

Q1 Which campus are you primarily affiliated with?

Answered: 67 Skipped: 0

ANSWER CHOICES	RESPONSES	
University of Maine	7.46%	5
University of Maine at Augusta	7.46%	5
University of Maine at Farmington	13.43%	9
University of Maine at Fort Kent	41.79%	28
University of Maine at Machias	5.97%	4
University of Maine at Presque Isle	2.99%	2
University of Southern Maine	16.42%	11
University Services/University of Maine System	4.48%	3
TOTAL		67

Q2 Which constituent group below do you currently belong to?

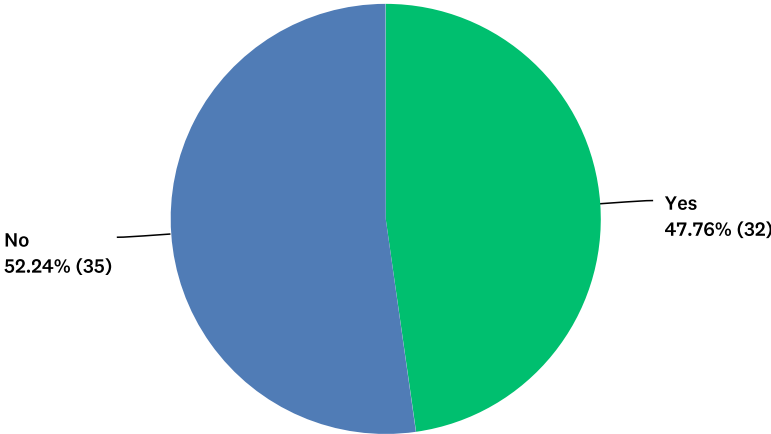
Answered: 67 Skipped: 0

ANSWER CHOICES	RESPONSES	
Full-time faculty	34.33%	23
Part-time faculty	11.94%	8
Full-time staff	46.27%	31
Part-time staff	2.99%	2
Undergraduate student	1.49%	1
Graduate student	2.99%	2
Board of Trustee	0.00%	0
Board of Visitor	0.00%	0
Foundation member	1.49%	1
Alumni	5.97%	4
Other (please specify)	1.49%	1
Total Respondents: 67		

#	OTHER (PLEASE SPECIFY)	DATE
1	administrator	10/17/2019 10:35 AM

Q3 Have you ever written or contributed to a portion of a NECHE (or NEASC) accreditation?

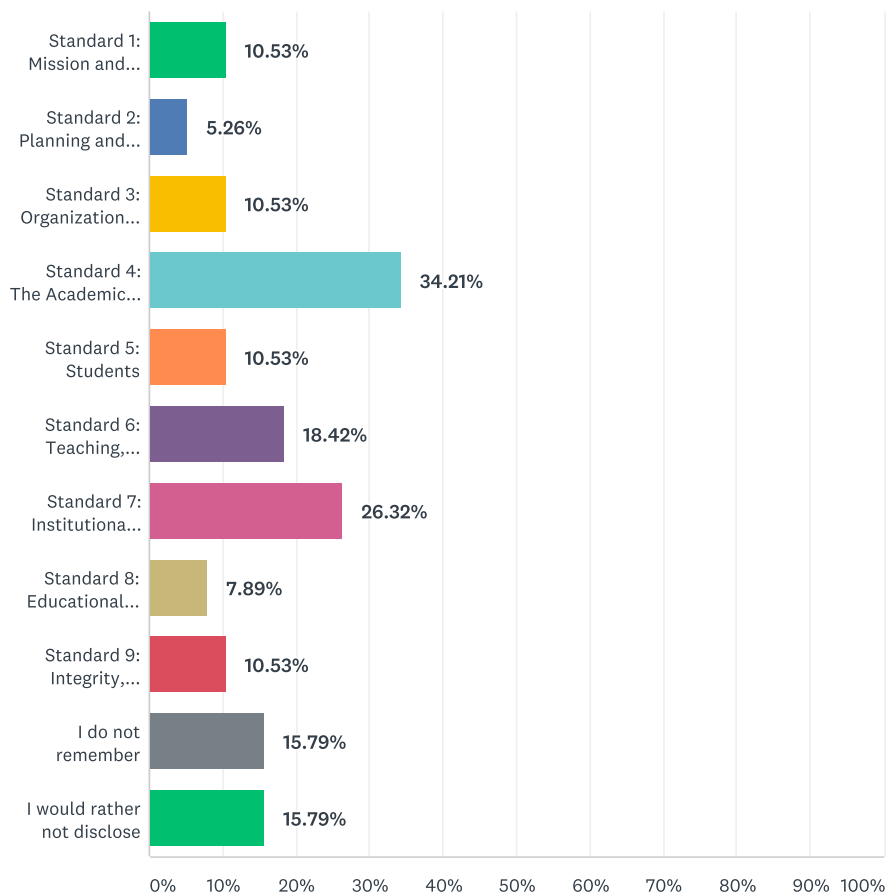
Answered: 67 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	47.76%	32
No	52.24%	35
TOTAL		67

Q4 If yes, which standards did you contribute? (Please check all that apply)

Answered: 38 Skipped: 29



ANSWER CHOICES	RESPONSES	
Standard 1: Mission and Purposes	10.53%	4
Standard 2: Planning and Evaluation	5.26%	2
Standard 3: Organization and Governance	10.53%	4
Standard 4: The Academic Program	34.21%	13
Standard 5: Students	10.53%	4
Standard 6: Teaching, Learning, and Scholarship	18.42%	7
Standard 7: Institutional Resources	26.32%	10
Standard 8: Educational Effectiveness	7.89%	3
Standard 9: Integrity, Transparency, and Public Disclosure	10.53%	4
I do not remember	15.79%	6
I would rather not disclose	15.79%	6
Total Respondents: 38		

Q5 What do you like about the Unified Accreditation recommendation?

Answered: 60 Skipped: 7

#	RESPONSES	DATE
1	Helping the smaller schools gain more funding	11/5/2019 5:23 PM
2	Flexibility for our students	11/5/2019 10:30 AM
3	* A system-wide accreditation might relieve NECHE concerns over the financial stability of a single campus. * Cross-listing of courses across campuses requires approval through each campus' process; where a single accreditation might include a system-wide "curriculum committee" to facilitate course cross-listing. *The individual campus accreditation is a barrier to a fully shared set of library resources. (Complete access for all students to all library resources would also require a unified budget.) However this may require more of a "One University" approach.	10/31/2019 7:50 AM
4	I'm not sure I understand it well enough to say. I don't know what we gain by unified accreditation that we cannot do without it.	10/30/2019 3:43 PM
5	It is a reasonable matrixed organizational response to a complex set of real issues and threats to UMS. It seems a good job was done on SWOT analysis. Hierarchical/Transformational changes have historically failed w/in the complex UMS system that is sprawled out serving a small population over a large area. Incremental change management has served us well recently.	10/30/2019 11:49 AM
6	I am generally a fan of the Unified Accreditation idea in that it seeks to make it easier for students to be students, to graduate in a timely manner, and encourages our campuses to be working more with one another. I think that, simply put, UA will result in better programs because institutions will be forced to look at quality, access, student outcomes, etc. It will mean that there will be greater interaction between individuals with difference. We know that diversity in all its forms generally adds to the civil discourse and creates better, more innovative and responsive institutions. We are sorely in need of that right now. I also think that we do need to look at "right-sizing" our educational, administrative and physical footprints. While I understand that is not a primary goal of UA, many of us believe that the demographics of Maine are not such where we will likely be able to support full campuses in the present configuration. Yet, these smaller campuses provide critical opportunities and jobs in rural areas of Maine. A balance can be struck which supports continued educational access and also recognizes that in order to continue to remain relevant, these smaller institutions must diversify their student population and modality offerings.	10/30/2019 11:05 AM
7	I'm interested in learning more about how degree programs from every campus will be available to all Maine students.	10/30/2019 7:51 AM
8	Nothing, This is a solution in search if a problem and if BOT and the Chancellor were serious about transparency, the campus tours and asking for input in single accreditation would have happened before the Chancellor presented it and BOT approved it.	10/29/2019 7:49 PM
9	It is being pursued transparently and thoughtfully. Thank you.	10/29/2019 4:52 PM
10	I haven't heard a strong articulation for why it's beneficial, let alone necessary.	10/29/2019 12:59 PM
11	Could provide shared resources that smaller campuses could not afford by themselves	10/28/2019 1:05 PM
12	I like the potential for flexibility combined with uniformity. If it's an opportunity to either re-do or do away with long-standing practices and preferences that keep us siloed, I'm up for that	10/23/2019 11:40 AM
13	Guiding principles. If the survey is open to hear dislikes, I would say the content is very conceptual and does not deal with specifics that many campus stakeholders have questions.	10/22/2019 10:03 AM
14	It will (hopefully) simplify administration, reduce administrative costs, bring about more consistency in course curricula and rigor across campuses, and facilitate cross-campus collaboration. The collaboration will be specially relevant as the UMS moves to embrace emerging fields of study.	10/17/2019 11:59 AM
15	I believe it is a closer step to becoming a One University. I also believe it will help our system look at the bigger picture more closely so that we as a system can grow	10/17/2019 11:25 AM

	and get stronger.	
16	It seems to put students and their education above all else.	10/17/2019 10:43 AM
17	streamlining of process	10/17/2019 10:35 AM
18	I think unified accreditation will simplify the shared/collaborative programs that are becoming increasingly common across our institutions, as there will no longer be individual campuses "owning" any particular programs. It will allow for easier transfers between campuses, promote collaboration as opposed to competition between campuses, and will allow for the flexibility to adapt programs towards the educational needs of our students and the state's labor market.	10/17/2019 9:57 AM
19	It will help to demonstrate financial stability to NECHE	10/17/2019 9:16 AM
20	Financial savings through elimination of repetition of course offerings, services, programs, etc.	10/17/2019 7:58 AM
21	Cost savings in administration. Accountability	10/17/2019 7:22 AM
22	I like the idea that UMS would be more of a "system" and, ultimately, that the satellite campuses like UMFK would be more accountable	10/17/2019 7:14 AM
23	Standardizes education and possibly programs across all UMS institutions; would hopefully reduce 'competition' between them.	10/17/2019 7:05 AM
24	Efficient	10/17/2019 7:00 AM
25	Potential for greater partnerships. Smoothing the student experience.	10/9/2019 10:18 AM
26	This whole effort seems to be based on an unsubstantiated assumption that there is efficiency to be gained by combining seven unique institutions into one whole. The published principles claim to honor what is unique about each institution, but no evidence is offered to demonstrate that you have any understanding of what this means. How, for example, will an accredited business program at one campus merge with an unaccredited business program at another? What will it cost to raise all boats? Or will we lower all boats? What are the actual costs and benefits? Data-informed assessment is shockingly absent from all materials.	10/8/2019 9:40 PM
27	I don't like the recommendation. I think it will hurt students and hinder individual campuses from fulfilling their distinct missions for the students. Campuses have focused resources in particular areas that are important to their mission. These are different at each location. The System's current method of decision making in which either the System unilaterally makes decisions or each campus is equally represented rather than represented in proportion to the students they enroll and the faculty they support demonstrates the System's existing failure to preserve the academic operations that best serve the interests of students and provide the highest quality educational experience.	10/8/2019 5:28 PM
28	I believe that it would sustain every campus, so that there would be no closures or jobs lost.	10/8/2019 8:29 AM
29	hopefully, simplicity.	10/7/2019 1:58 PM
30	The ability for students to fully flesh out their education through the UMaine system as opposed to the current difficulties in moving from one campus to another.	10/7/2019 1:41 PM
31	easier transfer/scheduling between Maine's universities	10/7/2019 1:38 PM
32	I think it will provide the basis for a reorganization of the UMS to be a true system rather than 7 competing campuses.	10/7/2019 1:05 PM
33	Opportunities for shared resources	10/7/2019 11:03 AM
34	That it will allow for each institution to remain and have some autonomy and the ability to work collaboratively to maintain some programs. Resource sharing/cost savings.	10/7/2019 10:57 AM
35	Will offer greater flexibility for small campuses.	10/7/2019 10:31 AM
36	Ease of use	10/7/2019 8:26 AM
37	All campuses are equal	10/7/2019 7:38 AM
38	Preserving Universities & Presidents	10/7/2019 7:36 AM
39	I appreciate that there are guiding principles that have been developed to hold ourselves accountable.	10/7/2019 7:32 AM
40	builds one university and requires collaboration across campuses	10/7/2019 7:07 AM
41	Enable institutions to more easily share academic programs	10/6/2019 8:17 PM
42	It could help us be more collegial and cooperative.	10/6/2019 3:35 PM

43	The opportunity to have clear pathways to collaborate for faculty and staff as well as ease of getting the classes they want across the system.	10/6/2019 2:04 PM
44	I don't	10/6/2019 11:57 AM
45	I think it will save money.	10/4/2019 4:14 PM
46	I do not feel like I know enough about it yet to know what I like.	10/4/2019 4:06 PM
47	Efficiency of resources, collaboration of teams	10/4/2019 3:36 PM
48	Less campus resources dedicated to accreditation reporting	10/4/2019 3:26 PM
49	I think it is a step in the right direction, but I know my peers don't necessarily agree. We at Machias are having a preview of the potential process as we work with UM becoming part of their institution. I'm grateful that we're doing this now and learning about where the challenges are and ways preserve differences when needed and utilize greater alignment when it works out favorably. There is still anxiety here about loss of control, but as time goes on I think this will be normalized and the anxiety will drop to normal complaining. Can't ever get rid of that.	10/4/2019 3:20 PM
50	I think it is a great chance for our state's general population to have access to all that the System has to offer.	10/4/2019 3:05 PM
51	Not much.	10/4/2019 2:23 PM
52	not much	10/4/2019 2:16 PM
53	implies and brings about cohesiveness & efficiency	10/4/2019 2:08 PM
54	I hate it.	10/4/2019 1:57 PM
55	Nothing.	10/4/2019 1:39 PM
56	More coherency, less redundancy across campuses	10/4/2019 1:28 PM
57	Goal of the ease between academic programming between all the system's campuses.	10/4/2019 12:08 PM
58	I believe that it will facilitate the move toward the One University concept that renders educational offerings more accessible to our students and promotes their progress through their courses of study ensuring successful outcomes.	10/4/2019 11:54 AM
59	Provides more access and choices for our students.	10/2/2019 9:25 AM
60	It prepares our system for the realities of the future.	10/1/2019 10:23 AM

Q6 Please identify ways that you believe students could benefit with all UMS universities working together in a unified accreditation structure.

Answered: 60 Skipped: 7

#	RESPONSES	DATE
1	Whatever it takes to keep the school going Orientation on how to use the program to structure a students life toward their college achievement. Having educational to get student involved in the benefits of college structure.	11/5/2019 5:23 PM
2	Allowing them access to classes not offered at a particular location. Hopefully allowing them to stay at our campus.	11/5/2019 10:30 AM
3	* Provide more opportunity to register for classes from across the system that are required for degree completion, which may hasten time to degree completion.	10/31/2019 7:50 AM
4	Again, the benefits to anyone are unclear.	10/30/2019 3:43 PM
5	Fewer bureaucratic barriers to students who are decreasing in numbers and increasing needs for complex support services. (e.g. Credit transfer etc.)	10/30/2019 11:49 AM
6	Students will benefit by having less paperwork and hoops to jump through - but that is the low-hanging fruit, really. The greatest benefit is to allow more innovative programs to emerge that meet their needs professionally and intellectually. We need to stay current and offer educational opportunities for today while also developing a greater ability to actually BE nimble and responsive to the future needs as they approach. On the whole, I do not believe that we're doing that now.	10/30/2019 11:05 AM
7	Students from rural communities would have greater access to programs.	10/30/2019 7:51 AM
8	Students could take courses seamlessly across campuses. BOT approved a policy and campuses have not figured out how to implement it.	10/29/2019 7:49 PM
9	IN THEORY, students could take classes across campuses. That really only works with online education, which we all know is not as effective as in-person, real-time teaching.	10/29/2019 12:59 PM
10	My students often need classes on other campuses, and the current system and processes make this very difficult and more expensive for them to take these classes, hopefully this will help	10/28/2019 1:05 PM
11	Students would not have to deal with inconsistencies, and difficult to justify or understand practices that present barriers to learning and access. Having shared standards to maintain and encouraging creative collaboration among all the faculty and staff will provide students with a vibrant, responsive educational system. Synergy and, hopefully, serendipity	10/23/2019 11:40 AM
12	Students having access to 7 campuses.	10/22/2019 10:03 AM
13	Easier transfer of course credits between campuses, begin a movement toward a unified course catalog for the University of Maine system that would make course selection easier, smaller campuses may earn a better academic reputation among undergraduate students, there may be more opportunities to create majors in emerging fields of study by leveraging expertise across campuses.	10/17/2019 11:59 AM
14	I tend to have a simple view of things, especially since I think things tend to get overcomplicated. Saying that, I think students can benefit by being able to work within a One University system that is a closer-knit system. It will allow students to take classes from all campuses, not just their primary one, without having to go through so much red tape that they are dissuaded from doing so. They will have more choices offered to them. I think they will also benefit financially, or so I hope. My hope is that by combining as one through accreditation and the One University that we will eventually be able to eliminate tuition altogether. Yes, my dreams may be considered pipe dreams, but think about retention and recruitment if all they have to pay for is fees and room/board? I think having a unified accreditation structure will allow the system to have better purchasing power, collaborate better, and work together more amicably. I detest competition when taken too far. I recognize that competition can be good, but I don't think it is necessary in our state. We need to work together.	10/17/2019 11:25 AM
15	students could have access to courses needed for a timely graduation in a case where a particular class isn't offered at their campus in the semester it is needed	10/17/2019 10:43 AM

16	One place where this will be of great benefit is that students who live in the more rural areas of the state and can't afford to go to a larger campus can have easier access to degree programs for which they previously would have to leave home to pursue. Further, with all academic programs under the same umbrella and beholden to the same standards, transferring between campuses for whatever reason will be much easier to accomplish than it has been in the past.	10/17/2019 9:57 AM
17	I am not sure. It may help with transfer credits but there are other ways to ensure this happens.	10/17/2019 9:16 AM
18	More choices and accessibility to academic offerings.	10/17/2019 7:58 AM
19	Ease of transfer across campuses.	10/17/2019 7:22 AM
20	TRANSFER CREDITS I've served on a system committee regarding transfer credits. Here at UMFK, the idea that some proprietary faculty can penalize students regarding not accepting transfer credits is appalling.	10/17/2019 7:14 AM
21	Opportunities for faster degree completion since credits will transfer without problem. Access to a variety of different classes and professors.	10/17/2019 7:12 AM
22	Have more flexibility in course offerings and transfer credits within UMS	10/17/2019 7:05 AM
23	Streamline the system and provide students with more flexibility; the accreditation process should help identify places where student barriers exist.	10/17/2019 7:00 AM
24	Better access to classes, wider range of majors	10/9/2019 10:18 AM
25	There is much talk about students moving among and between campuses. But I have no experience of such students. How many students in the last 2+/- years have taken classes at multiple Maine Universities that this effort would meaningfully serve? Please provide real data rather than hand waving.	10/8/2019 9:40 PM
26	I do not think that all students would benefit from a single accreditation. Students would benefit most by receiving the education that challenges them at the appropriate level. They would benefit by learning among a cohort of other students who challenge them. They will benefit by having choices. They will not benefit by reducing the overall quality of education available at public universities in Maine to the lowest common denominator. The System has brought about a situation in which three campuses cannot be independently accredited (UMM, UMFK, and UMPI). If the System continues on its current track, I fear that students who are dedicated to learning will be driven away from Maine. In time, will the quality of the education available have decreased to such a level that Maine will no longer have universities? I appreciate that a portion of the country does not value education. But we should.	10/8/2019 5:28 PM
27	Students would be able to graduate on time, take courses that are needed for their degree at a different campus, without having to leave UMFK or travel.	10/8/2019 8:29 AM
28	better shared resources, less disparity between programs and schools	10/7/2019 1:58 PM
29	Currently, I feel that students are limited by the course offerings at their campuses. However, those same students often do not desire to move from where they are to another location. The unified accreditation would enable more fluidity in the system and I think benefit the smaller campus that must, by nature, offer less classes.	10/7/2019 1:41 PM
30	this remains to be seen, so far anything that has been implemented system-wide has created more layers of bureaucracy rather than less and has slowed down response/implementation time dramatically	10/7/2019 1:38 PM
31	I think there may be more resources for them. One university will not be some silver bullet for students. Most don't want to take distance courses from faculty they don't know. It will give them options though. If we shifted resources so that there were more staff positions to support students that would definitely help them.	10/7/2019 1:05 PM
32	Increased ease of students working cross campus for completing courses for graduation.	10/7/2019 11:03 AM
33	Maintain programs and modalities of instruction they are looking for that will fit their busy lifestyles.	10/7/2019 10:57 AM
34	More collaboration, greater geographical availability of programs, fewer barriers to cross-campus enrollment.	10/7/2019 10:31 AM
35	Unified course catalog?	10/7/2019 8:26 AM
36	With online courses it is possible to take a course of interest that isn't offered on your campus.	10/7/2019 7:38 AM
37	If we were ever able to truly integrate a seamless billing/financial aid system for students, they would benefit.	10/7/2019 7:36 AM
38	That is unclear to me at this time. Right now, students can take courses across	10/7/2019 7:32 AM

campuses. At the graduate level, it is possible for researchers across campuses to collaborate with students. I am not sure what new programs or degrees need to be created that would require system-wide accreditation. I'm sorry to be so critical but it just isn't clear what benefit to students this may have. If it helps bring resources to strong programs at local campuses, perhaps that would be a benefit. However, I do not see how that wouldn't be possible now under the current accreditation system.

39	easier transfer, consistent quality	10/7/2019 7:07 AM
40	Place bound students could have access to more programs from the institution they were closest to; transfer of credits would be easier;	10/6/2019 8:17 PM
41	I don't really know	10/6/2019 3:35 PM
42	Right now there are issues with no systems level dean's list for the students participating in our collaborative programs across institutions. I would hope this would provide system level ways for students to access programs, get recognition, transfer credits, etc.	10/6/2019 2:04 PM
43	Not sure	10/6/2019 11:57 AM
44	It's crazy that our campuses are in such competition - competing for both funding and student enrollment. Unified accreditation is the first step towards recognizing that times have changed and so must we.	10/4/2019 4:14 PM
45	It is unclear how students might benefit. It does not seem like many students enroll in a lot of courses across universities. Some students take online courses from another university in the system during the summer, but it is rare during the academic year.	10/4/2019 4:06 PM
46	Supports access across the state, opens doors to additional resources which may contribute to degree completion, increased access and reduction of confusion in differing policies and procedures	10/4/2019 3:36 PM
47	Hopefully increased access to upper-level courses already offered online at other campuses	10/4/2019 3:26 PM
48	Less structural barriers for them to move about or take classes from different institutions. Having the price tag be consistent with your home campus would be amazing.	10/4/2019 3:20 PM
49	More in the field options - hands on - and allows more students more access.	10/4/2019 3:05 PM
50	"working together" is typically just nomenclature for Orono doing and taking whatever it wants. We tout 'one university' unless Orono wants a program that another campus already delivers, then Orono gets to do what it wants even if that means unnecessary duplication. Orono rents space on other campuses to deliver programs that are already offered by that campus. Ridiculous. Students don't benefit from that arrangement. Rather their money is just being used to prop up Orono's programs that can't exist solely being housed in Orono.	10/4/2019 2:23 PM
51	transferring between and among our institutions will be easier and more logical with less hurdles over what course is accepted to what	10/4/2019 2:08 PM
52	I explore this question in depth, and I don't think they'd benefit at all.	10/4/2019 1:57 PM
53	None come to mind.	10/4/2019 1:39 PM
54	I work on 3 campuses, and each campus has their own unique special personality that no other campus could ever replace. I however, have no support from the 4th campus which has the dept, the leader, and expert in my field. I feel strongly that having support from this campus would make me a better teacher (as no administrator has seen me teach. The students would benefit from across the board sharing of information	10/4/2019 1:33 PM
55	Working together and less redundancy.	10/4/2019 1:28 PM
56	Definitely all university working together in more unity would benefit everyone. The system seems so complicated from the outside. Pay levels would become equal.	10/4/2019 1:24 PM
57	Transfer ease. Consistent answers to questions across all campuses. Standard practices and procedures.	10/4/2019 12:08 PM
58	As mentioned above, joined together, academic offerings may well be more accessible and responsive to the real world needs of our students as one particular outcome of the initiative.	10/4/2019 11:54 AM
59	More choices in classes, not disadvantaged transferring in from another sister campus.	10/2/2019 9:25 AM
60	Ease of taking classes from other courses and access to more faculty are two that	10/1/2019 10:23 AM

come to mind.

Q7 What are some of the challenges to consider regarding unifying accreditation?

Answered: 61 Skipped: 6

#	RESPONSES	DATE
1	It may pose a problem if the general ed classes were Unified . Don't let it affect the students in a negative way	11/5/2019 5:23 PM
2	Fear of the unknown	11/5/2019 10:30 AM
3	Individual campus accreditation is an important asset of a campus, it embodies the campus sovereignty and identity. A single system accreditation would allow the BoT to homogenize the campuses.	10/31/2019 7:50 AM
4	Too many to mention but the biggest challenge is probably MaineStreet followed closely by policies, procedures, and practices.	10/30/2019 3:43 PM
5	Marketing. Course Ownership. Tiered academic structures and quality standards. Data standards & collection/analysis	10/30/2019 11:49 AM
6	That tenure will still probably exist. I think that is a significant drawback - not because of the length of appointment term but instead because we seem to not be able to build in accountability controls. Faculty who haven't updated their curriculum/courses for a decade should not still be teaching them. Even in the most stable fields (i.e. math), there have been significant improvements in pedagogy and approach to teaching in that time - yet people are able to just teach the same information with zero accountability. The greatest challenge will be people's resistance. I think there needs to be dedicated support for people to engage in meaningful, tough conversations - and change management specialists to help train folks how to do this as it is not something we do well yet.	10/30/2019 11:05 AM
7	Wouldn't every degree program need to change? Major requirements, teaching format, credits given...not to mention financial issues, student aid, class sizes, etc.. The massive amount of change seems incomprehensible.	10/30/2019 7:51 AM
8	Campus mission differentiation, resources and lack thereof and marginalizing campuses that are not UM. USM, the second largest campus in the system, were forced to lose their accredited MBA so UMS could have only one MBA - rather than 2 distinct MBAs in UMS - taught by UM on the USM campus. Unifying seems to reduce student choice and access.	10/29/2019 7:49 PM
9	The unique roles of the various campuses need to be considered. UMF is a public liberal arts college. Losing that identity would make the entire UMaine system less appealing, and would diminish the services that UMS can offer.	10/29/2019 12:59 PM
10	Getting people to cooperate and play together (people wanting to protect their territories)	10/28/2019 1:05 PM
11	Beyond the normal bumps and detours that come with change and new ways, we'll likely need to be careful to not run afoul of other, current accreditation systems that the many campuses are operating under. Athletics, professional organizations, etc. will need to be researched as work begins.	10/23/2019 11:40 AM
12	All the unknown questions regarding academic programming, administrative coordination, etc. The report does not answer our questions about the details.	10/22/2019 10:03 AM
13	There will need to be reconciliation of policies and procedures across campuses.	10/17/2019 11:59 AM
14	Smaller campuses may get lost in the whole. It is possible that the larger campuses will be the primary focus. This should not happen. If we are to work together and be one, we need to truly understand the value of all campuses, not because they are large or small, but because of what they can contribute to the whole. One idea or practice that works well is better than many ideas or practices that don't. All need to work together.	10/17/2019 11:25 AM
15	buy in from each campus -	10/17/2019 10:43 AM
16	logistics of multiple campuses working together	10/17/2019 10:35 AM
17	I think the greatest challenge will be getting all parties to come to consensus on what requirements/standards each program should have, as each campus has its own culture and own way of doing things. Breaking out of the old way of doing things will likely encounter pushback from stakeholders who are uninterested in changing the way things are done. I don't think this is insurmountable, but it may	10/17/2019 9:57 AM

	mean the process leading to a unified accreditation may take longer than anticipated as we all try to accept a new way of doing things.	
18	It will be very expensive. The System will have to establish an accreditation office with several employees. Unless all programs are forced to be standardized, I am not sure how much it will help with transfer credits. Mandating standardization will be difficult. Cultures on each campus are different and faculty are often inflexible. I am not trying to be negative but I fail to understand the benefits except for demonstrating financial stability.	10/17/2019 9:16 AM
19	Fro many geographically disadvantaged students, we are becoming an online university.	10/17/2019 7:58 AM
20	oversight at a distance.	10/17/2019 7:22 AM
21	The only challenge is a change to convention and tradition. If faculty are genuinely as open-minded as they claim, this shouldn't be an issue.	10/17/2019 7:14 AM
22	Figuring out how each campus will retain their autonomy, yet contribute to the overall goal.	10/17/2019 7:12 AM
23	How to ensure consistency in meeting NECHE standards across all 7 campuses. Without careful planning of which programs are offered at which campus(es), it may create more competition and result in some of the smaller, more rural campuses, to lose enrollments.	10/17/2019 7:05 AM
24	Accreditation is a huge undertaking even on a small campus, and the scope of the task for unified accreditation seems unmanageable. Things could easily be glossed over, skipped, or overlooked because of the sheer volume of information and work required. Specific campuses may also not get the depth of feedback that would help them improve, particularly smaller campuses. Although this might benefit the system, I feel it will be detrimental to individual campuses.	10/17/2019 7:00 AM
25	Four credit to three credit contrast. Keeping the individual flavors of each campus unique and attractive. Not losing the positives we've developed over the years.	10/9/2019 10:18 AM
26	The materials thus far presented demonstrated only the most shallow of thinking. How and who will undertake the careful and thorough work to make this a success? Will this be done by System staff who have an employment interest in removing autonomy from the campus or will neutral, third parties be engaged?	10/8/2019 9:40 PM
27	The University of Maine System is already a marriage of convenience for the System and impractical and wasteful for those campuses which are sustainable. University of Maine students' tuition and fees already directly pay for services received by UMM students. The tuition and fees paid by the students enrolled at UM which go to the System disproportionately pay for System staff relative to the tuition dollars paid by students at UMM, UMFK, and UMPL. The centralization of IT and HR, for instance, have been failures from the perspective of services available to the faculty, students, and staff. That is to say, both organizations fail to provide basic services at the campuses that pay the most for them. The short-term financial benefits of the centralization of these functions has long past. Will this new unification effort degrade services in similar ways, though now focused on academic programs? The Systems track record for centralization is one of failure.	10/8/2019 5:28 PM
28	Since each campus is run differently, I believe that there will be some arguments between those who have tenure, there will be arguing over a universal syllabus in the different departments, and it may cause some strife within the system.	10/8/2019 8:29 AM
29	standards of educational delivery and whether or not each school upholds the same degree/standards as expected of them.	10/7/2019 1:58 PM
30	There is a lot of fear about loss of autonomy. I think that many faculty do not fully understand what unification would mean. They fear it is a top-down approach that will shunt students from remote campuses down to Orono. I do not believe this to be so, but I think more education of the specifics might be needed to coax more reticent faculty.	10/7/2019 1:41 PM
31	I have no confidence that the system's office under a chancellor and BOT with little to no higher ed experience will facilitate a workable, let alone a better, course of action.	10/7/2019 1:38 PM
32	Having worked on several NECHE (and formerly NEASC) accreditation teams for our campus, most recently the joint one for UMM & UM; I am well aware that this will still take a lot of hours of work from faculty and staff on all 7 campuses. It is simply the requirements of accreditation. NECHE must be willing to accept that this will require changes to their requirements such as the page count, etc.	10/7/2019 1:05 PM
33	Equal Faculty FTE across campuses when there is a shared services for teaching students	10/7/2019 11:03 AM
34	Too many shared positions which sometimes cripple smaller institutions.	10/7/2019 10:57 AM

35	Ensuring academic rigor across all campuses where shared courses are delivered.	10/7/2019 10:31 AM
36	Maintaining individuality	10/7/2019 8:26 AM
37	Campuses that feel they are above the rest of the other campuses	10/7/2019 7:38 AM
38	1) There will be increased costs - we will need more system employees, AND for those campuses operating with minimum staffing on the ground we will not be able to cut any without damaging functionality. 2) Decision-making will shift even further to those who are less in touch with individual campuses, which is not usually beneficial to the individual campuses. 3) Financial aid structures are so different campus-to-campus, with each built in the best interest of the campuses, I think it's going to be a challenge to "be one" without damage.	10/7/2019 7:36 AM
39	Faculty and staff morale. Many are concerned that this will result in cuts. It is hard to get behind something that seems to end in cuts to staff. Based on my reading of the guiding principles, it is hard to see how anything changes at any of the campuses in terms of academic programs or governance. If that is the case, what purpose does this serve?	10/7/2019 7:32 AM
40	faculty time for collaboration and curriculum revisions	10/7/2019 7:07 AM
41	\$\$; so what institution pays the instructor for collaborative course; what tuition does the student pay; where does the tuition dollars stay; institutions still keeping their distinct mission/identity; athletic conferences; writing only a 100 page report to NECHE to address each of the standards for 7 institutions	10/6/2019 8:17 PM
42	I don't really know	10/6/2019 3:35 PM
43	I struggle with what that look likes administratively since each institution has the benefits of its own leaders right now. Who makes decisions about policies and addressing concerns? Each institution has its own identity and specialities so I am worried these will get lost or watered down. We do not all want to just be a branch of the Univ. of Maine (Orono). We have all our centers as well and I'm worried they are going to get lost again too.	10/6/2019 2:04 PM
44	There are many to be uncovered...	10/6/2019 11:57 AM
45	Fiefdoms and territorial wars.	10/4/2019 4:14 PM
46	One university uses a 4 credit system, whereas the other universities in the system uses a 3 credit system. Faculty already are very concerned about their positions and departments. Does unification mean that faculty and staff will be fired?	10/4/2019 4:06 PM
47	Lengthy process for function area teams, concerns for change and creating an inspiring vision that folks will embrace	10/4/2019 3:36 PM
48	I believe your intentions are good in this effort, and I think you've communicated them to the faculty and staff, but I think you will have a bigger challenge communicating it effectively to the public, especially the communities around the smaller campuses.	10/4/2019 3:26 PM
49	Faculty are afraid of losing programs and local control...	10/4/2019 3:20 PM
50	Smaller campuses don't have the same resources larger campuses have. Financially that may make it difficult to unify.	10/4/2019 3:05 PM
51	No one wants to be further under the thumb of the Orono campus. There will be a power imbalance between the campuses and most won't feel like they have any voice or control over their academic programs.	10/4/2019 2:23 PM
52	loss of autonomy for each university. increased conflict between campuses over authority in each discipline	10/4/2019 2:16 PM
53	faculty identity and employment--can we move back and forth among institutions without applying for tenure again? there are unequal standards among and between different academic units	10/4/2019 2:08 PM
54	"Challenges" is an understatement. I see a number of insurmountable obstacles, including the loss of campus individuality, the undermining of local efficiency and governance, and a huge reduction in student choice.	10/4/2019 1:57 PM
55	Accountability, stability, independence.	10/4/2019 1:39 PM
56	I think its important that teachers and campuses are able to retain some independency from the other campuses as each campus has specific needs to meet their diverse population.	10/4/2019 1:33 PM
57	Where is the faculty's voice in any of this??? I don't see any accreditor giving you the green light if you don't get some shared governance happening yesterday. Talking to governance boards isn't sufficient and, ultimately, won't get you where you need to be to make this thing fly. Faculty need to take the lead, not boards. If	10/4/2019 1:28 PM

you want programs to come together, then ask the faculty to help do it. Asking the leading campus in each area (i.e., biggest program and/or best ranked program) to facilitate this discussion is the best way to do this. If you continue to only talk to presidents (who are also almost as new as you are) and board members (who are mostly business leaders and community members) you're missing out on the folks on the ground who will actually have to do the work of making it work. You're alienating people and replicating the problems that plagued you in CT. Please don't start out this way here in Maine.

58	Consistency. Accountability.	10/4/2019 12:08 PM
59	Our history and culture originating from seven distinct universities will continue to challenge us and ensuring that the identity, quality, flexibility of our institutions and our curriculum offerings will need to be maintained even as we seek greater unification of accreditation	10/4/2019 11:54 AM
60	A lot of work will need to be done to make this work effectively in order to benefit students and our mission.	10/2/2019 9:25 AM
61	AFUM They will likely fight this as they do anything progressive.	10/1/2019 10:23 AM

Q8 What concerns and/or suggestions do you have about the Unified Accreditation recommendation?

Answered: 59 Skipped: 8

#	RESPONSES	DATE
1	Fear of the unknown	11/5/2019 10:30 AM
2	I would like to suggest the consideration of how the new Learning Management System could be used to leverage the use of new tools and learning analytics to approach NECHE with an modern solution for how we could better address accreditation with innovative approaches that could become new models for Higher Education.	10/31/2019 8:35 AM
3	What makes us think that the system can actually manage a single accreditation? The members of the Board of Trustees lack academic expertise to guide them in decision making. No one has yet been able after 2+years to even define what a "regional" campus is.	10/31/2019 7:50 AM
4	The benefit needs to be really, really clear. And consequences, intended and unintended, need to be thought through and presented. There needs to be a compelling argument to move in this direction versus maintaining the status quo. Demographic urgency is real but the connection is unclear; what does unified accreditation solve in particular to combat that challenge?	10/30/2019 3:43 PM
5	Too much of an aspirational "transformative" leadership approach out of the gate. Need to pace it, slow it down if possible, break it into incremental, attainable steps	10/30/2019 11:49 AM
6	Working in student affairs, I have great concern that this area will not be attended to well. At this point in time, it appears that there is primary focus on the academic realm. However, there is so much work to do in student affairs - the intersection of different policies and practices greatly affects the student, including their success. We must keep in the forefront that retention is everyone's responsibility and that when students are not successful, research shows us that much of that is due to the institution and not the student's "complicated life" or level of preparation. We do little to assess student's dynamic needs as they enter the educational space, nor do we adequately communicate with them or connect them to resources. Many of the practices used by institutions such as SNHU should be developed here within our institutions- but we do not need to hire an outside agency (Academic Partnerships) to do that work. Regular outreach, designated success coaches, etc. are absolutely essential and can be done in-house. My other concern is that there is going to continue to be a collaborative approach. While that sounds counter-intuitive, the bottom line is that we are not all always going to agree - and that we need to move forward anyway. I worry that there will continue to be a lack of direction from the top - many of us DO need specific (and required) pathways of action. Accountability needs to be built in along with assessment.	10/30/2019 11:05 AM
7	The massive cost will outweigh the benefits.	10/30/2019 7:51 AM
8	Stop this expensive exercise in paper pushing and talk to faculty, staff and students about what they need.	10/29/2019 7:49 PM
9	I appreciated the FAQs posted at the end of October, but have a question about data AND about strategy. FAQ #16 says: "Right now, our universities are competing for the 30% of Maine high school college-going graduates who end up matriculating at one of UMS's universities. This ignores our more serious competition with some of the state's private schools, where most of the other 70% go." a) I was surprised to read that we are trying to compete with the state's private schools - as opposed to the NEW ENGLAND REGION's public AND private institutions -and b) that 70% of Maine college bound students go to Maine private schools. So I tried to find other data and this was all I could find, from 2014. Please explain where your data are from - hopefully they are more recent than what's presented in this report, but as this statement in the FAQ is written, I'm not sure. http://mitchellinstitute.org/wp-content/uploads/2014/01/MaineCollegeGoing2015.pdf	10/29/2019 4:52 PM
10	Losing UMF's unique mission and vision within a unified accredited system. I also worry that UMO will carry even more weight than it currently does within a unified accredited system. That wouldn't be a just outcome.	10/29/2019 12:59 PM
11	Power dynamics, with larger campuses having more say or control than smaller campuses. Suggest system plays a mediation role	10/28/2019 1:05 PM
12	I would like to see the process "marketed" in a way that will inform the more reluctant stakeholders among us. In most cases, probably, the reluctance is born of	10/23/2019 11:40 AM

	<p>fear, not so much of "change" but of what the personal consequences will be. If the process could be seen as a challenge rather than a threat, and one that provides faculty, staff, and administration the opportunity to participate in and guide the crafting of, I would hope that would invite the more reluctant among us to constructively and actively participate.</p>	
13	<p>Even though the goal and rationale appear fairly reasonable, when it comes down to the unified accreditation process, lots of investments need to happen.</p>	10/22/2019 10:03 AM
14	<p>It will be a lot of work to implement. Some campuses may push back, especially if the faculty feel imposed upon by this movement. Good communication will be essential at all stages of this initiative.</p>	10/17/2019 11:59 AM
15	<p>When each campus has its own NECHE report to do, depending on the standard, one has a set number of pages to write to meet the 100-page requirement. This is doable for a single campus (speaking for myself of course). Our section had five pages. My concern is if through a Unified Accreditation we are still limited to 100 pages, the five pages may not be enough for all seven campuses. The standards are also different now than they were, which means the part we would now have for what I previously helped write would be one or two sub-standards out of many of just one standard. This could mean a single paragraph for all seven campuses for our input. I don't think this is doable. I am one who loves a challenge, but this is beyond that. I hope that the report will have a larger limit than 100 pages.</p>	10/17/2019 11:25 AM
16	<p>Our early college students are already using the variety of classes and fees to take classes at more than one campus - I think it will serve the University System, and the students, well to make it as easy as possible for all these classes to count toward their degrees. Unified Accreditation seems to be capable of this.</p>	10/17/2019 10:43 AM
17	<p>loss of autonomy</p>	10/17/2019 10:35 AM
18	<p>I think one concern many have is that unified accreditation is simply a stepping stone that will eventually lead to consolidating all of the campuses into (a true) one university with satellite campuses. While some may suspect that and are not bothered by it, some pushback will likely come from some of the local communities in which these campuses are housed due to a perceived "lack of ownership" over campuses that are vital to the survival of said communities. As such, reassurance to the communities may be necessary several times throughout the process to assure community members that their campuses will still remain vital to their communities and their respective cultures.</p>	10/17/2019 9:57 AM
19	<p>Read previous response.</p>	10/17/2019 9:16 AM
20	<p>The assumption that an online class serves the population as well as a face-to-face class. As an online institution, I am not sure we can compete nationally.</p>	10/17/2019 7:58 AM
21	<p>May inhibit the small campus' ability to respond quickly and flexibly to changing conditions.</p>	10/17/2019 7:22 AM
22	<p>Personally, I have no concerns. Kudos to the current Chancellor and Board for being willing to move so quickly on this.</p>	10/17/2019 7:14 AM
23	<p>Please remember that each campus is unique and each serves a slightly different demographic. It's important we come together, but also retain what makes each campus special.</p>	10/17/2019 7:12 AM
24	<p>I think that you need to select specific campuses to offer programs to ensure that each will get some minimum of enrollments and reduce competition - e.g. nursing only offered at UMFK and UMA, which would meet this program need in two different regions of the state. We need to ensure, especially with campuses that are in closer proximity to each other, that they are not offering similar programs, which will negatively impact enrollments at both institutions.</p>	10/17/2019 7:05 AM
25	<p>See above</p>	10/17/2019 7:00 AM
26	<p>N/A</p>	10/9/2019 10:18 AM
27	<p>It is remarkable that the University of Maine System seems unaware of history, economics, and data. Specifically, the former president of Princeton, William Bowen, in the 1960s teamed up to describe what is now known as the Baumol's cost disease or the Baumol effect. This effect describes industries, such as education and medicine, which rely on interactions in time that cannot be compressed to realize greater efficiency. The University of Maine System seems to treat teaching and learning as economically indistinguishable from tasks such as grass cutting or snow removal. While you can buy faster lawnmowers and snow blowers, you are much more limited when it comes to speeding up student learning. Professors speaking faster will not lead to students learning faster. Putting cameras in classrooms and sharing the videos with remote students may seem like efficiency, but this has a negative impact on student learning.</p>	10/8/2019 9:40 PM
28	<p>The small campuses, UMPI, UMFK, and UMM are unable independently to achieve</p>	10/8/2019 5:28 PM

accreditation. These campuses as well as UMA should join with the Maine Community College System. They are unable to recruit and retain enough 4-year college students and are independently unable to provide a sustainable number of 4-yr degrees. The remaining three campuses have distinct missions, each of which is valuable independently. Please don't continue to cannibalize viable campuses with sustainable educational models in order to temporarily delay the closure of those that are already neither viable nor sustainable.

29	When it comes to creating syllabi for each degree program, I believe that each instructor should have a part in making this process run smoothly, as well as to feel as if what they say matters.	10/8/2019 8:29 AM
30	Come up with a better name/idea to make it a little more appealing to students.	10/7/2019 1:58 PM
31	None	10/7/2019 1:41 PM
32	this effort should be directed by people with earned doctorates and a solid, sustained track record in higher education	10/7/2019 1:38 PM
33	If we continue with the language of faculty of the whole, due diligence with pay equity is necessary. Differences in tuition rates by campus will also need to disappear to truly support students needing to take courses at different campuses.	10/7/2019 1:05 PM
34	loss of job due to perceived redundancy of job positions. Equating effectiveness to being economical.	10/7/2019 11:03 AM
35	I'm still concerned about key shared positions such as Provost/President and Registrar.	10/7/2019 10:57 AM
36	None	10/7/2019 8:26 AM
37	Concerns listed above.	10/7/2019 7:36 AM
38	Make a specific connection to unified accreditation and the issues facing the UMS and Maine. Fast forward to the day (assuming it happens) when unified accreditation happens. Then what? Explain to everyone what then occurs (generally and specifically). It is one thing to say that the current system is not working, is broken, or isn't benefiting students. It is another thing to say how system-wide accreditation fixes any of the supposed problems.	10/7/2019 7:32 AM
39	faculty time and compensation for curriculum revisions	10/7/2019 7:07 AM
40	I understand the desire to move the process along quickly but with speed I hope we also are thorough, thoughtful and transparent.	10/6/2019 8:17 PM
41	I do not have any concerns or suggestions.	10/6/2019 3:35 PM
42	There needs to be clarity around leadership for each campus and decision making. If there are systems level policies that affect everyone then how does each campus get a say? We are already seeing challenges with this process in the academic integrity policy. How will we identify ourselves, as just one organization or will we retain our identities? Worried about confusion for students about how do students know where to apply for the majors they want if we are all one university.	10/6/2019 2:04 PM
43	Can it be done?	10/6/2019 11:57 AM
44	None at this time but "the devil's in the details".	10/4/2019 4:14 PM
45	How will reappointment, promotion, and tenure be handled in a unified structure? Will universities that offer CAEP accredited programs still be allowed to seek those accreditations? If a program is closed at a campus, will tenured faculty from that campus be retrenched at another campus, particularly when adjuncts are used at the other campus?	10/4/2019 4:06 PM
46	Leadership disorganization and limited content area knowledge for interim assignments and delays during on-boarding of new members to teams	10/4/2019 3:36 PM
47	Must avoid the temptation to cancel programs of moderate enrollment that do not meet the standards for programs for examination. If those standards remain the same, I have no problem. But we can't go cancelling biology programs on five of the campuses because USM and UMaine have great programs on their campuses.	10/4/2019 3:26 PM
48	We -- the U Maine System school --- absolutely have to get over our infighting. We are NOT each others competition. Husson, UNE, Thomas -- these are what is eating lunch. And infighting, which has been stoked by BOT at times to spur innovations weakens us. All of us. There is no state pride in our system (outside of campuses). That needs to change. I think feeling like an actual system (no chancellor and separate system office, but one president and deans at campuses) -- if we can get there -- would make use see our fates are connection and encourage collaboration with wondering what we lose to one another.	10/4/2019 3:20 PM
49	Take a look at all of the campuses and see what works at each and what doesn't	10/4/2019 3:05 PM

	and cross-train/cross-provide services accordingly.	
50	It seems like an inordinate waste of resources for very little to no benefit. It could lead to a lot of online/distance education which dilutes quality and limits hands on practice and experience.	10/4/2019 2:23 PM
51	No longer pursue unified accreditation. Deal with the unique needs of each university appropriately.	10/4/2019 2:16 PM
52	address potential collaborations for degrees--can I participate in delivery of a graduate curriculum housed in Orono since I don't have a grad program to teaching in in my subject area here at USM?	10/4/2019 2:08 PM
53	Don't do it	10/4/2019 1:57 PM
54	The whole process seems designed to fix a flaw in the system that lies elsewhere.	10/4/2019 1:39 PM
55	I think there needs to be input from adjunct teachers who work on more than one campus, they have a lot to offer and can tell you what works and doesnt work for each place. There needs to be more opporuniy for adjuncts to go full time as well especially with the number of classes they teac.	10/4/2019 1:33 PM
56	See above.	10/4/2019 1:28 PM
57	Loss of momentum that accompanies territorial and provincial considerations...stall speed is all too possible which generates opposition just as a matter of course...so maintaining the initiative, capturing testimonial affirmation, presenting proof of performance, and demonstrating positive student outcomes to help drive the effort will be critical.	10/4/2019 11:54 AM
58	The scale, how it will work.	10/2/2019 9:25 AM
59	We need to move quickly and with very strong leadership.	10/1/2019 10:23 AM

Q9 If the UMS Board approves the implementation plan and directs UMS to seek unified accreditation, what are the priority processes and/or policies we should examine in order to create the best experience for students?

Answered: 56 Skipped: 11

#	RESPONSES	DATE
1	Structure in the facility, and more money toward residents halls. We should be having more guest/chancellor visual presentations that the UMS students can attend. Teleconference style	11/5/2019 5:23 PM
2	Not sure	11/5/2019 10:30 AM
3	Use of learning analytics in the new LMS to provide realtime accurate reporting of Learning Outcomes from the UMS system level all the way down to individual course assessments.	10/31/2019 8:35 AM
4	* Ability to register for a course at any campus without applying to that campus, and/or then transferring the credits earned to home campus. * Governance and hierarchy	10/31/2019 7:50 AM
5	What does a high level decision like this look like on the ground? The MBA merger is a good example: we have UM students on our campus but cannot really serve them locally in any meaningful way. Every service, every policy, every process, every everything needs to be reconsidered.	10/30/2019 3:43 PM
6	Data Standards, Updated Modern Course Catalog & Registration processes that include non-degree student access to education. Marketing needs to be consolidated to UMS or else we dilute our own efforts to compete with other local brands.	10/30/2019 11:49 AM
7	Financial aid cross campus processing, removing back-transfer, etc. A standardized student handbook. Improved communication and technology tools along with communication implementation plan. Diversity and equity should be paramount in all our approaches - to include gender, race, ability/disability, age, non-traditional status, etc.	10/30/2019 11:05 AM
8	Residency requirements for each campus.	10/30/2019 7:51 AM
9	Academic Integrity and Curricular Integrity.	10/29/2019 7:49 PM
10	This is a good question. I believe 9.5 should say: What are the priority processes/policies we should examine in order to create the best experience for the faculty and staff of the UMS?	10/29/2019 4:52 PM
11	Degrees should require a certain amount of in-person contact hours.	10/29/2019 12:59 PM
12	Cross listing classes so all students on any campus can take them (provided they are online or the students can travel to that location). Ultimately a unified general education requirement, this is one of the biggest barriers to students transferring.	10/28/2019 1:05 PM
13	My priority list includes policies that assure ease of access, affordability, degree programs that are designed in ways that model the flexibility and adaptability that our students will need as they enter and live in the changing world (more responsive process for developing and refreshing course offerings, clear academic standards that help measure and monitor course content and quality), increased collaborations and connections to real-life work as part of academic programs.	10/23/2019 11:40 AM
14	Don't know.	10/22/2019 10:03 AM
15	Students will likely appreciate a simpler, more transparent process for enrolling in courses and earning degree credits across campuses. That aspect should be more fully investigated, especially as it relates to potential creation of cross-campus majors and emerging fields of study. I'm not sure that students will care so much about how the accreditation is accomplished, provided each campus is accredited.	10/17/2019 11:59 AM
16	Most important - examine student affordability through not just known financial methods such as tuition and fees, affordable housing, and food plans, but also through out-of-the-box methods such as Open Educational Resources (OER). Make OER a system-wide initiative. This will push back against rising textbook costs, help faculty find reliable resources for their classes, help students pass their classes, and have the University of Maine System join other colleges and universities across the	10/17/2019 11:25 AM

US who are adopting OER as a priority. Collaborate more with the cooperative extensions across the system and scale up the emergence of greenhouses on campuses creating system-wide greenhouse initiative growing food for 30% or more of the student populations, while also composting and teaching future growers, farmers, and/or individuals. There are bound to be a plethora of ideas out there that lend themselves to more affordable education for our students, and I bet grants to help support these ideas. The phrase "if you build it, they will come" refers to making what we have desirable enough so that students will want to come to our universities. Rather than trying to get them to come before you build it, which in some cases is what is happening with recruitment and retention, let's relook at our system from the ground up and "build it" to where retention and recruitment will no longer have to be the focus.

17	First and foremost, beyond aligning all campus programs to the same academic standards, would be simplifying the costs involved in students taking classes across multiple campuses. Tuition and fee rates should be aligned so the per-credit cost is the same at all campuses, and students shouldn't have to pay the same fees twice because of having classes through multiple campuses. Having the same tuition rates would also help reduce competition between campuses as no one campus would have a greater advantage over another in terms of offering the same program at a cheaper rate. Further, the degree all students in all programs receive should come either from the University of Maine System (as opposed to individual campuses), or otherwise have the degree come from the institution they attended rather than the "parent campus" of their degree program (like it currently is with shared programs like education and nursing -- a nursing student at UMA or UMPI gets a UMFK degree, or an education major at UMFK gets an UMPI degree despite attending UMFK as their home campus). If degrees are to still come from the individual institutions, then the student should receive their degree from the campus they attend, regardless of the campus originating/offering the degree program. There is a lot of pride in one's institution as an alumnus/alumna, and no student should feel like they aren't truly part of their institution's alumni because their degree comes from a different campus.	10/17/2019 9:57 AM
18	The students that I work with are mostly challenged with the cost of their education	10/17/2019 9:16 AM
19	Quality of courses, professors, outcomes, and easy face-to-face access to those elements.	10/17/2019 7:58 AM
20	wew need to establish uniform policies for taking online vs live campus' so that students do not simply shop around for the easiest option.	10/17/2019 7:22 AM
21	I have no suggestions.	10/17/2019 7:14 AM
22	Quality of programs and faculty, how programs will be managed across institutions, having more policy consistency across all institutions so that we are all doing things the same way.	10/17/2019 7:05 AM
23	I'm not sure.	10/9/2019 10:18 AM
24	Gather verifiable data and engage truly independent assessors to determine costs and benefits.	10/8/2019 9:40 PM
25	First do no harm. Don't decimate the campuses that work on a daily basis with students in order to increase the power of the System office. Learn from the failure of University College rather than repeat it. In terms of process, you have asked for our feedback and invited us to meetings. But you have also fired the UM provost. Please don't expect or represent your efforts as consultative. You have demonstrated that you silence all who have information which does not fit your plan.	10/8/2019 5:28 PM
26	At this point, the students should be made aware of what changes are to come, and get their feedback as well. We are doing this for them, so they should be a part of it.	10/8/2019 8:29 AM
27	Allow each school to thrive in a way that make sense to its geography, infrastructure and regional opportunities	10/7/2019 1:58 PM
28	Transfer credits Let students fill in gaps in their course load by sampling what the other colleges have to offer.	10/7/2019 1:41 PM
29	right-sizing the power of the board in directing what happens to the state's universities	10/7/2019 1:38 PM
30	Faculty & staff pay disparities. Tuition disparities for students taking classes at different campuses. Benchmarks for campus performance that don't encourage competition rather than cooperation.	10/7/2019 1:05 PM
31	Students should not have to pay more to take a course at another campus.	10/7/2019 11:03 AM
32	Consolidation of programming where appropriate. Ensure that we have classes in multiple modalities allowing for students to have access from where ever they are.	10/7/2019 10:57 AM

33	N/A	10/7/2019 8:26 AM
34	financial aid, then registrar and student financials	10/7/2019 7:36 AM
35	I really don't believe any change to accreditation addresses the main issue. That is, as a "public" university we fall short in public investment in our universities. Without increased funding (which may involve tax increases) I don't see how the most significant issue (funding) gets addressed.	10/7/2019 7:32 AM
36	unified UMS diversity plan that's comprehensive under standard 5	10/7/2019 7:07 AM
37	the academic policy alignment ; addressing the need for "away" forms;	10/6/2019 8:17 PM
38	I do not know	10/6/2019 3:35 PM
39	Don't know	10/6/2019 11:57 AM
40	Wow - that's a tough one. Foundation members focus on raising money, not setting policy, so I'll defer to others on this point.	10/4/2019 4:14 PM
41	Advanced notice: Students and their families need to plan ahead if there is relocation of certain programs to another campus. Cost: Campuses have different costs. Students and their families plan to pay for the cost at one particular campus. Moving the program to another campus may present a different set of costs for which the student and family were not prepared. Transportation: Many students at the smaller campuses do not have cars (or drivers licenses). If courses are to be offered at various campuses, students must have transportation available to them. Tech support: Not all students have laptops or the tech knowledge to effectively use their laptops for online courses or connect to eduroam. Laptops and accessories must be available at all campuses on a loan bases, along with 24 hour help service. Faculty: Many students select a university after a face to face conversation with a faculty member during a preview day. I hope that unification does not take away those opportunities for personal connections especially at the smaller campuses.	10/4/2019 4:06 PM
42	given previous years work and discussions, I'd be surprised if this hasn't been discussed already. While I'm sure there are numerous places to start this journey, I hope streamlining student access and services policies would be at the forefront. While there are many collaborative teams to date, there are many "systems" and procedures across campuses that differ. (career services, health resources, research/data tools, advising models, fee schedules, etc)	10/4/2019 3:36 PM
43	Increase the remote connectivity to between campuses with investments in teleconferencing hardware--the type of equipment that gets as close as possible to sitting in the classroom in real time, with the ability to ask questions.	10/4/2019 3:26 PM
44	Easing barriers to transferring to another campus, transferring in single courses, a way to unify fees and tuition (if not across all campuses, then the student experience the fees and tuition associated with their home campus even if they take courses for a campus with higher tuition or fees.)	10/4/2019 3:20 PM
45	Not sure	10/4/2019 3:05 PM
46	Creating similar general education cores.	10/4/2019 2:23 PM
47	Hope that they do not approve the plan.	10/4/2019 2:16 PM
48	Follow-through so it doesn't just look good on the internet. An ombudsman program for a check on when something is wrong.	10/4/2019 2:08 PM
49	Nothing will make this a good idea.	10/4/2019 1:57 PM
50	Stopping it.	10/4/2019 1:39 PM
51	1. Better treatment and respect for adjuncts 2. Opportunities for adjuncts to become full time. 3 awareness/and respect of needs of various campuses 4. if more online courses become available to meet campus needs there should be PAID training for adjuncts, and adjuncts developing courses	10/4/2019 1:33 PM
52	Stop now and get faculty involved. Go no further until you do so.	10/4/2019 1:28 PM
53	Communication and transparency.	10/4/2019 12:08 PM
54	Working backwards from what success looks like for any number of students under a single accreditation may prove helpful...especially in overcoming the barriers that routinely put such organization-wide initiatives into potentially game-ending spirals.	10/4/2019 11:54 AM
55	How financial aid from the state or federal government is divided up. I heard from someone who works in financial aid that the formula for dividing up among campuses is based on a long-ago date, when UMFK had less numbers than UMPI. Because of this UMPI is more competitive and can offer more in financial aid for some students, and we do lose students who will go to another campus if they	10/2/2019 9:25 AM

receive better financial aid packages.

56

Xxxxxx

10/1/2019 10:23 AM

Q10 Any final comments or suggestions for the team and/or Board of Trustees regarding the final approval and implementation of Unified Accreditation?

Answered: 42 Skipped: 25

#	RESPONSES	DATE
1	Thank you for visiting us	11/5/2019 10:30 AM
2	The BoT (a political body) must remain mindful of their lack of academic experience/expertise. In their effort to provide the necessary expertise at the system office to guide them, they must remain cognizant of the dollars this deprives the campuses.	10/31/2019 7:50 AM
3	Be careful not to over promise what this will mean or look like for students and how quickly. You will set us all up for failure if we cannot deliver in a timely way, making our enrollment woes worse, not better. The devil is ALWAYS in the details but, in my experience, those details are never well understood or considered. Talk to the people on the ground who do the work and who will be tasked with making this happen, those who are already overworked and under-resourced in every sense of the word.	10/30/2019 3:43 PM
4	Nope, I hope this helped in some way. Ty for all you do for Maine and it's future.	10/30/2019 11:49 AM
5	Kudos to you all for moving the ball forward. Please do not forget Student Affairs- it is such an important part of the work. Please keep soliciting input and advice from folks as this process unfolds, and if possible, offer change management leadership or support for the institutions. Read "Dare to Lead" - it will inspire you and help you to think about how we engage in these conversations while helping folks to think through the actual operational-ization of our organizational values which is critical to the success of this initiative. I wish you all well and thank you for your courage to lead	10/30/2019 11:05 AM
6	You will do this anyway but it is a sad day for the state of Maine when you further diminish UMS.	10/29/2019 7:49 PM
7	Thank you for your efforts and your communication.	10/29/2019 4:52 PM
8	Really excited about the opportunity. Would love to see unified financial aid (so some campuses stop cannibalizing others) and unified budgets next	10/28/2019 1:05 PM
9	I believe the team and the BOT operate with the student at the center of their focus, and I would hope that all campuses would be encouraged to do the same. When the student is the focus, silos fall more easily.	10/23/2019 11:40 AM
10	Instead of immediately unify all the 7 accreditations, could the System obtain an accreditation status to oversee collaborative programs and credit transfers and keep the existing institutional accreditations?	10/22/2019 10:03 AM
11	No	10/17/2019 11:59 AM
12	I believe in the One University. And to accomplish it, I believe we need to have a Unified Accreditation. Let's hope there will be true vision to make both of these work well.	10/17/2019 11:25 AM
13	I have no additional comments at this time.	10/17/2019 9:57 AM
14	Thank you for implementing this survey.	10/17/2019 9:16 AM
15	Campuses with larger endowments show not be given preferential treatment to host lucrative programs.	10/17/2019 7:58 AM
16	na	10/17/2019 7:22 AM
17	Good luck, congratulations, and I hope this is the first of many steps in making UMS a system that better serves Maine.	10/17/2019 7:14 AM
18	This recommendation does have potential benefits, but without careful planning as to how it will be administered to ensure program quality and mitigate competition, it could be disastrous	10/17/2019 7:05 AM
19	This effort seems driven by individuals with no experience with teaching and limited understanding of how students learn. It is imperative that the Maine Educational System make decisions about education that are informed by research in learning and data. Abstract business principles apply to abstract businesses. Our students	10/8/2019 9:40 PM

	are not abstract.	
20	The System CIO has explained in an open campus meeting that it will cost the System up to \$6 million dollars to reconfigure or replace PeopleSoft to accommodate a single accreditation. That does not include the non-IT staff hours to make these changes, learn a new system, change the systems that rely on data from PeopleSoft, etc. On the other hand, press releases from the System celebrate an estimated \$800K savings over ten years if all seven campuses are accredited together. Please be upfront and honest about the full cost of re-tooling the Universities for a single accreditation. For instance, engage an independent entity to assess the impact on both enrollment and tuition dollars received. Do a full business impact assessment, rather than a public relations stunt.	10/8/2019 5:28 PM
21	If every campus is able to keep their employees, programs, sports teams, and such, I believe that this is the right thing to do for the students, faculty, staff, and everyone involved in the UMS.	10/8/2019 8:29 AM
22	Find a way to motivate people to WANT this. Show that you're making a commitment to the UMS and its people; not just consolidating, centralizing and minimizing.	10/7/2019 1:58 PM
23	None	10/7/2019 1:41 PM
24	I'm in support of this as an important step toward One University. Please don't default to program sharing by having campus majors localized to one campus and other students being at distance as this leads to a 2 tier education experience. Specifically rural students being disadvantaged by not having the same experience as campus students. Obviously this is the choice of many working students but it shouldn't be a forced choice.	10/7/2019 1:05 PM
25	What are the chances the state legislature will change the law concerning 7 campuses? Is there a recommendation pending from the BOT to ask to change the law?	10/7/2019 11:03 AM
26	No	10/7/2019 8:26 AM
27	Get student and faculty support first.	10/7/2019 7:32 AM
28	this is major work and requires dedicated time/compensation and instructional leadership. Can not be just an add on to our existing jobs	10/7/2019 7:07 AM
29	Find some other similar institution that has achieved your objective and ask them.	10/6/2019 11:57 AM
30	Not at this time.	10/4/2019 4:14 PM
31	Please be reassuring to faculty and staff. Many of us feel like our jobs are at risk. It is a very scary time.	10/4/2019 4:06 PM
32	Appreciate the communications....and i do think creating a Vision (inspiring hope) and outlining a strategic plan toward that vision is important.	10/4/2019 3:36 PM
33	There has been a remarkable amount of turnover among the faculty at UMFK in the last two years, and substantial changes in administrative structure. I hope we can give these a few years to come to fruition before we seriously assess what to keep on campus vs. "share" with other campuses.	10/4/2019 3:26 PM
34	I hope this chancellor is the last chancellor (no offence intended) because having a separate system office over all the campuses feels like a fantastic waste of money (though I know some cost would still be there for infrastructure within the model of one president over all campuses too, but if we work out the unified accred and policy that allowed us to work as a university system, we would be okay without.) It is Friday afternoon. Not my most articulate time. :)	10/4/2019 3:20 PM
35	none	10/4/2019 3:05 PM
36	Don't do it. Use our limited resources for things more useful and beneficial to ALL campuses and students.	10/4/2019 2:23 PM
37	the term unified accreditation sounds good but needs some explaining of all the implications. Suggest this be done then public meetings held around Maine.	10/4/2019 2:08 PM
38	Thank you, no.	10/4/2019 1:57 PM
39	This will crash and burn if you don't get faculty involved right now. You need allies, not enemies.	10/4/2019 1:28 PM
40	Kudos to System for taking this on with perhaps stamina becoming even more important than policy or the fine print...stamina and patience to address legitimate and even not so legitimate concerns...but always putting the successful outcome of students and citizens of the state first as the driving force of the initiative.	10/4/2019 11:54 AM
41	Keep the students and the unique qualities of each campus in mind, and try to	10/2/2019 9:25 AM

balance this with the goals of unified accreditation. I do feel we should work better together as a system, but we must be careful not to make decisions that will negatively impact what make each campus unique.

42

Xxxx

10/1/2019 10:23 AM
