



One University for all of Maine

OBJECTIVE

Seven mission-differentiated, mutually dependent campuses operating as one fully integrated university singularly focused on student success and responsive service to the State of Maine.

FACING TODAY'S CHALLENGES WITH YESTERDAY'S MODEL

Maine's universities face unprecedented economic, demographic and competitive challenges. We can no longer afford to serve our 30,000 students while sustaining ten locations, seven independent university administrations, a central office, 550 buildings, and organizational silos that reward inefficiency and protectionism while stifling innovation and cross-campus cooperation. Absent systemic change, our most recent [Multi-Year Financial Analysis](#) Projects a \$90 Million Structural Deficit for the University of Maine System by FY 2020.

Quick Fact: Despite our challenges, the trustees of Maine's Public Universities have no greater priority than ensuring a quality education is affordable to Maine families. Our state leads the nation in controlling tuition increases for public 4-year institutions.

A PROMISE ON PROCESS AND INCLUSION

The scale of the change we seek to the established structure and methods of our public university system may be unprecedented, but it will not be achieved authoritatively. The One University model presented here is a destination we must reach, but the final path to our objective and many of the outcomes that will shape our future are still to be decided. As a public institution of higher education, we will employ collaborative and transparent processes so our campuses and constituencies remain informed and representatives from key stakeholder groups have an opportunity to contribute to the decision making process.

SEVEN MISSION-DIFFERENTIATED CAMPUSES

Maine's universities must have the resources, strategic focus and community engagement necessary to achieve sustainable competitive advantage and a focus for investment and growth. Working with community leaders to meet regional or statewide service missions will be job one for each of our university presidents. The role of the Boards of Visitors of each our institutions will be expanded to include greater interaction with the Board of Trustees to ensure that the stewards of our statewide system hear directly from the communities and constituencies served by each of our campuses.

ADMINISTRATIVE INTEGRATION & UNIFIED BUDGET

Maine's Universities will dramatically reduce and reorganize all administrative functions into a single, integrated administrative structure appropriate to our mission, resources and size. Starting next fiscal year we will move from seven individual university budgets to a unified financial management system that enhances transparency, ensures appropriate fiscal controls,

and makes possible comprehensive system-wide collaboration. All administrative functions will be integrated and managed as a single, geographically distributed unit, reducing redundancies and ensuring that every corner of our enterprise benefits from the expertise and efficiency that can only be achieved through true cooperation and scale. Adoption of a single, integrated university model will best achieve the [strategic outcomes](#) adopted by the Board of Trustees in July of 2014.

ACADEMIC ALIGNMENT AND STUDENT SUCCESS

Working in collaboration with faculty and staff to coordinate and integrate our academic and research programs across our institutions, we will ensure that our critical programs are adequately resourced, every Maine student has affordable access to any University program for which he or she is qualified, and that our institutions advance economic growth and opportunity. We do not seek conformity or to confine disciplines to a single campus but rather collaboration among programs across Maine that achieves single, statewide University access from all seven of our institutions. The result will be richer and more robust academic programs and access to the knowledge and experience of our professors for every Maine learner. Nursing and computer science are just two examples of programs where collaboration is improving opportunities and outcomes for our students and state.

Quick Link: The [Academic Portfolio Review and Integration Process](#) (APRIP) is the academic engagement process we launched in the summer of 2014.

RESPONSIVE SERVICE TO MAINE

Our public universities must be indispensible partners with our communities and businesses. We will continue to create active partnerships with employers around workforce development, as is the case with our existing Project Login initiative, which focuses on our state's critical need for graduates in information technologies. Internships and other forms of community engagement will become a more critical component in our education toolbox and we will integrate our research resources, investing more in advancements and service that tie directly to Maine's businesses and industries. Marine Science, for example, must be of a size and nationally rated caliber to support the sustainable management of the Gulf of Maine.

PROGRESS AND A PATH FORWARD

We have made significant progress on many fronts but there is much more to be done. Our campus mission-differentiation analysis is nearly complete across all of our institutions. Later this spring the Board of Trustees will complete plans for our new financial management structure and we anticipate closing the System Office in Bangor before the end of 2015, locating our administrators on a campus close to the students they serve. Our credit transfer initiative across our universities and with the Maine Community College System will also be completed in the current year.

Discussion and community engagement will be at the foundation of our decision-making process as we move forward with an administrative integration process that will be fully underway in FY 17. The APRIP process, which launched in 2014, will be a fully operational and ongoing mechanism this year for coordinating and integrating resources and programs. While we expect great gains over the next few years in collaboration and expanded access, we will need to maintain an APRIP-like process going forward to ensure our programs keep pace with advancements and are responsive to student and state needs.