand and/or state need, and to generate new revenue, undergoes review by the seven chief academic officers, external peers, and the Academic and Student Affairs Committee, and requires the approval of the Board.

Multi-Year Financial Analysis and Planning

The University has developed a long-range financial planning process—the Multi-Year Financial Analysis (MYFA)—that evaluates the fiscal impact of key budget drivers such as enrollment, faculty and staff compensation, investments in physical plant, and State appropriation invested in the University. The MYFA is supported by a comprehensive financial modeling tool for multi-scenario University-wide all funds revenue and expense forecasting, including demographic, program, and facilities analysis. The MYFA is reviewed with the Board annually in advance of the budget review process to inform and guide decision-making and resource allocation.

Ensuring Financial Stability, Integrity, and Effectiveness

The treasurer and vice chancellor with jurisdiction over finance and administration is the chief financial and operating officer of the University. Pursuant to a directive of the Board in November 2013, the treasurer and vice chancellor is developing a unified financial structure for the University. The reorganization to fulfill the unified financial structure will include a chief financial officer (CFO) reporting to the treasurer and vice chancellor. Direct reporting lines to the CFO will include supervision of the directors of budget, financial analysis, finance/controller, and student accounts. The chief business officers of the component campuses will report directly to the CFO, but will also have a service (dotted) reporting line to the presidents of their respective campuses.

All Board and administrative fiscal policies are promulgated on the University's website and kept current. A University administrative policy on the Use of University Funds was adopted in 2013 to ensure that all University funds are expended for business purposes that support and advance the University's mission. A new Board policy on the development and management of operating and capital budgets was adopted in 2014 to provide an engaged and iterative process for developing the University budget that ensures the fiduciary responsibilities of multiple stakeholders (Board, chancellor, treasurer/vice chancellor, and branch campus presidents) are met, and that the chancellor and branch campus presidents have the opportunity to engage

campus and community constituencies in the process. Additionally, the new policy provides proper controls and approval requirements to actively manage the budget when approved.

The University uses best practices to monitor and report on its financial health to the Board and the public, including multi-year financial analysis to project five-year revenues and expenditures; current fiscal year forecasting to project year-end results at intervals during the fiscal year; and financial ratio analyses to monitor the University's financial health. The University maintains a Budget Stabilization Fund to supplement revenues and stabilize the budget during enrollment declines and economic downturns (currently $21 million), and a Strategic Investment Fund for critical non-recurring investments (currently $5.5 million annually). The University is in its third year of implementation of a Board approved Outcomes Based Funding model to link a portion of the state appropriation with state priorities by allocating funding to reward campus performance that reflects Maine's needs in general educational attainment, workforce education, economic development, and increased academic and research productivity.

The University's finances are regularly reviewed by three standing committees of the Board: the Finance, Facilities and Technology Committee has general responsibility for financial oversight; the Investment Committee is responsible for the conservation and prudent manage ment of the managed investment pool including the endowment, the defined benefit pension fund, and the operating cash fund; and the Audit Committee monitors the adequacy and integrity of the University's internal controls, financial reporting, compliance with legal and regulatory requirements, risk assessment, and ethics reporting. Each committee reports regularly to the full Board for approval of key decisions. The University's finances are subject to annual independent financial statement audits, as well as the OMB Circular A-133 audit of federal funds.

STANDARD TEN: DISCLOSURE

The University and its member campuses make available a wide array of information to students, prospective students, and the public. Information for each campus is available in electronic form on public websites and portals designed for use by students, faculty and staff. The University website links directly to all campus websites, and many publications are available to provide information to the public.

Major requirements of a single accreditation will include compiling information that is currently spread across eight websites and portals, determining the appropriate level of aggregation for information, achieving consistency in data definitions for information, and keeping content up to date. Information already exists at the University level and is uniform for the seven campuses. This stems from the provision in the University charter for one governing board and one legal entity. For example, Board policies including non-discrimination and tenure apply to the entire University, as do administrative practice letters, employment policies, collective bargaining agreements, federal and state compliance reporting, and a single student conduct code. An online data book provides reports and information—at both the University and campus level—on topics such as degrees conferred, enrollment, financial aid, student charges, finances, facilities, and human resources.

The ability to produce the reports needed for public disclosure is founded in information technology systems for student, human resource, and financial data. These systems consist of databases, self-service functions for students and employees, and automated administrative processes. Developing and adhering to uniform consistency in how data are entered and interpreted will be necessary to bring campus practices into necessary alignment within a single accreditation.

Maintaining accurate data going forward will also be important. Individual campuses currently have their own mechanisms to review and update information on their websites and in publications. But in most areas, no consistent University review and quality assurance function exists. The varying levels of institutional research resources available at the campuses leave some with very limited capacity to maintain accurate and complete information. Focusing some institutional research resource on each campus and clearly assigning responsibility for maintaining data and reports will be important to achieving Standard Ten.

Catalogs, course offerings, and faculty information are now available for each campus, but no comprehensive catalog exists for the University. There is one course listing for the University but it is segmented by campus. Dispersed information will need to be brought together to make it accessible to students, prospective students, and the public. As the University engages in academic program review and develops more programs that are delivered through intra-system

collaboration, attention will need to be given to how to clearly describe such programs in catalogs, course listings, and other information sources.

STANDARD ELEVEN: INTEGRITY

The University maintains a framework of policies and procedures to support and encourage a climate of integrity. Many of the policies that constitute this framework apply to the entire University. The Board approves all campus mission statements and strategic plans, ensuring that the mission and values of each campus are consistent with those of the University.

Board policies related to integrity apply to all campuses and include non-discrimination, campus violence, tenure, conflict of interest, intellectual property, and appropriate use of information technology resources. Collective bargaining agreements and handbooks that apply to all University employees incorporate fair treatment of employees, academic freedom, and standards for performance review and discipline.

The Student Conduct Code applies to all campuses, is regularly reviewed, and is approved by the Board. The code governs academic misconduct, disrupting of university operations, health and safety violations, offenses involving other people, offenses involving property, and general infractions. The right of students to file academic appeals is specified in Board policy and each campus develops a policy under the Board's umbrella policy.

Under the University's charter, the Board has the authority to grant degrees. All degrees awarded are under this charter and the Board adopts a statement formally approving the granting of all degrees each year. Academic leadership, including "promotion of academic leadership," is delegated to campus presidents who are appointed by the Board.

Employees have the right to file grievances under provisions of the University's collective bargaining agreements and employee handbooks. Employee grievances may be appealed to a University level of review, and grievances for employees in represented bargaining units—a high proportion of all faculty and staff—may be appealed to binding arbitration. The right of students to file academic appeals is specified in Board policy and each campus develops a policy under the Board's umbrella policy. Under a separate detailed process in Board policy, students and employees may file complaints regarding discrimination, harassment, sexual assault, relationship violence, stalking, and retaliation.

This University framework of policies and procedures fits well with Standard Eleven. However, while this policy framework is in place for the entire University, other policies and procedures are developed at each campus. To fully achieve Standard Eleven, the University will need to inventory and review these policies to determine whether additional policies should be applied, or whether to maintain overarching policies under which campuses develop policies and procedures to fit local culture and circumstances. With campus differentiation, diverse student profiles, and unique cultures, the University will need to find the right balance to ensure

integrity while recognizing that one size does not necessarily fit all. As the University reviews these policies, standards, and values, we are likely to find strengths and gaps. The University can use the single accreditation to identify gaps and best practices, and to create a uniform high level of integrity, raising all seven campuses as a whole to the highest level.