



Regional Campus Task Force

**University of Maine
University of Maine at Machias**

Final Report

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I. Executive Summary

This report presents the historical and current context of the work of integrating the University of Maine at Maine as a regional campus of the University of Maine. It summarizes the activity, recommendations, and accomplishments of the Regional Campus Task Force (RCTF) during spring and summer 2021. Integration work continuing in fall 2021 is summarized. The report concludes with recommendations by the RCTF chair. Supporting documents are provided in appendices.

The RCTF made good progress on a range of operational priorities, including a shared brand for the two campuses and an integrated organizational structure. RCTF working groups that focused on tuition and financial aid, academic coordination, and enrollment management were able to build upon substantial work already done, and consequently showed the greatest advances. However, all groups offered valuable recommendations to guide collaboration between UMaine and UMM over the coming years. Sustaining the momentum of this effort during spring 2022 and thereafter will be crucial.

II. Overview of Integration

President Joan Ferrini-Mundy, who leads both campuses, has made this statement about the purpose of the University of Maine at Machias: “The overall goal of UMM as a regional campus of the University of Maine is to serve students with affordable, high-quality educational opportunities in Down East Maine and Washington County as an entity of the University of Maine System” <https://umaine.edu/president/committees/university-of-maine-university-of-maine-at-machias-regional-campus-task-force/>. As the regional campus of the University of Maine, the University of Maine at Machias (UMM) is the University of Maine System campus at Machias that is required by State statute <http://www.mainelegislature.org/legis/statutes/20-a/title20-Asec10901-A.html>.

The New England Commission of Higher Education (NECHE) review in 2019 accredited UMaine and UMM together for the first time subsequent to the Board of Trustees’ 2016 announcement of the two universities’ “primary partnership.” Between the NECHE decision and mid-2021, meaningful progress was made toward integrating the operations of the two campuses. For example:

- **Academic Policies and General Education**
 - Led by the UMaine Office of Student Records and in collaboration with staff from multiple offices at both campuses, shared policies on topics such as grading, academic standing, and degree requirements for graduation were published in both campuses’ 2020-21 academic catalogs. A very small number of policies remain discrepant.

- UMM’s Core requirements have been restructured so as to largely coincide with UMaine’s General Education requirements. The changes are represented in UMM’s academic catalog starting in 2020-21.
- **Library Services**
 - As of July 1, 2021, UMM faculty, students, and staff have access to all electronic collections from UMaine's Fogler Library, dramatically expanding the library resources available to them.
 - Budget lines for Merrill Library at UMM are included within the FY22 budget of Fogler Library at UMaine.
 - Merrill’s Digital Commons is part of Fogler’s Digital Commons website (<https://digitalcommons.library.umaine.edu/umm/>).
- **Branding and Public Relations**
 - The UMaine Division of Marketing and Communications worked closely with UMM counterparts over an 18-month period to develop a full set of brand standards for UMM, aligned with UMaine branding.
 - UMS has updated its standard self-description to address UMM’s identity as a regional campus: “The System consists of seven main campuses: The University of Maine (UMaine), including its regional campus the University of Maine at Machias (UMM); the University of Maine at Augusta (UMA); the University of Maine at Farmington (UMF); the University of Maine at Fort Kent (UMFK); the University of Maine at Presque Isle (UMPI); and the University of Southern Maine (USM). The System also includes a UMA campus in Bangor, USM campuses in Gorham and Lewiston-Auburn, the University of Maine School of Law, and the University of Maine Graduate and Professional Center.”
- **Representation and Shared Governance**
 - The UMM Assistant VP for Academic Affairs, Heather Ball, is a member the UMaine Deans’ Council, facilitating the flow of academic information between the campuses.
 - UMM has faculty representation on UMaine’s Undergraduate Program Curriculum Committee (UPCC) and Information Technology Strategic Council (ITSC).
- **Resource Access**
 - Workshops and other programs at UMaine’s Center for Innovation in Teaching and Learning (CITL) are available to faculty at UMM.
 - Internal grant competitions and Office of Research Development support services have been opened to UMM faculty.
 - The Cultural Affairs/Distinguished Lecture Series funding program hosted by the UMaine President’s Office prepared to accept UMM applicants starting in fall 2021.

- **Student Recruitment, Admissions, and Financial Aid**
 - Starting in May 2021, UMM’s admissions are being handled entirely by UMaine’s Division of Enrollment Management (EM) under the leadership of Lateef O’Connor, Senior Associate Director of Enrollment Management and Regional Campus Admissions. UMaine and UMM admissions staff members meet together weekly under the auspices of UMaine EM.
 - Online programs at UMM are advertised with a link on the UMaine Online website, <https://online.umaine.edu/>. UMM associate’s degrees and certificate programs are offered through UMaine’s Hutchinson Center location in Belfast. Staff involved in distance education on both campuses routinely meet together.
 - International student applications for UMM were processed at UMaine during the 2020-21 cycle. Tuition and fee rate practices for international students have been aligned between the two campuses.
 - For the 2021-22 cycle and thereafter, domestic as well as international applications for both campuses will be processed at UMaine.
 - All aspects of UMM financial aid have been incorporated into the UMaine Office of Student Financial Aid. The two campuses share a financial aid director (Connie Smith), a staff, and an aid packaging process. While the campuses have separate pools of aid to allocate, and scholarship eligibility remains separate, the operations are unified in all other respects. Financial Aid websites for each campus contain links to the other campus. Starting in fall 2020, a single OPEID was used for both campuses; UMM students submitting the FAFSA select “University of Maine” as their institution. The UMaine webpage listed on the FAFSA website has been updated to make UMM visible as UMaine’s regional campus.

- **Finance, Facilities, and Human Resources**
 - As of July 1, 2021, there is a single budget encompassing expenses and revenue for both campuses.
 - UMM’s Facilities staff is overseen by the UMaine Executive Director of Facilities.
 - The Director of Human Resources at UMaine serves as the HR partner for the UMM campus, assisted by other HR staff at UMaine.

The Regional Campus Task Force was established to build upon these achievements through recommendations, planning, and, where possible, implementation of measures intended to achieve integration of UMM as a regional campus of UMaine.

III. Activity of the Regional Campus Task Force (RCTF) and the RCTF Working Groups

On March 26, 2021, President Ferrini-Mundy announced and charged the University of Maine/University of Maine at Machias Regional Campus Task Force (RCTF) to review progress

and create a plan for full implementation of UMM as a regional campus, with a deadline of September 1, 2021. A copy of the charge is provided as Appendix A. Consisting of about two dozen faculty, staff, and administrators from both campuses, the RCTF was led by Emily Haddad, Dean of the UMaine College of Liberal Arts and Sciences, and was advised by a number of UMS and UMM officials. Meetings were held biweekly from April through mid-August 2021.

RCTF members co-led seven working groups:

1. Tuition and financial aid
2. Academic program alignment and the single catalog project
3. Admissions and enrollment management
4. UM/UMM faculty and staff interactions/opportunities
5. Stakeholder relations
6. Growth strategies for UMM
7. State and county economic possibilities, workforce development opportunities

Working groups ranged in size from 9 to 14 members. In total, more than 75 individuals participated in working groups, on the RCTF, or officially designated as RCTF advisors. Rosters are provided as Appendices B and C.

Items were assigned within each group's scope of work. Groups reported their planning and progress on each item by recording answers to the following questions:

- What has been done on this item?
- What still needs to be done?
- What is the desired final state for this item?
- When should planning be complete?
- When should implementation be complete?
- If obstacles are anticipated, identify them briefly, and note any potential solutions.
- What coordination, if any, will be needed with other working groups and/or stakeholders?

Each working group submitted an interim report on the items in their scope of work. These reports were then revised for final submission in mid-August 2021. Some groups added items to their scope of work. A compilation of the working groups' final reports appears in Appendix J.

Groups 4 and 5 also brought proposals to the RCTF for consideration and a vote. Group 5 recommended adoption of UMM brand guidelines aligned with UMaine's brand, as developed by the UMaine Division of Marketing and Communications in collaboration with UMM communications staff and others. A copy of the guidelines is provided as Appendix D. With very minor modifications, the proposal was approved (15 in favor, 1 abstention) for recommendation to President Ferrini-Mundy. Group 4 presented an integrated organizational chart for UMM as a regional campus. Discussion in the RCTF and direct input from the RCTF chair led to approval (16 in favor, 1 against) for recommendation to the President. The

recommended organizational chart is provided as Appendix G. Appendix H is the revised version now moving through the approval process. See Section IV below for further discussion.

After the RCTF's end-date of August 31, 2021, integration activities have continued along the course charted by the task force. These activities are summarized in Section IV below.

To ensure awareness of and support for the RCTF's work, there was communication with various stakeholders about the RCTF's activities. Examples include:

- March 26 – the launch of the RCTF was the topic of President Ferrini-Mundy's "Maine Memo" to all UMaine and UMM employees.
- April 6 – the RCTF was an agenda item for President Ferrini-Mundy's virtual Town Hall meeting with the UMM community.
- April 30 – President Ferrini-Mundy met with UMM academic affairs leadership (Daniel Qualls, Heather Ball), Faculty Assembly President James Moreira, and RCTF chair Emily Haddad to discuss the purpose and membership of the RCTF.
- May 31 – Chancellor Malloy's update message to the Board of Trustees (BOT) included a lengthy explanation of the UMaine/UMM relationship and the work of the RCTF.
- July 13 – an overview of RCTF activities was presented to the UMM Board of Visitors (BOV); the presentation included examples of the new UMaine-affiliated logos and branding.
- July 26 – President Ferrini-Mundy provided the Executive Committee of the BOT with an update on RCTF activities and introduced the shared brand concept.
- July 27 – Samantha Warren, UMS Director of Government and Community Relations, facilitated a meeting of President Ferrini-Mundy, UMM Head of Campus Daniel Qualls, BOV and RCTF member Jacob van de Sande, VP for Enrollment Management Christopher Richards, and a group of legislators from Washington County to provide an RCTF update and introduce the new logos and branding.
- July 30 – UMM HOC Daniel Qualls and RCTF chair Emily Haddad sent an email to all UMM faculty and staff with a update on RCTF activities; a copy of the July 13 UMM BOV presentation was included.
- August 11-12 – a progress report from the RCTF was provided at the President's Cabinet retreat.
- September 1 – UMM faculty and staff held a special meeting to discuss the RCTF with working group members.
- September 13 – President Ferrini-Mundy gave an RCTF update to the Academic and Student Affairs Committee of the BOT; the update included the proposed organizational chart.
- September 21 – President Ferrini-Mundy presented an RCTF update to the UMaine Faculty Senate's Executive Committee.
- September 23 – RCTF chair Emily Haddad visited the UMM campus for a faculty/staff meeting (hybrid in-person and Zoom) about the RCTF, including discussion of the proposed organizational chart.
- September 27 – the RCTF was a discussion item on the UMS BOT meeting agenda.

- October 5 – an email to the UMM campus and community was sent by President Ferrini-Mundy previewing logos and branding, preparatory to her visit to Machias on October 6
- November 8 – RCTF chair Emily Haddad presented the proposed organizational chart to the President’s Cabinet (following Provost John Volin’s consultation with General Counsel James Thelen about the chart on October 25).
- November 9 – the proposed organizational chart was included in a presentation to the UMM BOV.
- November 16 – the RCTF was a topic at Chancellor Molloy’s visit to the Machias campus.
- November 30 – UMaine/UMM integration was an agenda item at the UMaine Deans’ Council meeting.
- December 15 – President Ferrini-Mundy and RCTF chair Emily Haddad addressed questions about the RCTF at the UMaine Faculty Senate meeting

IV. Outcomes Achieved and Envisioned

The broad goal of the RCTF was to help situate UMaine and UMM so that they could operate effectively together. The collaboration between the two campuses depends upon both operational and foundational changes being made, involving both campuses.

The most urgent operational priorities identified during RCTF meetings were:

1. Implement **integrated branding** that expresses both UMM’s association with UMaine and also its distinctiveness as a university in Machias.
2. Complete the final steps in the **incorporation of UMM into UMaine’s Enrollment Management**.
3. Establish a viable **leadership and organizational structure** for UMM as a regional campus of the University of Maine, integrating UMM offices and positions into UMaine’s organizational chart.
4. Complete the preparation for a **single academic catalog** linked with UMaine’s MaineStreet identify, UMS05.
5. Address other issues that can be anticipated with the **incorporation of UMS04 (UMM) content into UMS05 (UMaine)**.

The RCTF also identified several priorities that are foundational more than operational, though they will have operational implications. These include:

1. Develop effective, sustainable plans for **enrollment and other revenue generation** at UMM. These plans should include credential-seeking students, non-credential-seeking students (including early college and eventually UMS inter-campus enrollment), and learners in non-credit-bearing educational programs.
2. Gather campus and other stakeholder input toward updated **vision and mission** statements for UMM as a regional campus of UMaine. Draft and publish the revised statements.

3. Finalize and implement representation of UMM in UMaine academic governance and address a variety of other **faculty status and governance** issues.
4. Initiate a comprehensive plan to support and enhance **diversity, equity, and inclusion** (DEI) at UMM, in collaboration with the President’s Council on Diversity, Equity, and Inclusion.

The foundational priorities—enrollment and other revenue generation, vision and mission, faculty status and governance, and DEI—remain to be fully addressed. Very substantial progress has been made on the operational priorities, as follows:

1. Integrated branding

After nearly two years of preparation, new UMM logos are in use. Examples are posted at <https://umaine.edu/brand/umaine-machias/>. UMM Admissions web pages have begun to transition from co-branding to the shared brand, as the landing page at <https://machias.edu/admissions/> shows. The recruitment brochure provided as Appendix F displays full implementation of the shared brand. These are key steps in establishing public perception of UMM’s relationship with UMaine.

2. Incorporation of UMM into UMaine’s Enrollment Management (EM)

EM now has a unified reporting structure that serves both campuses. Admissions counselors have been trained as a single team. UMaine recruitment messages incorporate UMM as a regional campus. EM took a leading role in recruiting out-of-state students to begin their college experience at UMM in the “coastal year” program. All UMM applications are now being processed by EM.

3. Leadership and organizational structure

The integrated organizational chart recommended by the RCTF is progressing toward full approval and implementation, with minor changes to the version voted on by the task force. The proposed organizational structure situates the President as head of both campuses. It creates a reporting line for UMM’s Academic Affairs to the UMaine Provost, by way of the UMM Dean and Campus Director, with that role replacing the Vice President for Academic Affairs and Head of Campus. Finally, the structure administratively situates most UMM offices within their UMaine counterparts, adding dotted-line relationships to the Dean and Campus Director as appropriate.

The version of the organizational chart that was voted on by the RCTF is provided as Appendix G. It was presented to and discussed by numerous constituency groups during the fall 2021 semester. The revised version (Appendix H) was formally submitted through the “yellow routing” process in the President’s Office on December 7, 2021 anticipating consideration at the January 3, 2022 meeting of the Academic and Student Affairs Committee (ASA) of the BOT. The organization chart was previously introduced at ASA’s September meeting.

4. Single academic catalog

The catalog has four basic components: policies, courses, programs, and faculty. Together, they represent the educational identity of an institution and its commitment to students. There has been substantial progress on three of the four components.

- Policies: most policies were already aligned as of the 2020-21 catalogs for each campus.
- Courses: WG#2 completed the efforts begun in fall 2020 by the Single Catalog Committee under the leadership of then-Associate Provost Jeffrey St. John. With very few exceptions, the course offerings at the two campuses are ready to be presented as one list when the single catalog is published.
- Programs: WG#2 started work on programs (degrees, majors, minors, certificates) during the summer of 2021. This work could begin only after the course alignment was completed.

Publication of the single catalog itself must be coordinated with the incorporation of UMM's MaineStreet data into UMaine's MaineStreet so as to create a single MaineStreet occupied by both campuses together.

5. Incorporation of UMS04 (UMM's MaineStreet) into UMS05 (UMaine's MaineStreet)

With especially committed assistance from UMM Assistant Registrar BJ Marshall, WG#2 presented a comprehensive timeline of steps necessary to incorporate UMS04 into UMS05, resulting in the Gantt chart that appears in Appendix J. Subsequent conversations showed that this project was highly complicated, and also urgent if the single catalog were to be published in summer 2023 as planned. See Section VII below for further updates on this topic.

V. Major Recommendations of the Working Groups

This section presents highlights of RCTF working group recommendations in each topic area. Final reports from all groups are contained in Appendix J.

For the most part, the recommendations emerged from the specifically assigned working group, but the summary below also includes some recommendations made by groups about other groups' topics. In these instances, a bracketed number follows the recommendation so as to identify the contributing group.

WG#1. Tuition and financial aid

- a. Manage the consequences of UMM and UMaine using a single school code for FAFSA purposes; ongoing outreach and communication are needed to ensure that students applying to UMM are able to locate the correct code.
- b. Optimize UMM merit scholarship practices to support recruitment and retention, while also reducing UMM's discount rate.

- c. Develop aid programs specifically to enhance UMM access for diverse populations, including Native American students (especially from the Downeast region), international students, Pell-eligible students, and adult/non-traditional students. [also 4]
- d. Evaluate and align campus-specific fees while maintaining different tuition and fee rates for each campus.
- e. Align scholarship awarding methodologies for international students between the two campuses (tuition and fee rate practices having already been aligned).
- f. Create a plan for allocating revenue when students and faculty are from different campuses.
- g. Incorporate UMM into the UMaine workflow for refund requests, with the UMM Dean and Campus Director in the approval chain and final approval by the Bursar.
- h. Collaborate with the University of Maine Foundation to identify any philanthropy-funded scholarships for which UMM students may be eligible. Consultation with living stewardees/donors will be necessary. Use ScholarshipUniverse, which is currently being implemented at UMaine, to streamline the award process for both campuses.

WG#2. Academic program alignment and the single catalog project

- a. Prepare immediately for UMS04 integration into UMS05, a highly complicated project anticipated to take up to two years and require hundreds of separate decisions and steps. A key initial decision must be made about how to integrate UMS04 courses and programs into UMS05.
- b. Develop a comprehensive plan for incorporation of UMM programs into the UMaine academic structure, based on the course-level alignment that is largely complete already.
- c. Address issues of faculty governance over programs in which both campuses collaborate.
- d. Ensure clear communication to students about course offering locations and modalities, consistent with UMS data governance practices.
- e. Develop and communicate policies on GPA calculation and inter-campus transfer of grades that are earned prior to the incorporation of UMS04 into UMS05.
- f. Finalize the plan for campus identification on transcripts.
- g. Resolve the few remaining discrepancies between UMM and UMaine academic policies. [also 4]
- h. Finalize the plan to involve faculty from both campuses in assessment of programs that are delivered collaboratively.
- i. Address disciplinary accreditation issues where they arise (AACSB, NASAD, etc.).
- j. Reexamine NEBHE-qualifying programs after the single catalog is complete. [1]

WG#3. Admissions and enrollment management

- a. Implement a new UMaine-affiliated brand for UMM, including video, web, hard copy, swag, etc.
- b. Consistently incorporate UMM into UMaine recruitment programming; include Student Life in these efforts.

- c. Continue to raise awareness of UMM as a regional campus among Maine high school counselors.
- d. Enhance training and reflective practices within Enrollment Management to maximize DEI through admissions.
- e. Minimize “denial referring” efforts; focus instead on generating active interest and applications through concepts like “coastal year” and engineering pathways.
- f. Integration measures already implemented include a single office for all undergraduate recruitment at both campuses, a single application processing system, and a single OPEID for financial aid and other purposes.

WG#4. UM/UMM faculty and staff interactions/opportunities

- a. Update and adapt internal UMM organizational structures and governance documents to match the integrated organizational chart recommended by the RCTF.
- b. Develop policies and practices for joint governance of courses and programs that are delivered collaboratively. [2]
- c. Ensure UMM faculty authority over courses and programs specific to UMM; provide appropriate UMM representation on UMaine curricular review committees.
- d. Fully include UMM in implementing recommendations of the President’s DEI Council.
- e. Provide integrated onboarding/orientation for both full-time and part-time faculty at the two campuses.
- f. Regularize opportunities for faculty to serve on peer committees, search committees, and the like, across the two campuses.
- g. Create a pathway for full graduate faculty status for any qualified UMM faculty member who wishes to hold it.
- h. Ensure continued access for UMM faculty to UMaine services and resources, including but not limited to professional development programming, internal funding competitions, grant development support, and Fogler Library holdings.
- i. Extend the current pilot program that assigns UMaine graduate students to work as Teaching Assistants at UMM.
- j. Consider classified and professional employee advisory council membership that represents both campuses.
- k. Analyze compensation disparities among employees at the two campuses; develop and implement a plan to address these.
- l. Address contractual matters, including but not limited to PATFA service lists, campus status in case of redundancy, inter-campus committee participation, and faculty evaluation criteria.

WG#5. Stakeholder relations

- a. Fill the vacant communications position at UMM.
 - This was done in August 2021 on a fixed-length basis.
- b. Replace the co-branding approach with a unified brand that both identifies UMM as a university in Machias and connects it with UMaine; finalize draft style guide; and update websites, signage, and materials accordingly.

- c. Enhance the coordinated communication infrastructure supported by the Division of Marketing and Communications, including Enrollment Management, UMaine Online, and Early College, among other entities.
- d. Clarify the role of Dean and Campus Director as a spokesperson for UMM, consistent with the integrated organizational structure.
- e. Update UMM and UMaine vision and mission statements to reflect the relationship between the two campuses as well as other communication priorities, including DEI.
- f. Develop a sustainable system for DEI-related communication involving both campuses; include a UMM-specific DEI statement and give particular attention to Passamaquoddy language, heritage, and people.
- g. Address the aftermath of the suspension of UMM athletics, including the update due on the formation of a club sports infrastructure at UMM.
- h. Strengthen the capacity of the UMM BOV to support and promote the regional campus; this effort would include coordination and possible MoUs with the University of Maine Foundation, the UMM and UMaine alumni associations, and the UMaine BOV, among others.
- i. Develop and implement a strategy for cultivating philanthropic contributions from UMM alumni and others.
- j. Identify and pursue opportunities to promote community engagement with the UMM campus through the visual and performing arts.
 - o The working group’s report included a list of about 20 cultural resources at UMM that could help provide a foundation for this effort.
- k. Use UMM facilities to draw community members to campus. [also 7]

WG#6. Growth strategies for UMM

- a. Identify academic programs that meet workforce needs. First, an immediate priority would be to establish a Nursing program at UMM. Second, using a related UMM associate’s degree and early college pathway as a foundation, a bachelor’s degree should be developed to prepare students for employment as game wardens.
 - o A Machias Nursing Pathway was announced in December 2021.
- b. Create additional stackable credentials, attractive both to early college students and to adult/non-traditional students, and relevant to employers’ interests.
- c. Build on concepts such as the “coastal semester” to attract students who can benefit academically from UMM’s environment. [also 3]
- d. Craft programs and associated recruitment plans to draw adult learners for degree completion. [3, 7]
- e. Refocus on transfer opportunities, including articulation agreements, that could bring more students to UMM. [3]
- f. Develop and implement systematic outreach to recent UMM students who have not re-enrolled. [1]
- g. Pursue establishing the DownEast Rural Health Collaborative as a signature initiative based at UMM. The vision is for a “self-sustaining institute based at UMM [that] would conduct groundbreaking, collaborative research on rural health and well-being that directly benefits the Downeast Region and contributes to knowledge and change in rural

health nationally. This [collaborative] would attract competitive grant funding to support world-class knowledge creation and become a destination of choice for students and faculty working in this area. This could be a nationally distinctive offering focused on rural health.”

WG#7. State and county economic possibilities, workforce development opportunities

- a. Concentrate efforts on entrepreneurs and small businesses.
- b. Collaborate with entities such as the Sunrise County Economic Council, Washington County Community College, and Machias Valley Center for Entrepreneurship to identify and plan for programs to support entrepreneurs and small businesses; use UMaine expertise in the Foster Center for Innovation and the Career Center to facilitate this effort.
- c. Investigate options for closer collaboration between UMaine Cooperative Extension and UMM, possibly to include locating Extension offices at UMM or creating joint positions relevant to needs in Washington County.
- d. Focus on developing internship opportunities for students, in collaboration with the Downeast Institute, 4-H STEM Ambassadors, Downeast Salmon Federation, King Fisheries, etc. Ensure updating of UMaine’s MoU with the Downeast Institute.
- e. Develop microcredentials (aquaculture, for example) that could add value for learners and prompt them to continue their education and professional development in a “level up” model; align these efforts with employment opportunities and employers’ perceived needs. An example to consider is IT, where UMM has minimal capacity and employers seek these skills.
- f. Connect with the Passamaquoddy Tribe and the Mano en Mano organization to explore economic development ideas that could benefit diverse populations.
- g. Contribute to the current effort toward a national heritage area designation for Downeast Maine <https://sunrisecounty.org/national-heritage-area-program/>; plan for a package of offerings if the area designation is obtained, and for other tourism opportunities even if it is not.
- h. Develop collaboration with UMaine’s Blueberry Hill Farm (Jonesboro, about 20 minutes from Machias) for shared use of facilities in both locations.
- i. Inventory UMM facilities and develop plans for revenue-generating programs and rentals.

These recommendations should be interpreted as those of the individual working groups rather than of the task force as a whole. The RCTF did not have the opportunity to discuss or endorse the hundreds of specific ideas that emerged from the working groups.

VI. Context of Working Group Recommendations

The remarks in this section represent the views of the RCTF chair.

The work of the RCTF was done over a relatively short period of time—less than five months—during the end of the spring 2021 semester and the summer of 2021. This calendar limited RCTF members’ ability to consult and communicate effectively with colleagues, especially faculty.

Other notable limitations include:

- All working groups exhibited a reluctance to recommend steps that could be costly. The scope of the recommendations may have been limited by the unwillingness to spend. On the other hand, their frugality is laudable, and also realistic given the financial circumstances of the University of Maine.
- Although the charge to the RCTF involved only UMM and UMaine, the two campuses operate within UMS and under multiple collective bargaining agreements. Working groups occasionally struggled to fit their plans and ideas within these larger contexts—not knowing, for example, whether a particular form of collaboration might be perceived as violating the UMS-AFUM agreement, or might be impractical within UMS’s current approach to MaineStreet. Each unanswered question of this nature may be individually answerable, but often not within the timeframe of the RCTF’s work.
- The framing of the working group assignments did not sufficiently prioritize the retention and persistence of UMM students. The topic was in WG#3’s scope of work but, in retrospect, would have been better treated as its own area. Consequently, the recommendations focus on recruitment and do not adequately address retention and persistence.

No group was starting from scratch. Some foundation had already laid in every case, whether through previous formal efforts or through individual connections between people with common interests. WG#1 (tuition and financial aid) and WG#3 (admissions and enrollment management) began their work with much of the structure in place and could concentrate on bringing previous planning to fruition. These group members were positioned to be able to implement plans as well as to recommend them. The amount of previous usable work varied greatly among the other groups.

VII. Continuation, Fall 2021

The RCTF’s mandate ended with the start of the fall 2021 semester. However, its work has continued, with major progress in the following areas:

- The integrated organizational chart has moved steadily through the review and approval process, as described in Section IV above.
- An Academic Integration Committee has been established by President Ferrini-Mundy to continue the program-related work of WG#2. The committee consists of the four co-leads of WG#2. On December 15, 2021, the committee sent an email to UMM faculty requesting a brief report for each program, addressing five questions. Reports are due in mid-February 2022 and will enable the committee to make concrete recommendations about each program to President Ferrini-Mundy and Provost Volin. The committee’s

work is expected to conclude in early March 2022. See Appendix I for a sample of the framework being used to evaluate the options for each program.

- A MaineStreet Integration Committee is being formed and charged by President Ferrini-Mundy to plan and implement the incorporation of UMS04 into UMS05. This committee's charge is primarily technical in nature. The membership includes expertise in student records, data analysis, and information systems, among other areas. The chair will be Robin Sherman, Campus IT Officer for UMaine and Director of US:IT's Project Management Office. After consultation with President Ferrini-Mundy, Provost Volin, UMM Assistant VP Heather Ball, and many others, RCTF chair Emily Haddad proposed to the President that that the MaineStreet integration be done so that academic programs, and most courses, be situated within the appropriate UMaine colleges. Employees and students, and perhaps some course subject areas, would continue to be identified with UMM as a regional campus, within UMS05.
- The list of academic collaborations between the two campuses continued to grow. New examples include:
 - A Research Learning Experience (RLE) section at UMM as part of UMaine's RLE program in fall 2021
 - Establishment of a Machias pathway to a BSN degree
 - Deep coordination between UMM and the Maine Business School to ensure that business offerings continued in Machias after the departure of all UMM business faculty in summer 2021
 - Addition of a UMM faculty representative to the UMaine Senate's General Education subcommittee.

Facilities Management has also made plans to include the Machias campus in the fall 2022 "annual call" for projects (formerly known as Paint & Polish).

The MaineStreet Integration Committee is an especially important development. The incorporation of UMS04 into UMS05, along with the accompanying creation of a single catalog for the two campuses, is essential to the effective integration of UMM as a regional campus of UMaine and to the productive long-term collaboration between the two campuses.

VIII. RCTF Chair's Recommendations for Spring 2022 Actions

As noted in Section IV above, the operational focus of the RCTF left certain foundational priorities—enrollment and other revenue generation, vision and mission, faculty status and governance, and DEI—still to be fully addressed. Further work remains to be done on operational priorities as well.

In light of the work undertaken so far, and lessons learned along the way, the following measures are recommended. These recommendations assume that related work already underway, especially in the areas of WG#1 (tuition and financial aid) and WG#3 (admissions and enrollment management), will continue.

Immediately

1. Constitute and charge the **MaineStreet Integration Committee** described in Section VII above. Until this committee has completed its work, integration of the two campuses will remain partial and logistically awkward.
2. Further develop and implement the **rebranding campaign** (Appendix E), to include a comprehensive plan for both internal and external communication, as well as replacement of all website co-branding and UMM campus signage with shared branding. The plan should be particularly attentive to ambivalence, sadness, or anger that members of the UMM campus may feel about the change in the identity of their university.
3. Designate and charge an appropriate **administrator to ensure that integration work continues**, including but not limited to the specific recommendations on this list. Provide this administrator with adequate staff support.
4. Fund a **budget** both to cover the initial expenses of integration, such as signage replacement and MaineStreet integration, and to support ongoing costs, such as transportation, faculty/staff professional development, IT, etc.

Spring 2022

1. Initiate reconsideration of the **mission and vision statements** for UMM and UMaine; draft and publicize revised statements that reflect institutional commitments to DEI.
2. Once the organizational chart is fully approved, made the necessary HR adjustments and begin the process of updating **governance practices**, both at UMM and between the two campuses. This committee should build on the work of WG#4.
3. Review and implement the recommendations of the **Academic Integration Committee**.
4. Constitute and charge a committee to focus on **retention and persistence** of credential-seeking students at UMM. The committee's work should be coordinated with the Student Success and Retention initiative within UMS TRANSFORMS and should be particularly attentive to DEI. It should consider student experience holistically, involving Student Life as well as academic considerations.
5. Constitute and charge a committee to make recommendations (beyond retention and persistence) for **maximizing student credit hours** at UMM. The committee should take an inclusive approach that considers credit hours, not credential-seeking students, as the primary metric. This committee should build on the work of WG#1, WG#3, and WG#6.
6. Constitute and charge a committee to make recommendations for **maximizing non-credit revenue** at UMM. This committee should build on the work of WG#5, WG#6, and WG#7 and should be particularly attentive to community engagement and to workforce development.