

WORKING DOCUMENT PRE-DECISIONAL

Compilation: UMaine/UMM Regional Campus Task Force Working Group Final Reports, August 2021

| Working Group | Item in scope of work | 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? (month, year) | |
|------------------------------|---|--|---|---|--|--------------|
| 1. Tuition and Financial Aid | FAFSA | <ul style="list-style-type: none"> - As of September 2020, Machias no longer had a unique school code for students to use when filing the FAFSA - All students applying for financial aid at Orono and/or Machias now use the Orono school code of 002053 on the FAFSA - Fall 2020 - extensive outreach, including calling campaign, email communications, and website/publication updates were completed | <p>Two Areas - Processing/Administering FAFSA information and Outreach for FAFSA completion</p> <ol style="list-style-type: none"> 1. Until the one-catalog project is completed and the UMS04 business unit is fully integrated with UMS05 in PeopleSoft, status quo with administering FAFSA information must remain. 2. Plan for outreach to constituents about filing FAFSA for 2022-2023 (both Orono and Machias listed under same 002053 school code). <p>This will need to occur once final decisions on co-branding/marketing have been made.</p> | - Better dual-branding of outreach items and information for both campuses | September 2021 | |
| 1. Tuition and Financial Aid | Tuition and fee rates for UMM-based students taking UMaine courses and UMaine students taking UMM Courses | Discussion of options and Pros/Cons of keeping separate rates vs. making rates the same. | <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="color: red; margin: 0;">WORKING DOCUMENT PRE-DECISIONAL</p> </div> | <ul style="list-style-type: none"> - Evaluation and adjustment of UMM's merit scholarship program - with an emphasis on decreasing discount rate - Specific administrative details (with billing and financial aid eligibility) will need to be determined after finalizing areas that are covered by other task force working groups (for example: combined course catalog, UMS04 transition to UMS05) | <ul style="list-style-type: none"> - Maintain different tuition and fees by campus - Evaluate and align campus specific fees (naming conventions, amount, type). | October 2021 |
| 1. Tuition and Financial Aid | Campus specific fees, including fees related to student life | By maintaining separate Tuition and Fee rates by campus, each campus would be able to have campus specific fees. | N/A | N/A | N/A | |
| 1. Tuition and Financial Aid | NEBHE Rate Updates | Review of current NEBHE qualifying programs and states for both Orono and Machias. | Review current NEBHE programs at both UMaine and UMM - align qualifying programs/states between the two campuses. Until the one-catalog project is completed and the UMS04 business unit is fully integrated with UMS05 in PeopleSoft, status quo with administering NEBHE methodologies must remain. | Align NEBHE qualification methodologies between the two campuses. | September 2021 | |

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| 1. Tuition and Financial Aid | International Student Rates | At this time tuition and fee rate practices for International Students are aligned between the two campuses. No further action is proposed for this item within the scope of this working group. | N/A | N/A | N/A |
| 1. Tuition and Financial Aid | International Student Admissions Scholarships | For the 2021-2022 academic year, Machias International Students will qualify for the Out-of State levels of scholarship, determined at the time of admission. | -Review of current International Student Scholarship programs at both Orono and Machias. -Cost analysis of current scholarship programs at both Orono and Machias vs. yield and retention of this specific student group - Collaborative planning between OIP and Financial Aid to review current International Student Admissions-based scholarship structures at Orono and Machias for 2022-2023 | Align awarding methodologies between the two campuses for 2022-2023 | September 2021 |
| 1. Tuition and Financial Aid | Financial Aid allocation practices, including discounting | Review of current packaging methodologies for both Orono and Machias. Current Machias first-time, full-time discount rate is 56%. Overall is 36%. | - Evaluation and adjustment of UMM's merit scholarship program - with an emphasis on decreasing discount rate - Evaluate current packaging programs to optimize distribution of institutional dollars | Provide effective financial aid packages that support recruiting, retention, and success of UMM students, while also being cost-effective. | September 2021 |
| 1. Tuition and Financial Aid | Availability of philanthropy-funded scholarships | Purchase of Scholarship Universe and initial set-up - implementation on-going | Decision needs to be made by UMaine Foundation and General Counsel to determine whether current Machias campus students are able to be considered for scholarships. Donor outreach and consent. Implementation of Scholarship Universe - transitioning UMM Honors Convocation scholarships to new system for admin. | 1. Provide access and opportunities to UMM students for scholarships. 2. Streamline scholarship awarding process. | January 2022 |
| 1. Tuition and Financial Aid | Authority to approve refund requests | Review of processes for refund approval requests at both Orono and Machias. | Implement ImageNow and workflow process for UMM requests to be included. | Align processes. UMM Head of Campus would approve and Bursar would have final approval. | September 2021 |
| 1. Tuition and Financial Aid | Prioritizing Access and Diversity | Identifying populations included in prioritization of Access and Diversity: - NA populations - specifically in Downeast region - International Students - High financial need (pell eligible students) - Adult/non-traditional learners | Development of aid programs and financial aid support programs to provide better access to higher education for identified populations. | Provide additional support for the financial aid and billing process for identified populations | January 2022 |

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| 2. Academic program alignment and the single catalog project | Technical Steps for Integration of UMS 04 and 05 Single Catalog | | | | |
| 2. Academic program alignment and the single catalog project | Programming and Testing of all IT and OSR Platforms for UMS 04/05 Integration | See Gantt Chart | See Gantt Chart | Full integration of UMS 04 and 05 on platforms including MaineStreet (campus solutions), Infosilem, and Accalog, as well as the common application for admission. | August 2021 |
| 2. Academic program alignment and the single catalog project | Decision Point: How to program the UMM (UMS 04) structure into UM (UMS 05) | Discussion | OSR needs to know what structure to use for building out UMM courses in MaineStreet. | Behind the scenes coding of UMM degree plans so that tuition can flow appropriately. | This decision must be relayed to the Implementation Team by 9/14/2021 in order to meet Spring 2023 timeline |
| 2. Academic program alignment and the single catalog project | Programs | | | | |
| 2. Academic program alignment and the single catalog project | Program exploration and alignment | In-depth conversations have occurred via APRIP and 2016-17 partnership work. Some programs have continued collaborative programming past this time. Multiple 4+1 and 2+2 arrangements are in place between UM and UMM, as well as a shared minor (MHRT) (PSY/PCS), area of study in special education (EDU), and Coastal Year MOU (BIO). | Focused discussion on how UMM's programs will exist within the structure of UM (within the UM Academic Affairs org chart). This includes the manner in which governance decisions will be made for shared programs and unique UMM programs. For programs with external accreditation, faculty must explore how UM's relationship with UMM will intersect with program accreditation. | Development of a draft charge to be delivered to faculty in relevant academic programs for work to be done Fall 2021. Topics may include peer review, accreditation, curriculum, faculty status across campuses, and governance of shared courses/curriculum. | January 2022 |

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| 2. Academic program alignment and the single catalog project | UMM Associate and certificate programs | UMM associate degrees and certificate programs are delivered/marketed through Hutchinson Center in Belfast (pilot year 21-22) | Integration of UMM associate degrees and certificates into 2022 catalog. | | January 2022 |
| 2. Academic program alignment and the single catalog project | NECHE | Faculty have been included in review of courses for single catalog, as required by NECHE | Maintain communication with Associate Vice Chancellor for Accreditation and Strategic Initiatives | | Continuous |
| 2. Academic program alignment and the single catalog project | Minors across campuses | A list of common minors has been prepared, and a process for completion has been developed. PCS & PSY Departments currently share MHRT Minor | Facilitation of discussions with program chairs/coordinators, and faculty. | Maintenance of unique minors offered by UM and unique minors offered by UMM, and a set of minors that are common (delivered by) both campuses. Inclusion of all minors in AY 22 single catalog. | January 2022 |
| 2. Academic program alignment and the single catalog project | Courses | | | | |
| 2. Academic program alignment and the single catalog project | Review of all UMM courses for integration into AY 22 single catalog | Review of all UMM courses has been completed by UM and UMM faculty, and UMM Curriculum Committee. | A handful of outlier courses are reserved for more in-depth review by faculty in the fall. Also, the actions of UMM's Curriculum Committee during AY 20-21 must be reviewed for any changes made to courses during the year that did not appear in the spreadsheet that was used for review of courses. | Single catalog including courses unique to UM, courses unique to UMM, and courses in common offered at both campus locations. | January 2022 |
| 2. Academic program alignment and the single catalog project | Course scheduling | | Development of a method to code for students which campus a course is offered on. Curriculum will help to streamline the process - it will apply to both campuses. | Courses for both campuses to be in MaineStreet and Infosliem to allow for course scheduling | October 2022 |
| 2. Academic program alignment and the single catalog project | Policy | | | | |

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| 2. Academic program alignment and the single catalog project | | For current programs (existing and pilot) where students are taking courses from the other campus in F22 and beyond, we recommend that those courses appear on the transcript with "grades" (e.g., not appear as transfer credit). This may be through a "shared course" or other arrangement through student records. In the other cases where students are taking a course at the other campus, the grades will continue to show up as transfer courses (until such time as the completely unified transcript is adopted). | Decision by leadership - what is transcript going to look like? | Explore how to bring in grades to count toward GPA at home campus from campus where credit is taken (UM to UMM, or UMM to UM) | Fall 2022 |
| 2. Academic program alignment and the single catalog project | Transcripts & Diplomas | Discussion has occurred with regard to the different characteristics of transcripts. | More discussion needs to occur - we don't have enough information at this point to make recommendations. | Decision on the final state of UMM transcripts & diplomas | Fall 2022 |
| 2. Academic program alignment and the single catalog project | Curricular change approval process | Right now, separate processes exist on each campus. An organizational and governance structure has been recommended by RCTF WG #4. This structure will set the stage for movement of curricular changes through UMM campus process through UM hierarchy (UPCC). | Via the charge to relevant faculty, academic programs/faculty will need to explore curricular governance in the instance of shared programs/courses. | UMM faculty handbook becomes bylaws that reflect the manner in which curricular change occurs. | December 2021 |
| 2. Academic program alignment and the single catalog project | Catalog policy alignment (Includes academic residency requirement) | Review of 45 policies that are in the catalog is complete. 6 are partially aligned, 3 are not aligned. | Three catalog policies remain for discussion: (1) UMM confers AA/AS degrees with Honors for any student with cumulative GPA of 3.0 or higher, UM has an Honors College and only students in that college can graduate with honors; (2) UM requires student to earn at least a C in ENG 101; and (3) how will UMM non-degree students work going forward. | Maximum alignment of catalog policies in the shared catalog. | Planning is complete. The remaining policies are likely to remain distinct due to nature of differing campuses and admissions policies. The decision must be made by May 2022 and alignment in place by May 2022. |

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| 2. Academic program alignment and the single catalog project | GPA calculation | Right now, crosslisting is used as a means of integrating external course GPA into home GPA. | Decision - when courses and students are integrated into UMS 05, will the GPA carry over? | Once the single catalog project is complete, any and every course taken at UM and UMM will be included in calculation of the student's GPA. | June 2022 |
| 2. Academic program alignment and the single catalog project | Program Assessment | | | | |
| 2. Academic program alignment and the single catalog project | Program Assessment Process | A draft plan for onboarding UMM academic programs to UMaine's assessment process has been proposed. | Pending review of draft plan by UMM's division chairs and approval by workgroup 2 and RCTF, the plan will be implemented and OIRA will add UMM courses to reporting website structure. | All UM and UMM programs will follow the same program learning outcomes assessment process. | August 2021 |
| Working Group | Item in scope of work | 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? (month, year) |
| 3. Admissions and enrollment management | Applications Processing | International applicant process fully integrated and handled on UM campus this prior year. The coming cycle the entire applicant process will be handled by staff on UM campus. Transitioning domestic process to be handles by UM to remove entire responsibility from limited UMM staff. | Work complete- ready to start processing | Processing demands lifted from the recruitment team at UMM and handled by processing staff on UM campus. | complete |
| 3. Admissions and enrollment management | Financial Aid | Fully integrated with one opeid # and merged | Further awareness for new incoming students and educating school counselors across Maine. Branding/promotional decisions have major implications on the success of this awareness. | Need to connect with FA group however the nuts & bolts are in place- we simply need to improve the awareness of one FAFSA filing for both campuses. | Done |
| 3. Admissions and enrollment management | Branding | Proposal seems to have been circulated- need the go ahead. | Final approval | One unified brand | |

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| 3. Admissions and enrollment management | Recruiting programs- both campuses | We need to ensure that all programming creation done at the flagship campus is replicated, inclusive and has UMM as a part of it. | Finalize reporting structure of UM-EM staff into the structure on campus in Orono | One unified office to recruit | Planning complete for this year. |
| 3. Admissions and enrollment management | Retention & Persistence | scope of discussion needs to include academic departments and student life. | | | |
| 3. Admissions and enrollment management | Transfer Opportunities | Exploration in this area has stalled however needs to pick up immediately. | Review of core courses/gen-ed to see how easily in place agreements could be shared | Every time an articulation agreement is created for either campus it would be in place for the other | Ongoing work- will never be "complete". |
| 3. Admissions and enrollment management | Maximize DEI through admissions practices | Have large training on awareness this summer being provided by system office. Will have to reflect on all practices- likely some changes to come however not sure what they will be yet. | Finish UMS training program | A set of practices that ensure equity and access to all admissible students and create a recruitment/marketing effort that allows all students to see themselves as a part of the UM/UMM community. | Additional planning and analysis will occur after we wrap up this training session. |
| 3. Admissions and enrollment management | International Student (recruitment & support) | We need to simply continue what we have implemented | OIP now reports in Provost office. Need to continue coordination on best way to have international students at UMM. | Final desired outcome is a highly retaining international population at UMM. | Assessment of what makes sense given current resources for international students at UMM. |
| 3. Admissions and enrollment management | Degree-completion access for adult learners | EM can support, promote, market this however key decision need to be made and academic mapping done so we know what to actually "sell" | | | |
| 3. Admissions and enrollment management | Coastal Semester/Year | Launched coastal year option this cycle. Program for specific programs within NSFA. | Need to promote option earlier in admissions cycle in coming year. | 20 students per year through this program. | Done for coming year. |
| 3. Admissions and enrollment management | Access to UMaine services | Not in scope of work- really need a student life discussion here. | | | |

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| 3. Admissions and enrollment management | Referring of UM applicants | Focusing on generating true apps to UMM and using coastal year and EGR pathways rather than denial referring. | Focus on exciting opportunity rather than remediation at UMM. | Strong enrollment | Done for this year- we have our plan for this cycle |
| 3. Admissions and enrollment management | Orientation for incoming UMM students | COMPLETE FOR THIS YEAR | COMPELTED | COMPLETED | COMPLETED |
| 3. Admissions and enrollment management | EM Office/reporting structure | UMM EM to report directly into current UM team. Sr Associate Director will transition as supervisor to ensure full integration and support. | COMPLETED | COMPLETED | COMPLETED |
| 3. Admissions and enrollment management | Marketing Regional Campus | We are UMM video, EAB app generation campaign are major developments this past year. However need full set of items for the coming admissions cycle. | Sell UMM and promtoe as a true regional campus of Umaine- awareness raising must happen | UMM to have a full set of items that define what it is, its missions/goals and elevate its image. | Happening now |
| Working Group | Item in scope of work | 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? (month, year) |
| 4. UM/UMM faculty and staff interactions/ opportunities | Governance, Organization, & Structure | | | | |
| 4. UM/UMM faculty and staff interactions/ opportunities | Campus-level governance | An org chart was approved by RCTF | Internal UMM structure finalized | An internal structure at UMM that has faculty support and that aligns appropriately with UM academic affairs. | December 2021 |

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| 4. UM/UMM faculty and staff interactions/opportunities | Curriculum & program governance | Proposed schematic for curriculum governance. | Program governance will be a discussion point for faculty in relevant programs on UM and UMM campuses throughout fall 2021. UMM faculty handbook must be updated and potentially become bylaws for Machias campus, which would outline governance structure. | UM and UMM faculty will establish schema for program and curriculum governance. At departmental level, UMM faculty retain control over curriculum and programming for UMM-unique courses and programs, and have equitable input into shared courses and programs. At unit and UPCC level, UMM has equitable representation for curriculum decisions. | January 2022 |
| 4. UM/UMM faculty and staff interactions/opportunities | Diversity, Equity & Inclusion | UMM representation on President's DEI Council; 45 recommendations made; Invitations extended to UM Diversity Leadership Institute; discussion about UMM campus as a DEI initiative | President's Cabinet needs to prioritize the recommended actions; implementation plans need to be inclusive of UMM; need to replace Marnie K. on council; consider how UMM campus may serve as part of the DEI initiative, specifically focusing on first-generation students, students living in poverty, proximity to two Native American communities, and other unique factors. | While there may be some DEI actions/programs unique to a campus, DEI plans, actions, programs, etc. will be inclusive of both campuses. All DEI programming and training should be made available to both campuses to the extent possible. | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | UMM faculty relationship with UM similar UM academic programs | Currently some UMM faculty communicate & collaborate regularly with related programs at UM, but UMM faculty are not considered part of those programs and have no voice with regard to departmental/program decision-making or procedures. | Delivery of a charge to faculty to explore issues of program governance. Formalization of a mediating entity/office that can assist in the event that programs cannot come to a unified decision. | Relevant program faculty engage in development of clear procedures that maintain governance boundaries while facilitating cross-collaboration and providing voice and standing for faculty from UMM to UM and UM to UMM in governing shared courses/ curriculum. This may include arrangements allowing faculty from other units to serve on peer committees. | January 2022 |

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| 4. UM/UMM faculty and staff interactions/opportunities | UMM Faculty Handbook | Each college at UM has by-laws outlining governance for that unit, and academic policies for the university as a whole are listed on the Provost's page or in the catalog for each program. UMM has a document called the "Faculty Handbook" that contains by-laws and some academic policies. A tool for reviewing pages of the UMM handbook has been created. | 1) Rename the UMM handbook to "by-laws"; 2) Update the by-laws to reflect the new governance arrangements; 3) Move academic policies to Provost, catalog or Registrar's sites, as appropriate; 4) List any UMM-specific academic policies, remove redundancies (same at UM and UMM), and update as needed. | 1) Updated by-laws for governance of UMM as a unit under UM, 2) University-wide academic policies listed on the Provost and Registrar websites with UMM-specific policies noted, and 3) Program-specific academic policies listed in the catalog. | January 2022 |
| 4. UM/UMM faculty and staff interactions/opportunities | Graduate Faculty & Research Opportunities | | | | |
| 4. UM/UMM faculty and staff interactions/opportunities | Funding opportunities for UMM faculty research | UMM has been added to internal grant competitions that have previously targeted only UMaine faculty (Faculty Research Funds, UMaine Medicine seed grants, and UMaine Arctic Initiative seed grants). The Office of Research Development has had initial meetings with UMM division chairs to discuss services (funding opportunity identification, proposal writing support, training related to grant writing, management of internal grants, and facilitation of research collaborations). Library databases, including Pivot (a key funding database), are now available remotely to UMM faculty, staff, and students, and all training jointly sponsored by Fogler Library and ORD is available and publicized to UM and UMM. | Continued, regular conversations between ORD and UMM faculty and administrators | UMM will be included on all new internal UMaine programs going forward. UMM will be aware of and participate in Fogler Library/ORD collaborative grants trainings. | August 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Graduate teaching status for qualified UMM faculty | Several UMM faculty currently appointed with status as cooperating or external graduate faculty. | Establish a path for qualified and willing UMM faculty to have full graduate faculty status. | Qualified UMM faculty have full graduate faculty status, and as such, may teach graduate courses and advise graduate students. | December 2021 |

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| <p>4. UM/UMM faculty and staff interactions/opportunities</p> | <p>Establishment of graduate teaching exchange - graduate students who will work as grad assistant or teaching assistant to UMM faculty will ensure consistency insofar as buyout of UMM faculty time and support for research, UMM faculty will provide workforce development and support for graduate students who would like to learn how to teach at the postsecondary level/enhance teaching skills in this realm. Also, consider postdoc hiring strategies that could support this effort.</p> | <p>UMM AVPAA and division chairs have engaged in some discussion and planning for identification and hire of graduate assistants and teaching assistants. To date, two graduate teaching assistants have been hired to support UMM courses.</p> | <p>Continued discussion and finalization of plan</p> | | <p>January 2022</p> |
| <p>4. UM/UMM faculty and staff interactions/opportunities</p> | <p>Establishment of dedicated office space on UMM campus for the Office of Research Development (this may be shared office space).</p> | | <p>Submit request</p> | <p>Dedicated office space on UMM campus for the Office of Research Development.</p> | <p>August 2021</p> |
| <p>4. UM/UMM faculty and staff interactions/opportunities</p> | <p>Faculty & Staff Development</p> | | | | |

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| 4. UM/UMM faculty and staff interactions/opportunities | UMM faculty & staff access to professional development & activities at UM and vice versa | UMM staff and faculty have been invited to leadership development opportunities over recent years, as well as CITL and Fogler Library professional development events. | Inventory of regular, repeating development opportunities as well as future planned opportunities. Engage sponsoring department/units to incorporate ability for cross-campus participation/utilization. Identify/address funding support necessary (e.g. travel) | UMM staff/faculty included in professional development programming Opportunities at UM. Arrangements made for remote participation when feasible. Travel budget funding available at campus level for transit between campuses for such purposes. Notices disseminated across campuses and campus calendars integrated appropriately to facilitate awareness. | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Orientation & onboarding | Preparations are underway to incorporate UMM faculty into UM faculty orientation; MaineStreet onboarding tool ready for launched at UM | Develop a UMM version of the onboarding guide for use in the MaineStreet onboarding tool for use by all new hires. | Full-time and PATFA faculty participate in joint faculty orientation programming; MaineStreet based onboarding tool rolled out to both campuses | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Supervisor & Leadership Development | UMM staff/faculty have been invited to participate in the Supervisor Development Program in the past | Need to work with Megan Clough to confirm next offering of the Supervisor Development Institute (SDI) and understand what leadership development may be available and/or in the pipeline | Programs are available to staff/faculty from both campuses | October 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Classified Employee Advisory Committee & Professional Employee Advisory Committee | Initial discussions only | Need to engage CEAC and PEAC regarding prospective expansion of their charter | Incorporates both UMM and UM representation | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Human Resources | | | | |
| 4. UM/UMM faculty and staff interactions/opportunities | Pay equity | Item has been on hold pending decisions regarding organization, department alignments and potential impacts on individual assignments | Once organization/department alignments are finalized and roles solidified, detailed equity analysis can commence | Staff and faculty equitably compensated internally and externally for their respective roles and circumstances | June 2022 |

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| 4. UM/UMM faculty and staff interactions/opportunities | PATFA seniority list | Initial review of contractual considerations | Need to confirm that separate services lists remain the best mode of operation in near term | Approach to PATFA seniority/service list is defined by the needs of campuses and optimization of resources | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Staff redundancy | Conducted initial review of various contracts and articles relative to redundancy. Initial assessment is that under current contracts, the campus designation would remain the determining factor and in most cases, employee rights would be based on their campus moreso than their reporting structure. | Need to further reconcile contract reference to separation of campuses for redundancy purposes and monitor any outcomes from current contract negotiations. | Clarity for faculty, staff and administration as to how the regional campus construct and organizational reporting lines impact (or don't impact) contractual considerations in cases of redundancy. | March 2022 |
| 4. UM/UMM faculty and staff interactions/opportunities | Faculty - Search Committee | Faculty at UM and UMM are frequently invited to serve on search committees on one another's campuses. | Affirm that there are no contractual constraints. | Faculty at UM and UMM are frequently invited to serve on search committees on one another's campuses. | November 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Faculty - Peer Committee | Currently faculty do not serve on peer committees across campuses. AFUM has not been in agreement with faculty from other campuses participating unless it is a joint appointment or cooperating department as defined in the contract. | Current negotiations may influence the ability for cross-campus peer committee participation. Need to allow negotiations to complete. | Faculty are able to participate across campuses in peer committees. This can be particularly beneficial where there is not critical mass in a discipline on one campus or the other. | December 2021 |
| 4. UM/UMM faculty and staff interactions/opportunities | Faculty - Evaluation Criteria | Specific evaluation criteria is determined by program, though the primary evaluation criteria at UMM differs from UM in that UMM focuses on teaching as the primary criteria, with service and scholarship (Boyer model). Research is not a requirement. | Evaluation criteria will need to be reviewed at a department level and work done with/by faculty to adjust if/as appropriate. This work needs to follow the work on program alignment and governance. | Generally evaluation criteria for existing faculty will not change substantially without support of the individual faculty member (e.g. adding a significant research expectation of UMM faculty). Any potential combined UM/UMM department or program may have "grandfathered" criteria. Newly hired faculty may be subject to redefined criteria. | May 2022 |

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| 5. Stakeholder relations | Communication infrastructure: Assistant Director position | position pending approval to advertise and fill | approval needed to fill position | communication lead at UMM, collaborating with UMaine communication lead | June 2021 |
| 5. Stakeholder relations | Communication infrastructure: UMM website | currently cobranded and part of UMaine website with unique url; links to UMM departments have been added to primary navigation menus on the UMaine website | examine url and cobrand to determine if best practice going forward | best presentation of UMM website in context of partnership and to meet needs for both university communities and prospective students | June–July 2021 |
| 5. Stakeholder relations | Communication infrastructure: marketing | collaboration and UMaine support of marketing materials: UMaine Marketing and Communications has provided website maintenance, graphic design, and photography/videography services; UMaine/UMM Early College departments meet regularly to discuss cross-marketing opportunities; enrollment management has made significant headway in integration | coordination of materials production, both UMaine and UMM/System contract | cross-marketing collaboration, with clearly outlined expectations (including, where applicable: amount of budget, staff responsibilities and time allocated to Machias materials) for: undergraduate admissions; UMM/UMaine online; UMM/UMaine Early College; public relations marketing | June–July 2021 |

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| 5. Stakeholder relations | Strategic communication plan: mission and vision statements | vision and mission statements have not been officially updated since partnership formed (last BoT approval in 2012) | revisit and update mission and vision statements | clear wording on definition of the regional campus/relationship between two universities and what UMM stands for | June–August 2021 |
| 5. Stakeholder relations | Strategic communication plan: UMM brand style guide | style guide drafted over past 1.5 years | build out of style guide, including mission statement, boilerplate, editorial style guide (UMaine Machias/UMM, etc.); black bears or clippers; blue or green scheme | Finalize materials in rebrand proposal and integrate into style guide for use by both university communities. Develop budget and roll-out plan for rebrand, including plans for license and sale of branded merchandise | May–July 2021 |
| 5. Stakeholder relations | Strategic communication plan: logistics and practice | initial coordination list of community logistics materials — branded parking passes; library cards, MaineCards for both campuses, inclusion of UMM in awards/programs | decisions on what's possible and contact with respective offices overseeing programs that issue | clear logistics that link the two universities | May–July 2021 |
| 5. Stakeholder relations | Strategic communication plan: DEI programming | the objective of coordinated DEI communications has been included among the recommendations in the Report of the Council of Diversity, Equity, and Inclusion | set up a communications flowchart to circulate DEI programs and opportunities from one campus to the other | a system to coordinate scaled immersion and communication of DEI programming | May–July 2021 |

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| 5. Stakeholder relations | Strategic communication plan: role of communication by president and HoC | discussion of best communication from two leaders | discussion of best regular Orono- and Machias-based leadership communication | best strategies for leadership communication; extent of the Head of Campus' role as a figurehead/liasion for the student body and community is clearly defined and approved by leadership. The working group recommends that the HoC maintain this role to some degree; possibilities for implentation include a regular, Machias-specific communication co-signed by the President and HoC, such as: email newsletter; mailing; quarterly/biannual print publication; column in local newspaper; video address; annual invocation by the President to identity a call for action involving a specific DEI | hopefully, discussions of communication strategy happen this summer in preparation for the fall |
| 5. Stakeholder relations | UMM Board of Visitors: role (See 16 Expanding stakeholder base: philanthropy and alumni cultivation strategy) | Bylaws reviewed and amended in 2018. Current Board reviewed and supports the II Purpose (see BOV bylaws rev 09-04-18). Strong support for maintaining a BOV for each campus. BOV has been actively working with Jeff Mills and UMaine Foundation on developing developement capacity at UMM. BOV has been actively engaged in the Primary Partnership Process since its inception. BOV members were interviewed by Kimberly Jenkins on UMM's role and identity as a regional campus of the University of Maine. | Planning and implementation of UMaine Foundation and UMaine Alumni Association support for UMM development capacity and role of BOV in in planning, implementation and fundraising. Modify exsisting MOU between UMaine and the Foundation and Alumni Asso to incorporate UMM needs and capacity, or daft stand alone MOUs. Identify ways to make meetings more productive and build BOV capacity (meeting frequency and duration, professional development) | That the BOV has the understanding and capacity to support and promote the regional campus in Machias. | Meeting productivity and professional development planning complete fall 21. UMM BOV role in Development capacity: Planning complete ?? (dependent on planning and implementation of relationship and staffing between UMaine Foundation and UMM, MOU. |
| 5. Stakeholder relations | UMM Board of Visitors: Relationship with UMaine BOV | Need has been identified for greater interaction/ collaboration between the two campus BOV's. Pre pandemic planning for a UMaine/ UMM BOV retreat was begun and then put on hold. | Planning and implementation on Umaine and UMM BOV collaboration. | That the two campus BOV's have regular and productive interactions and they work collaboratively to support and promote the two campuses. | Two campus BOV collaboration: Planning complete by fall 21. |

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| 5. Stakeholder relations | Expanding stakeholder base: opportunities to expand diversity | Plans underway for new signage in English and Passamaquoddy; raising the Wabanaki or Passamaquoddy flag this fall. The recommendation in the December 2020 Report of the President's Council for Diversity, Equity, and Inclusion: aesthetic enhancements to physical spaces, virtual spaces, and workplace platforms to expand DEI representation. A WaYs Ambassador position will be partially housed on the UMM campus effective fall 21. | Explore collaboration with tribal college. Coordinate with UMaine HR/Provost's Office to ensure job searches for faculty and staff target a diverse pool of applicants. Translate the Passamaquoddy Land Acknowledgement. Develop DEI statement unique to UMM as well as a history of the campus to bring in marginalized voices | A regional campus that inculcates a sense of belonging, is open and welcoming to all, that celebrates and practices diversity, equity, and inclusion, and that showcases these values in the physical spaces of the campus as well as the virtual spaces, like websites and workplace platforms such as Zoom | Planning is ongoing, but the signage, flag raising, and translation of land acknowledgement into Passamaquoddy will be planned in summer 2021 |
| 5. Stakeholder relations | Expanding stakeholder base: philanthropy and alumni cultivation strategy <i>(See 14 UMM Board of Visitors: Role)</i> | Discussion with UMM BOV Chair and UMaine Fdn Pres/CEO; meetings between UMM and UMaine Fdn re Annual Fund and events | Separate MOU, plan, and budget between UMM and UMaine Fdn; also between UMM and UMaine Alumni Ass'n; database staffing and timeline; fundraising officer and/or grantwriter at UMM (or split between campuses); legal questions (re appropriate use of funds) ironed out | Realistic yet aspirational fundraising and alumni relations plan | January-February 2022 (best case) |

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| 5. Stakeholder relations | Community engagement: visual and performing arts | Most traditional community programs have ended. The UMM Press (founded 2010) and its imprint, Library of Early Maine Literature, continue to reissue scholarly editions of regional works. The Art Gallery continues to host exhibits. The Maine Writers Series functioned in the past with Libra Foundation funding, but this funding has ended | Explore staffing/scheduling/ marketing/logistics and liability/tapping UMaine's prof capacity. Utilize technology to stream or host live performances/readings. Promote the Performing Arts Center as a community resource for film viewings and live performances | That visual and performing arts are an integral part of the campus supporting learning and the vibrancy of community life. Mindfulness of/continuing to explore/begin conversations about the potential for co-promotions of two-three live or streaming performances/presentations a semester, in collaboration with UMaine and community partners (Collns Center for the Arts, Maine Folklife Center, Page Farm & Home Museum, Versant Astronomy Center, The Zillman Art Gallery, Hudson Museum, School of Performing Arts, McGillicuddy Humanities Center, Maine Poetry Foundation); more extensive web presence for UMM Press; marketing plan for Art Gallery. | December 2021 |
| 5. Stakeholder relations | Community engagement: other campus resources for the community | Fitness center, library, museum, UMM trails, UMM Press, Down East Institute, etc., considered community assets | Explore how best support and offer for more community use/collaboration. Revisit fee structure and schedule for pool and fitness center. Enhance student lounge and build out cafe for students and community to replace the loss of Kimbal Hall. | That the UMM campus facilities are seen by the community as community resources creating a synergy between the campus and the community. Explore how UMaine and UMM comparable entities can collaborate for greatest good | |
| Working Group | Item in scope of work | 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? (month, year) |
| 6. Growth strategies for UMM -- submitted narrative report | | | | | |
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| Working Group | Item in scope of work | 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? (month, year) |

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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Cooperative Extension in Washington County</p> | <p>Team leads have discussed fit with mission of this group and more specific examples to explore under this item such as workforce/youth development, economic development and new partnerships/collaborations with UMM faculty and staff. SHORT SUMMARY of past connections: have connected with faculty and staff at UMM to do programming; ex. robotics expos, gis day; conversations to move Extension to the campus. Joint shared position in terms of admission and 4-H to bridge youth onto the campus. Eric Jones serves on the Exec. Committee to serve as a liason to UMM. Internships with students at UMM, STEM Ambassadors, public speaking.</p> | <p>Continued conversations between UMaine Extension and UMaine/UMM about facilities, positions and programs. For the possibility of moving UMaine Extension to UMM: Analysis of benefits and challenges, determine if space needs could be met, county budget, cost savings analysis. For the possiblity of joint positions: What are the needs in Washington County- are there areas for joint appointments- ex. enrollment management/Family Futures Downeast, business development/entrepreneursip ag education/home hort? For UMM to utilize the 4-H Camp and Learning Center at Greenland Point, more focused conversations need to occur.</p> | <p>That both UMaine Extension faculty and staff and UMM faculty and staff have a clear understanding of opportunities for collaborations, possibilities of shared resources and a better understanding of both entities and how they operate in WA County.</p> | <p style="text-align: right;">5/2022</p> |
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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Small business and non-profit support</p> | <p>See above</p> | <p>collaboration with Sunrise County Economic Council (SCEC), Washington County Community College (WCCC) and others; develop strategies and formal partnerships; identify opportunities to support research and innovation needs of regional businesses and develop a plan to promote awareness. Internship endowment fund to help businesses who can't afford to pay interns.</p> <p>UMaine – connect with existing programs at Foster Center for Innovation. Business incubation services such as business coaching, access to resources, mentors and events and workshops can be accessed remotely. UMM Career Development can help students learn about UMaine programs.</p> <p>Already going to build on: small business technical advisors meet quarterly (good group to pull from); Machias Valley Center for Entrepreneurship (Classroom without walls) and WCCC--10 week "Pathways" program for students, business people plug into sessions--business and students interact. Connect with WCCC to include Pathways program as for credit option for UMM students. New Ventures may have an office located at UMM campus; was planned before Covid.</p> <p>NE Development Workforce Board.</p> <p>Working Community Challenge (reducing childhood poverty by improving education for parents).</p> <p>UMM Business and Entrepreneurial Studies Program - working with UM business school faculty.</p> <p>Stick with small business management and entrepreneurship.</p> <p>Internships are a part of the business program--great opportunity to strengthen this program. Consider possible MOU with SCEC (Entrepreneurship Center and DART) to assist with linking students to internships. DEI internship and business spin off opportunities (related to marine/research/DFP). Students can also apply to be part of Innovate for Maine internship program. How can spin off businesses be supported? Certain companies can apply for subsidies as part of Innovate for Maine.</p> | <p>Partnerships with economic development organizations in the area to support entrepreneurship and small business development, including, but not limited to: training, internships, business coaching and support, research and innovation support. Systems in place to facilitate these partnerships. Plug students into internships and other opportunities for students who are interested.</p> | <p style="text-align: right;">9/2021</p> |
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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Diversity, equity, and inclusion</p> | <p>Team met to discuss current activities and opportunities for engagement with the Passamaquoddy people and the growing Latinx community in Washington County. In addition, we discussed the needs of low-income residents and others with financial and structural barriers to participation in education. UMM already participates in the Family Futures Downeast program, which assists with childcare, transportation and other costs, while creating a pathway into post-secondary education.</p> | <p>Short term: "Develop acknowledgement statement and campus signage (know that M&C is working on this topic). Explore ways to build upon the success of Family Futures. Washington County Community College is doing Startup Futures. Can UMM/UM do that as well?" Long term: Connect with the Passamaquoddy Tribe to explore training and economic development opportunities/exchanges that could be mutually beneficial. Likewise, connect with Mano en Mano to explore training and economic development opportunities/exchanges that could be mutually beneficial.</p> | | |
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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Sustaining and enhancing connection with the community</p> | <p>See above</p> | <p>At one point, we did an inventory with UMM faculty in regards to their community partners--we came up with 90+ partners. Washington County Leadership Institute - was on hiatus this year--this year will offer the WCLI Think Tank. Opportunities to partner with WCLI. Sunrise Senior College - based at UMM. Physical presence--how do we get people onto campus and be a part of it instead of driving by? Conference services -- opportunity to bring groups to campus and utilize buildings/services. People do come to campus to use fitness center. Anytime the state depts need to hold a public hearing, they come to campus. Feeling in the community that campus is something "a part". Ukele club, community corrals (singing). It once was an active and thriving campus, as budget cuts happened, those positions that coordinated those activities were lost. Connections with local schools--very tight connections--student teachers. Number of Libra programs that brought people to campus. Now it seems like UMM individuals going out to the community. Campus library - could be a place to offer programs. Daycare at fitness center - open to the public? Families Futures Downeast/possible 4-H collaboration with FFD youth- 4-H program opportunities (college students become volunteers to work with youth/possible credential) . Axiom has been holding College Transitions on the campus- adult ed/enrichment classes, community theater, cafeteria/cafe, outside music events on the mall, Margaretta Days- needs assessment from community organizations- Lois Ann community research project, possibly partner with Chamber- outdoor movie nights on the mall- how does this connect with under utilized facilities- how do increase their use? Market to students who have defaulted on past student loans and couldn't go back to school to complete a degree as they were ineligible for financial aid- there are ways to address this- could UMM market this "Re-Up Your Education"</p> <p>Long-term: Envision career center as part of campus, have community people come onto campus. Ways to think about housing if dorms aren't at</p> | <p>Robust community engagement. Until conversations begin, it is too early to know what the desired outcomes might be, give campus students more activities/involvement.</p> | |
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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Research-practice partnerships</p> | <p>See above, plus: Programs in Psychology and Community Studies, Recreation Management, EGIS, Marine Biology, and Biology regularly work with a variety of community partners. Students and student/faculty teams conduct research on projects of need for the partners as part of and separate from courses. Partners include non-profits, state and federal agencies.</p> | <p>We need to develop a list of existing research collaborations and identify new opportunities. Areas to explore include K-12 partnerships, including Maine Indian education, citizen science projects, small business, local municipalities, and human services. There are currently students working through Maine EPSCOR and other projects. There is potential to expand research learning and other opportunities at the Downeast Institute, UMM's Marine Fieldstation, and the Downeast Salmon Federation.</p> <p>Long-term: Establish UMM as a source of expertise for research assistance to local businesses and organizations in areas supported by the academic programs.</p> | <p>The desired outcome is to have systems in place to communicate, develop and manage future collaborations. This would include, an inventory of research expertise available on campus for potential partnering on new projects.</p> | <p style="text-align: right;">9/2021</p> |
| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Internship programs, other applied/hands-on learning opportunities [coordinate with Group 6]</p> | <p>See above; Plus: UMM students are being included in Orono job fairs</p> | <p>Identify existing on-going internships; explore ways for internships or other experiential learning opportunities to fill gaps for regional businesses; explore ways to leverage remote internships statewide. Explore possibilities for education practicums at the Downeast Institute. The 4-H STEM ambassador program currently at UMM could expand to DEI. Determine if there is the possibility for students to gain hands-on experience at the Blueberry Hill Farm. Examine a possible relationship between the UMM Aquaculture certificate and the UMaine Aquaculture micro-credential program for UMM students. Strengthen the MOU with the Downeast Salmon Federation to regularly provide internship opportunities at their hatcheries or in their habitat remediation and land conservation programs. Reach out to King Fisheries to establish internship opportunities with their planned hatchery in Jonesport. Expand the reach of the Orono Career Center to assist the part-time UMM career counselor in connecting students with potential community partners. Include UMM students in the Health Professions Career Day held on the Orono campus.</p> | <p>A rich variety of internships, practicums, and other hands-on opportunities for UMM students.</p> | <p style="text-align: right;">12/2021</p> |

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| 7. State and county economic possibilities, workforce development opportunities | Online credentials for a professional audience [coordinate with Group 6] (Combine with "level up opportunities) | Micro credential buy-in from UMM students and faculty and Washington County employers limited | <p>employer needs (perhaps through a survey), tap into System mini-grants to develop micro-credentials and/or map UMM programs to existing Systemwide micro-credentials. Potential to partner with other universities to offer non-credit based professional development. Volunteers - exploring the idea that they could then earn credentials that they then could use in the workforce.</p> <p>Long-term: Explore partnership with Axiom/National Digital Equity Center, Project>Login/Educate Maine for IT skills programming, meeting demand for customized trainings for unique businesses. Could UMaine School of Computing and Information Systems (SCIS) and Maine Business School faculty assist with adjunct contract, or guest lecturer/retired faculty or a paid stipend.</p> | UMM participation in 5+ micro-credential pathways. | 12/2021 |
| 7. State and county economic possibilities, workforce development opportunities | "Level up" opportunities, especially in health care and business [coordinate with Group 6] (Combine with | See above, plus: UMM has in place 14 Early College Career Pathways that identify courses leading to an Early College Certificate. The pathways include Aquaculture, Becoming a Business Professional, Introduction of Health Professions. These are stackable courses that can lead to AA and BS degrees in programs at UMM. | <p>Survey employer needs</p> <p>Long-term: Business community would like to see more offerings in IT, but UMM doesn't have the capacity necessary. Consider alternatives or partners.</p> | UMM participation in 5+ micro-credential pathways. | 12/2021 |
| 7. State and county economic possibilities, workforce development opportunities | Blueberry Research Facility | Team of H. Carter and T. Gabe met with Mark Hutton, Associate Dean of Research for NSFA, which oversees Blueberry Hill Farm. Great discussion on opportunities to strengthen the collaborations between Blueberry Hill and UMM. | Items Needed to follow up on: 1) Summer housing utilizing UMM dorms for researchers, graduate students and undergraduate students. 2)Work more closely with UMM Facilities Management to meet the needs of this facility. 3) Increase visibility of the meeting and lab space at Blueberry Hill Farm to make it available to UMM faculty and staff for their research, coursework, etc. | Connecting Blueberry Hill Farm (NSFA Research Farm) with both UMaine and UMM. Exploring other opportunities for this facility to be utilized by both UM and UMM faculty and staff. | 12/2021 |

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| <p>7. State and county economic possibilities, workforce development opportunities</p> | <p>Tourism, recreation management, including opportunities related to national heritage area designation (Jen P. - Crystal Hitchings as a possibility, Karen B., Renee)</p> | <p>Team met with Crystal Hitchings who is leading the application for a national heritage area designation. A feasibility study has been underway. The study has identified several short-term needs such as community outreach and mapping. Crystal will share those with Group 7 to identify UMM/UM faculty who may be interested in helping and/or connecting students to these projects. There are also possible RLE/internship opportunities in the three streams of work: heritage education (connecting residents and visitors to their culture and natural heritage to build a stronger sense of cultural and natural stewardship), open space, and outdoor recreation (economic development through tourism). To achieve designation, the project must demonstrate how the region's history has impacted the nation. Themes to be explored include: how the ice age shaped the landscape and the industries that connected to this place (lumber, fisheries, wild blueberries), the peopling of the place and how they interacted with the landscape, how the canning industry supported the country in wartime, settlement history and setting of the international boundary.</p> <p>The group also discussed work by Karen B. and her students to develop trails originating from campus to more closely connect the community with campus and the opportunity to engage tourists.</p> | <p>Get list of short-term needs from Crystal Hitchings and identify matches with UMM/UM faculty/students.</p> <p>Review industry needs through interviews and industry reports. See if we can get local data from the economic impact study that Professors Andrew Crawley and Todd Gabe conducted for the hospitality industry.</p> <p>Connect UMM faculty to the micro-credential discussion.</p> <p>Connect the Rec Tourism program with Greenland Point for internship opportunities.</p> <p>There is a group of faculty putting together a USDA Rural Placemaking, which will connect to this area.</p> <p>Long-term: Identify interested faculty to create and manage engagement should achieve designation.</p> | <p>Determination of UMM/UM role in possible designation. Pilot package of services/collaborations including academic offerings/micro-credentials, business coaching/market research, and internships.</p> | <p>12/31/2021 for short-term projects related to designation. Programs & credentials: 5/1/2022</p> |
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| 7. State and county economic possibilities, workforce development opportunities | Additional Item: Facilities that are underutilized | Team leads discussed adding this item to the group's charge to explore opportunities to leverage facilities for community and economic development purposes. Group 7 members met with Will Biberstein from Conferences and Institutes who has been tasked with exploring facility use at Machias. We explored concepts for reuse and discussed a strategy for completing an inventory and matrix. | <p>Create an inventory of the Machias facilities and their characteristics. Conferences & Institutes is willing to create this inventory with the help of work-study students. We recommend a small budget (\$500-\$1000) be set aside to pay students to work on the project. Match needs uncovered through Group 6 work and others with available facilities; explore P3 partnerships (Public/Private Partnerships).</p> <p>Long-term: Possible uses identified in Group 7 discussions include: Coastal Year & Coastal Summer for students, conference center/space, sports & youth camps, short-term rentals for non-campus entities, elder hostel, recreational tourism research learning experience, senior programming. Explore opportunity to identify UMaine staff who are on 9-month contracts to provide dining/logistical support for summer programming at UMM & DEI. Explore opportunities to bring conferences to Machias, work with the state tourism office.</p> | A matrix of potential uses with an inventory of underutilized facilities and their characteristics | Matrix should be complete by 12/2021 |
| 7. State and county economic possibilities, workforce development opportunities | Additional Item: UMM as a Tribal College | Team leads discussed adding this item to the group's charge to explore opportunities to build upon past and existing conversations to act as (or as a partner in) a designated Tribal College. Suggest combining recommendations with DEI sub group above. Need to have conversations with tribal organizations about interest. Work with Darren Ranco and Lois Ann Kuntz to identify ways to link to USDA New Beginnings for Tribal Students grant. | See other items above. | If there is interest on the part of the tribes, work on establishing a Tribal College at the UMM campus. | Work with UMaine's Wabanaki Center, WaYs Program, and build on the USDA New Beginnings for Tribal Students grant that UMM and UMaine share. Look to NSF programs such as LSAMP and other mechanisms |
| 7. State and county economic possibilities, workforce development opportunities | Downeast Institute | UMaine and DEI have collaboratively revised and updated their MOU | UMS Counsel review/signoff (refers to the MOU - review every two years). See above items. | Fully executed agreement | ongoing |

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| When should implementation be complete? (month, year) | 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? | Comments |
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| October 2021 | VERY short timeline for outreach to occur. | Stakeholder relations Admissions and enrollment Management | Need to prevent extreme difficulties experienced by students in the 2020-2021 academic year with financial aid from happening again. Need outreach to students who did not attend UMM in one or both semesters in 2020-2021 academic year due to financial concerns to try to woo them back. |
| May 2022 | The 2022-2023 awarding cycle begins in early fall. In order to get financial aid award letters out on time, a final decision on costs will need to be made by October 2021. | Academic program alignment and the single catalog project Admissions and enrollment management Stakeholder relations | Consider charging tuition based on which faculty teach the course (UM or UMM). Need to consult with academic programs (art, recreation, sciences, music) about any changes to fees for courses in those disciplines, as the fee revenue is used to purchase replacement equipment (rec and science) and supplies for students (art), are music fees used to help offset cost of compensation of adjunct instructors? Fees for these courses are allocated to divisional budgets and the faculty in those divisions decide how and when to use those funds. |
| N/A | N/A | N/A | This item will be resolved in the previous scope item. |
| May 2022 | The 2022-2023 awarding cycle begins in early fall. In order to get financial aid award letters out on time, a final decision on costs will need to be made by September 2021. | Academic program alignment and the single catalog project Admissions and enrollment management Stakeholder relations | N/A |

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| N/A | N/A | N/A | N/A |
| November 2021 | The 2022-2023 awarding cycle begins in early fall. In order to get financial aid award letters out on time, a final decision scholarship amounts need to be finalized in order for notifications to be sent to students. | Admissions and Enrollment Management Growth Strategies for UMM | N/A |
| November 2021 | The 2022-2023 awarding cycle begins in early fall. In order to get financial aid award letters out on time, a final decision scholarship amounts need to be finalized in order for notifications to be sent to students. | Admissions and Enrollment Management Growth Strategies for UMM | If the decision is to lower UMM's discount rate, can we do it in stages, or starting with an incoming class of students to minimize the change in amount of financial aid experienced by returning students? |
| July 2022 | N/A | University of Maine Foundation | UMaine Foundation - Will require personalized outreach for funds w/ living stewardee(s)/donor(s) for possible consent; Foundation-managed funds w/ no living stewardee(s)/donor(s) should not be considered at this time |
| September 2021 | N/A | UM/UMM faculty and staff interactions/opportunities | N/A |
| May 2022 | Additional staff support to assist with additional outreach efforts | Admissions and Enrollment Management Growth Strategies for UMM | Consider outreach to veterans as well (age diversity). Also, ensure we present an inclusive approach for all students regardless of gender identity. |

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| When should implementation be complete? (month, year) | 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? | Comments |
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| January2023 | The timeline is aggressive and will require strict adherence to timeline for decision-making. Concerns include lack of capacity (time and personnel) to complete programming and testing. This is a project/task that has not previously been completed. | A team has been formed which includes UMS solutions analyst (IT Projects and Profesional Services), Office of Student Records staff, and UMS Campus Solutions subject matter expert.; | Additional "cleanup" work is likely to be required through summer/fall 2023 for students with incomplete grades, etc. |
| January2023 | | | |
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| August 2022 Implementation = common app. + single catalog. Fall 22 will awkward because fall 22 in UMS 04 and spring 23 in UMS 05; spring 23 UMS and UM faculty & students will "live" in UMS 05. | Clear communication and expectations for faculty who will engage in alignment (via charge) is integral. A facilitator for may be helpful in situations of disagreement of lack of decisions (deans? associate deans? senior faculty?) | Workgroup 4 governance decision implications | |

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| August 22 | | | |
| Continuous | | | |
| August 2022. Any substantive program changes need to be completed with the deadline for changes to be made to the common application for AY 22-23. | | | |
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| August 22 | Amount of workload required of Registrar's offices: need structure first, then building courses - may need some fine-tuning once items start to get built. | | |
| August 2022 | Amount of workload required of Registrar's offices | | |
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| <p>Spring 2023 grads are under UMS 05, with Maine transcript and diploma. December 2022 grads will still be UMS 04 transcript and diploma.</p> | | | |
| <p>Spring 2023 grads are under UMS 05, with Maine transcript and diploma. December 2022 grads will still be UMS 04 transcript and diploma.</p> | | | |
| <p>August 2022</p> | | <p>WG 4 subcommittee curriculum & program approval process</p> | |
| <p>August 2022</p> | | <p>Registrar's offices, Academic Affairs,</p> | |

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| August 2022 - October 10, 2022 --all students must be moved over to UMS 05, DPRs built & workable, advisors assigned, faculty moved over by the time registration opens for spring of 2023 | | | |
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| Fall 2021 | | | Clear communication of the revised process with UMM faculty will be integral to launching the new process. |
| When should implementation be complete? (month, year) | 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? | Comments |
| August 1st completion date met | How to designate staff priorities/time. Shifting mindset to a true "UMM is part of UM" for processing staff is a cultural shift. | Need to continue coordination for coming year to have one unified application- will have to have 2 instances this year. | Key progress must be made in student records by February 1st to truly unify the applications. |
| Implemented | Branding decision seems to be coming creating great opportunity for awareness. | Continued engagement and education of Maine school counselors is immediate effort. | Ongoing work but student facing items are all set. |
| Immediately | | | Nothing changed here. EM is moving forward unified under one brand now- we have to. Announcement would really help. |

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| Implemented. | Resources- doing events at UMM and UM may be challenging | Student life is essential in partnership here. | One office has happened and training for a unified team before recruitment season begins Monday August 16th |
| | | | |
| Ideally approve all currently for UMM by fall 2022 | Academic policies/approvals | Need to coordinate with academic/course catalog work group. That group is essential to this work- maybe should be a charge there. | Rolling project that will continue. |
| Work will never be "done" | | Office of multi-cultural programs, OIP, student support services and any other office on campus really. This is core to everything and all that we do. | Wrapping up initial training however that will just be the starting point in this work for our office/department. |
| Unsure at this time. | Limited staff | Student life | OIP now reports to Associate Provost. International responsibilities now sit in that office we are assuming. |
| | | | |
| Implemented and ready to offer when admissions applications begin coming in. | May reach more than 20- need to assess potential capping if we reach this. | Need clear communication first among academic folks on both campuses to ensure mapping is in place for courses before we promote. | 8 enrolled for fall. |
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| Complete for this cycle | Not known | | This is a very different way to promote UMM however success with coastal year pathway shows we should be focusing on this format. |
| COMPLETED | COMPLETED | COMPLETED | COMPLETED |
| COMPLETED | COMPLETED | COMPLETED | Completed and the first training as a unified team begins Monday August 16th. |
| Happening now | Brand movement is happening in EM- it can no longer wait if we want a class for fall 2022. | Marketing & communications team is key group. | Moving forward with one set of brand for promoting regional campus. Need public announcements to support this as EM is moving forward with it. We can not wait. |
| When should implementation be complete? (month, year) | 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? | Comments |
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| January 2022 | It may take some time for UMM faculty to engage in conversation and consideration of various scenarios for internal governance | | |

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| May 2022 | | Workgoup 2 | |
| September 2022 | | | |
| May 2022 | | Workgroup 2 | |

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| May 2022 | | Workgroup 2 academic policy review; may also be overlap with WG 4 HR subgroup | This item likely encompasses policies such as the assignment of FT/PT faculty; evaluation of full & part-time faculty (incl. tenure, promotion, and composition of peer review committees); and evaluation criteria. |
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| August 2021 | | | |
| December 2022 | | | |

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| August 2022 | | | |
| August 2021 | | | |
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| January 2022 | Convenience (or lack thereof), time availability & travel. Encourage sponsors to enable remote participation when feasible. | | |
| January 2022 | Based on Great Colleges feedback, will be looking for enhancements in onboarding at both campuses | | |
| December 2021 | Need to mitigate challenges of balancing distance participation with effectiveness | | |
| January 2022 | | | |
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| Ongoing | Potential budgetary impacts will need to be planned and accounted for in subsequent fiscal plans | Coordination with finance and UMS Compensation. | |

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| Ongoing | | Any change in approach on service lists will need to be based on agreement with PATFA | |
| Ongoing, dependent on negotiations | Current contracts contain a mix of references to "campus", "program" and "unit" as it pertains to redundancies. Will have to establish clarity to the extent possible. | Labor relations, administration, bargaining units | |
| November 2021 | Obstacles not anticipated pending outcome of current negotiations | Labor Relations and potentially AFUM | |
| January 2022 | Current contract interpretation and potential outcomes of negotiations. | Labor Relations and potentially AFUM | |
| September 2022 | Any shift in balance of teaching to research needs to be accounted for in terms of resource and budget impact. | | |

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| When should implementation be complete? (month, year) | 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? | Comments | July 1 report updates | August 13 report updates |
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| if position approved, August 2021 | delay in position approval; delay in any UMM position reorganizing | coordination with leadership and HR, and with Group 3 related to decisions on marketing | an action group of responsible parties is needed to address the UMaine Machias communications critical needs — from answers about the communications position to the strategy for brand introduction/rollout, #1 with Margaret | the working group strongly advocates for this full-time communication position to be filled as soon as possible; the position freeze is particularly problematic at this critical time in partnership; an interim fixed-length position is being explored, but has already been turned down by one of two candidates. | Interim, fixed-length position filled at the end of August 2021. |
| August 2021, depending on decisions/extent of changes approved | | Collaborate with group 3 to develop specific plans for the admissions site. | need to look at Penn State and UConn websites to explore how best UMaine Machias is presented and seen with SEO/college navigator site | Division of Marketing and Communications currently providing UMM website support, including content updates; this will include catalog updates | Will be addressed as part of rebranding campaign. |
| August 2021, depending on decisions/extent of changes approved | Separate brands have been an obstacle to co-marketing efforts; rebranding will make coordination a smoother process. Marketing coordinators in UMaine departments may need explicit instructions/updates to job descriptions to incorporate regional campus responsibilities. | Agreement with Group 3 on expectations for recruitment marketing; coordination with DLL on co-marketing plans | | All UMM marketing being considered as part of UMaine marketing structure now being explored; UMS updated boilerplate language — 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. | Will be addressed as part of rebranding campaign. |

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| | | all groups should have access to/be using updated/approved mission and vision statements | previous faculty feedback on wording to include: regional coastal campus of the University of Maine; an action group is needed to revise the mission and vision statements as soon as possible, including what the brand stands for, #2 led by Karen, Kyle Winslow, Gayle. Question: Perhaps the UMaine Mission needs altering as well to address the relationship? | mission and vision statement needing updates for the final report to the President; Passamaquoddy translation of land acknowledgement and flag coming as part of UMM identity | Draft mission and vision statements by January 2022 as part of the rebranding campaign. |
| implementation of new style guide should begin this summer and be in full implementation for fall '21 | revised branding on campus, including signage, will require funding and should be implemented strategically according to a budget | new style guide particularly important for Group 3 | action group needed as part of communication focus | rebrand is expected to be introduced to stakeholders in late June-early July; bilingual signage pending ETA of translations; discussion of timing needed | Executive summary/framework for rebranding campaign in draft: https://docs.google.com/document/d/1Mw7eBCodS3TxsbaqxrenzDdPnGiNMDeqmVaBMwAsYM/edit?usp=sharing |
| implementation in time for start of fall semester | | coordination will be needed with respective offices and with implementation of brand style guide for MaineCards, parking passes, etc. | | TBD, with leadership help from new VPMC | Will be addressed as part of rebranding campaign and as recommendation for further discussion with respective campus units for issuing cards, passes, etc. |
| implementation in time for start of fall semester | staff turnover and new hires at UMM and the status of the creation of a VP or V Provost of DEI and Office of DEI at UMaine | coordination with UMaine office of public relations, Director of Diversity and Inclusion, and with VP or V Provost of DEI, if and when the position is filled | | exploring Maine and tribal approval for flying of the Passamaquoddy Nation flag on campus; advance initiatives of DEI Council — pipelines of communication between the two universities; Native American student office needs UMaine Machias visit/need to formulate a process | It is recommended that UMaine Machias have someone designated to serve as DEI pointperson on campus; currently, Marcus Librizzi is that interim person as a member of the President's Council on Diversity, Equity, and Inclusion. |

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| | <p>must not forget that UMM community is due an update on the formation of a strong club sports infrastructure and any status on UMM athletics (had a three-year review mentioned at time of suspension)</p> | | <p>part of the action group's work on communication</p> | <p>needs to be part of the communication strategy/recommendations; needs to be informed by the org chart now being revised</p> | <p>A communication strategy is included in the rebranding executive summary.</p> |
| <p>Meeting productivity and professional development implementation begun winter 21-22, complete by spring 22. UMM BOV role in Development capacity: Implementation?? Hopefully BOV members could be engaged in focused fundraising by early in 22 (dependent on planning and implementation of relationship and staffing between UMaine Foundation Alumni Asso. and UMM, MOU).</p> | <p>Administrative support around scheduling, meeting, retreat and professional development design. Identified roles and responsibilities and calendar. Capacity and focus to new MOUs in place.</p> | <p>Close coordination between BOV Chair and Vice Chair and the HOC and Presidents offices. Coordination between BOV, Philanthropy Officer and Foundation</p> | | <p>BOV meeting coming up mid-July, new Chair and 3 new members. Need to form an Action Team to advance planning and MOU drafting between UMaine, UMM and UMaine Foundation and Alumni Association. Jacob will take lead. Potential members: Liz Erickson, Jeff Mills, John Diamond, Kyle Winslow See Action #3 below.</p> | <p>Collaboration/discussion expected between UMaine and UMaine Machias BOVs focused on roles and leadership opportunities.</p> |
| <p>Two campus collaboration: Implementation begun fall 21, complete spring 22 (Covid dependent).</p> | <p>Administrative support around scheduling, meeting, retreat and professional development design. Identified roles and responsibilities and calendar.</p> | <p>Close coordination between BOV chairs and between HOC and President's office.</p> | | <p>Kyle Winslow will be taking over as Chair and will coordinate with Phillip Hamilton and Presidents office and HOC office staff.</p> | |

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| <p>Signage and the Passamaquoddy/Wabanaki flag are scheduled for fall 2020. Enhancements to the virtual spaces and workplace platforms will need to proceed apace with these upgrades on the main campus, in alignment with the annual recommendations of the President's Council on Diversity, Equity, and Inclusion</p> | <p>Funding to implement upgrades</p> | <p>Coordination with (1) the UMaine Office of Diversity, Equity, and Inclusion, (2) the Wabanaki Center, (3) representatives of the Passamaquoddy tribal government, (4) physical plant, (5) IT</p> | | | |
| <p>September 2022 (best case)</p> | <p>Important to bring UMAA staff and board up to date; important to bring UMaine Fdn additional staff and board up to date; distinct MOU negotiation could be several months in development; progress will depend on budget/personnel resources available</p> | <p>Coordination with Group 6 (Growth Strategies for UMM) could be fruitful to both Group 5 and Group 6 if momentum in philanthropy, private grant capacity can be built</p> | <p>Action group #3, Jacob, Lead. Potential members: Liz Erickson, Jeff Mills, John Diamond, Kyle Winslow. Planning and negotiations followed by MOU drafting.</p> | <p>need clear message as to how UMaine Machias is part of UMaine — confirmation of what the MOU means for the two universities</p> | <p>Jacob van de Sande will take the lead in recommending a meeting with representatives from the University of Maine Foundation, UMaine Alumni Association, President's Office and UMaine Machias to explore expanding donor and alumni bases, starting with exploring any existing or proposed MOUs, by the first quarter of 2022.</p> |

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| September 2022 | Staffing and funding shortages are obstacles. Potential solutions in staffing could be explored through an adjunct position, course releases for full time faculty, and/or coordination with personnel on the main campus | possible art director position could be an essential point person for exploring this initiative | action group needed to look at the arts and other community offerings, including structure and logistics, #4, Marcus and Marianne (dovetailing into group 6) | VPR arts initiative to include UMM; UMM faculty, students and staff are now eligible to apply for Cultural Affairs/Distinguished Lecture Series funding to support speaking engagements and lectures at the UMM campus. Joint programs that involve both the UMaine and UMM campuses are also eligible for CADLS funding. | Among the initiatives: CCA is exploring a spring jazz event for Orono and Machias campuses. In addition, Bernie Vinzani is a member of the Maine Arts Initiative, coordinated by the VPR's office. |
| Fall 2022 | Funding and space | all marketing for these community resources should be coordinated by the UMM communication lead. Coordinate with Workgroup 6 on <i>Campus facilities, including residence halls, as locus for revenue generation</i> | communications action group needs to address the needs to get the word out about campus resources | the libraries will be fully integrated by July 1 | See the Cultural Resources tab of this document. |
| When should implementation be complete? (month, year) | 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? | Comments | | |
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| When should implementation be complete? (month, year) | 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? | Comments | | |

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| <p>This will be ongoing as more formalized partnerships will possibly occur to address new opportunities as they arise.</p> | <p>Possibly identifying a UMaine Extension person to be a liason with UMM to formalize the connection between the two.</p> | <p>Group 3 - in regards to enrollment management as it pertains to youth engaged in Extension activities. Group 6 - in regards to credentialing, certificates, etc. UMaine Office of Innovation, Downeast Institute, Penobscot and Passmaquoddy tribal leadership, and other stakeholder groups.</p> | |
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| <p>12/2021</p> | <p>Update matriculation agreement with WCCC to allow UMM students to participate in classes for degree credit. Resources (\$) are needed to implement. Need a dedicated person (navigator) to work with internships and other program pieces. System wide hiring freeze: UMM faculty HR issues – need faculty! Only one business division member at this time. Needs fixed length hire first to be able to determine who else is needed (adjunct). Continue/increase coordination with UMaine. One credit “Practical finance for business” class, possibly offered workshop style through New Ventures Maine. Work with them on accreditation. Build micro-credentials through the Machias Valley Center for Entrepreneurship.</p> | <p>SCEC, WCCC, UMaine Office of Innovation, Downeast Institute. UMM needs to hire a community/university navigator to assist students and community members with finding/connecting to what is already available and determining what else is needed.</p> | <p>https://umaine.edu/innovation/innovation-academic-programs/innovation-micro-credentials/</p> |
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| | <p>Funding obstacles as they will require positions. Marketing/Communications/Social Media position? Opportunity to shape that in a way to better focus on the community aspects? Lack of information falls to the rest of the campus community. Office of "special programs"- someone to coordinate such events/happenings-share "campus" happenings- maybe partner with community organizations to help get the word out. Or is it a "community liaison/coordinator with a focus on the coordination of events/student activities and "outside" community connections...invite students to be part of this task force to provide their input.</p> | <p>Advisory group/committee (including UMM/Extension and some key community collaborators might be helpful to lay out a plan of action with needs assessment/community input/ideas/time lines, key people, etc)</p> | |
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| <p style="text-align: right;">3/2022</p> | <p>1) We need infrastructure at UMM (personnel: 1/4 time of a position dedicated to promotion) to inventory current work, keep it up to date, and promote it in the local community. 2) Faculty workloads that are essentially 100% teaching may not allow time to dedicate to long-term research partnerships. 3) Convencing faculty and staff to promote what they're already doing so that the public can better understand the contributions that the campus makes to the local community.</p> | <p>Potentially interact with Group 4 (Faculty/Staff opportunities) to provide professional development helping faculty integrate research projects into their courses. Provide funding opportunities to support projects.</p> | <p>Periodic presentations to the BoV on current projects would be useful in communicating to the public and potentially finding new projects.</p> |
| <p style="text-align: right;">5/2022</p> | <p>1) Across the state interning in the health care careers are more difficult. 2) The UMM career counselor is a half-time position; this may not be sufficient support to fully implement all the identified internship opportunities and to identify new opportunities 3) Supporting student opportunities in creative arts may be difficult since most organizations are non-profit and don't have funds to support internships</p> | <p>UMM/UM Career Centers, employers, Group 6 Would it be possible to provide student supports similar to Family Futures Downest to support student internships?</p> | |

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| Ongoing as needs arise | | | |
| Ongoing as needs arise | | Group 6 | |
| Ongoing as needs arise | Housing shortage in this area. History between the two institutions "this has never been done before". | Group 6, Wild Maine Blueberry industry representatives and producers. | |

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| 9/2022 | | Group 6, tourism industry groups, SCEC, tribal economic development representatives | |
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| <p>Ongoing as new initiatives arise</p> | <p>Need to balance facility needs to grow enrollment with opportunities for other uses. At this time, Conferences and Institutes does not have available funds nor personell to inventory the spaces available at UMM. Students with federal work-study support might be able to do the work under the supervision of Conferences and Institutes at the UMaine campus.</p> | <p>All other planning groups, Events and Hospitality Support, external partners</p> | |
| <p>ongoing</p> | | <p>Penobscot and Passamaquoddy tribal leadership, Group 6</p> | |
| <p>Finalized by July 1, 2021</p> | <p>none</p> | <p>agreed to regular meetings between DEI and UMaine/UMM to review opportunities and connect to ongoing initiatives</p> | |