

## Q1 Campus Affiliation

Answered: 37 Skipped: 1

ANSWER CHOICES	RESPONSES	
University of Maine	37.84%	14
University of Maine at Augusta	16.22%	6
University of Maine at Farmington	2.70%	1
University of Maine at Fort Kent	2.70%	1
University of Maine at Machias	0.00%	0
University of Maine at Presque Isle	2.70%	1
University of Southern Maine	29.73%	11
University of Maine School of Law	0.00%	0
University of Maine System	8.11%	3
TOTAL		37

## Q2 Which constituent group below do you currently belong to?

Answered: 37 Skipped: 1

ANSWER CHOICES	RESPONSES	
Faculty	32.43%	12
Staff	64.86%	24
Other (please specify)	5.41%	2
Total Respondents: 37		

#	OTHER (PLEASE SPECIFY)	DATE
1	president	10/17/2021 4:51 PM
2	Student	9/30/2021 11:18 AM

## Q3 Please submit your feedback related to Standard One here:

Answered: 1 Skipped: 37

#	RESPONSES	DATE
1	UMS needs to stop relying on adjunct faculty	9/30/2021 10:18 AM

## Q4 Please submit your feedback related to Standard Two here:

Answered: 3 Skipped: 35

#	RESPONSES	DATE
1	Institutional Research [Current Text] As mentioned earlier, four universities have designated institutional research offices, with IR staff levels ranging from 1 (UMF) to 4 (UM and UMA). USM has separate IR and assessment offices while IR offices at UM and UMA provide both IR and assessment functions. [Minor Editorial Suggestion] The staffing is relatively higher at UM and UMA as their offices provide both IR and assessment functions, whereas USM has separate IR and assessment offices. [Current Text] The university IR function varies across universities, which may serve as a barrier to system-wide evaluation under UA. Although improvements have been made since the creation of the Data Governance structure and the UMS IR office, more progress is necessary to ensure consistent definitions across universities. [Comment] The issue is not simply about data definitions, but they are closely tied to the actual operations. In other words, the work towards common definitions would require some overhauls in operations at some campuses. That is why the Data Governance work has been very challenging. [Suggestion for Additional Description] UMS Data Governance has made certain progress in establishing common data definitions across campuses. Still, the major challenge is that the data definitions are closely tied to the actual operations of various functional areas at UMS campuses (e.g., registrar, financial aid, advising, etc.). Therefore, working towards establishing common data definitions can require operational changes and financial investments. [Current Text] To address inequities across the system in capacities for more systematic evaluation, increased investment in IR and related roles will likely be necessary across the UMS. elaborate In addition, we must clarify access to, services provided by, and roles and functions within UMS IR. This would better support university IR teams, allowing them to provide more thorough and systematic evaluation and analysis at the university level. This would also reduce the burden currently placed on the individual universities for meeting system-level evaluation needs. [Comment] I agree with the description here. It would also be beneficial to emphasize that the partnership between the UMS IR and University IR are pivotal for successful reporting.	10/17/2021 6:01 AM
2	I do not think it is accurate to say USM has a strategic plan. it doesn't It has aspirations vision & service statements. But that is not sufficient to be a strategic plan.	9/30/2021 10:48 AM
3	UMS needs to stop relying on adjunct faculty	9/30/2021 10:18 AM

## Q5 Please submit your feedback related to Standard Three here:

Answered: 2 Skipped: 36

#	RESPONSES	DATE
1	it is not clear how cooperation can occur for shared degree programs. for example, how a student place-bound in southern Maine might pursue a graduate degree program at Orono by using some courses at USM, in conjunction with on-line learning.	9/30/2021 10:59 AM
2	UMS needs to stop relying on adjunct factually	9/30/2021 10:19 AM

## Q6 Please submit your feedback related to Standard Four here:

Answered: 4 Skipped: 34

#	RESPONSES	DATE
1	General Education [Current Text] Unified accreditation provides UMS with the ability to move forward with a level of common general education requirements across all of its universities in a way that has not been previously accomplished. However, it will be critical to ensure that	10/17/2021 6:01 AM

within a more standardized framework that individual universities will still be able to effectively differentiate their General Education curriculum to ensure they are able to meet their individual missions, while guaranteeing much clearer and broader transferability among the universities for students. The work of the UMS assessment committee will prove especially important as faculty and staff on all UMS universities work toward unified accreditation. A charter has been drafted and will be accepted as a guide to influence this work toward more standardized processes in terms of general education assessment. [Comment] I am uncertain if the UMS assessment committee here means the one gathered for Standard 8 or a different group of faculty and staff focusing on the programming of Gen Ed curriculum across the campuses. If the Committee is primarily for Standard 8 topics, I am a little concerned how much the group can get into the gen ed assessment by itself. As mentioned in Standard 8 projection, a collaboration with the System-wide General Education Working Group would be critical. <https://www.maine.edu/unified-accreditation/historical-documentation/self-study-draft/standard-eight/>

2	STANDARD 4- Faculty are experienced professionals who are well-known, nationally, AND INTERNATIONALLY in their respective fields. Include more references to the international background of faculty, and international connections and collaborations they engage in with their research, publications, teaching,	9/30/2021 12:45 PM
3	very generic treatment here that applies to most universities in USA.. general education courses that are not with the home department's prefix are usually treated as overload and thus discouraging for small departments to participate in since faculty are already full time	9/30/2021 11:03 AM
4	UMS exploits adjunct faculty	9/30/2021 10:19 AM

## Q7 Please submit your feedback related to Standard Five here:

Answered: 2 Skipped: 36

#	RESPONSES	DATE
1	Maine has a high completion rate for high schools, but not so high for college completion. a plan to address this should exist	9/30/2021 11:04 AM
2	students are paying for full time faculty and getting taught by part-time faculty	9/30/2021 10:19 AM

## Q8 Please submit your feedback related to Standard Six here:

Answered: 3 Skipped: 35

#	RESPONSES	DATE
1	Phrased to sound like we are quite average and don't know anything about the importance of the ratio. There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the UMS is sufficient	9/30/2021 12:56 PM
2	faculty at one institution are not able to shift to another institution in UMS without going through the same review that outsiders do. Other inefficient practices are that when faculty retire, even as emeritus, they have to do what any outsider would have to do to come back and teach a course. Thus, significant faculty talent is lost upon retirement.	9/30/2021 11:07 AM
3	adjunct faculty have no time for scholarship	9/30/2021 10:20 AM

## Q9 Please submit your feedback related to Standard Seven here:

Answered: 3 Skipped: 35

#	RESPONSES	DATE
1	<p>Fundamentally offered to assist in further efforts to complete the Human Resources process of presentation. Would qualify the submission(s) as perhaps too granular in their scope, but may contribute to greater understanding or framing of more broad-based material and content.</p> <p>1. Investment in Technology - A priority needs to be placed upon this particular area both in automation as well as enhanced processing capacity. Short of emphasis in this area, expectations of the organization should be adjusted to embrace a more realistic view of what is possible or what competing agenda items should be either re-visited or otherwise amended.</p> <p>2. Performance Management - A System-wide commitment to performance management process and protocol offers opportunities not only to optimize operations and fine-tune delivery of key functions and services in support of UMS and its primary educational mission, but would go far in also promoting retention, reducing recruitment and onboarding costs, and ultimately contributing to higher efficiencies and promote even more successful and SUSTAINABLE outcomes.</p> <p>3. Onboarding-Retention Initiatives - Much good work is being done already, but on both a shoestring and with somewhat limited potential due to technological limitations. As in #2, successful addressing of these opportunities could/should result in greater retention with its attendant benefits.</p> <p>4. Enhanced training for supervisors/managers - While Learning and Organizational Development does valiant work, a more programmatic approach with appropriate support for developing strong and effective managers and supervisors could/should result in greater economies of effort, avoidance of duplication of effort, and potential for greater efficiency and productivity.</p> <p>5. Mention of strategic planning on behalf of the System should be expanded to incorporate HR into the mix as never before with strong emphasis upon pursuing greater integration, coordination, and collaboration in regard to communications and outreach in support of such initiatives as Unified Accreditation and other key projects. Adoption of a more pro-active approach to communications planning in advance of launch of strategic efforts especially as they relate to opportunities in HR could yield some very promising results.</p> <p>6. Transformation of www.maine.edu into a true System site with fundamental decisions upon what is internally-facing and what is externally-facing would prove particularly helpful in a variety of ways and to a variety of constituents. While this may seem a tactic rather than a strategy, a basic re-casting of the purpose and presentation of this vital asset perhaps can and should become a strategy unto itself in service to a variety of other objectives and goals. In combination, a revisiting of the portal and its service to employees should accompany consideration of the System site with discussion ultimately producing a more contemporary approach to overall communication with a variety of key target audiences and NOT just prospective students at the top of the pyramid.</p> <p>7. I would caution against placing too much emphasis upon Great Colleges as a potential guide to HR future direction other than perhaps in a tactical sense. While the results of such surveys are not without value in identifying areas of opportunity for promoting workplace productivity, loyalty, dedication, and commitment, it should not be a substitute for hard choices on overall or shared priorities, (Please see #1 as an example).</p> <p>8. Adoption of Strategic Human Resources philosophy to assist the System in meeting its educational, research, and service mission. Currently, HR does a wonderful job with its available resources, but remains largely a transactional operation, i.e. processing of payroll, delivery of benefits, calculation of compensation, negotiation with collective bargaining, training for compliance, etc. No minimizing the important of delivering those functions, however, my own sense of Strategic HR is that rather than merely counting upon these functions to allow for successful completion of other specific UMS goals and objectives, exploration of how that HR investment and development can contribute in more meaningful ways to eventual success and sustained performance may yield more meaningful and sustainable results. Thank you for the opportunity to share some ideas on how to support the UMS HR function to greater/greatest advantage. The organization features some wonderful professionals doing admirable work with limited resources. Investment in this group will foster impressive returns that, in turn, will facilitate even greater outcomes across the board.</p>	9/30/2021 2:55 PM
2	rather frequent administrative restructuring has led to inefficiencies. Infrastructure (buildings and such) are not kept up. Heating and air conditioning in labs , offices, classrooms, frequently have not worked for many years.	9/30/2021 11:09 AM
3	pay adjunct faculty a living wage	9/30/2021 10:20 AM

**Q10 Please submit your feedback related to Standard Eight here:**

Answered: 3   Skipped: 35

#	RESPONSES	DATE
1	Overall, I think this section is well written by describing the current state of assessment efforts.	10/17/2021 6:05 AM
2	Block transfer could be improved. There should be a plan to do so.	9/30/2021 11:11 AM
3	stop relying on adjunct faculty	9/30/2021 10:21 AM

## Q11 Please submit your feedback related to Standard Nine here:

Answered: 2 Skipped: 36

#	RESPONSES	DATE
1	little support seems to exist for academic departments to promote their programs to the public	9/30/2021 11:12 AM
2	UMS needs to stop relying on adjunct faculty	9/30/2021 10:22 AM

## Q12 Any final comments, suggestions, or feedback regarding the self study as a whole (including tone, language, etc.)?

Answered: 4 Skipped: 34

#	RESPONSES	DATE
1	I wonder there might be a varying degree of "completeness" across Standards. For example, I wonder Standard 6 might have more updates later.	10/17/2021 6:06 AM
2	Am appreciative of the opportunity to participate in the process of representing the University of Maine System and its campuses to NECHE and helping outline and characterize the Unified Accreditation initiative with all of its potential and promise.	9/30/2021 2:57 PM
3	Student education includes Study Abroad, and that isn't included anywhere, could come under Field Experience if that category were broadened. _____ There is nowhere indicated that any of the campuses has anything to do with international education, content, research, experience. Each campus has an internationalized aspect to it, and at the flagship campus there is a National Resource Center on Canada, funded in part by the U.S. Federal Department of Education Title VI grant, one of only 110 nation-wide. _____ Increase language indicating internationalization - students have Indigenous and lesser taught languages available to learn, as well as languages from throughout the world - students can study at universities throughout the world - faculty and courses reflect international perspectives. "Maine and beyond", is an antiquated concept, Maine is within regional, national, and international contexts	9/30/2021 1:05 PM
4	pay adjunct faculty a living wage	9/30/2021 10:22 AM