




Board of Trustees
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November 8, 2019

TO: Members of the Board of Trustees
Faculty and Student Representatives

FR: Ellen N. Doughty, Clerk of the Board 

RE: **November 2019 Board Meeting**

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Enclosed are the materials for the **Board of Trustees Meeting on Sunday and Monday, November 17-18, 2019**, hosted by the University of Maine at Farmington. Directions are included in the Board meeting materials. Parking is available in the Olsen Student Center parking lot.

The Board Meeting materials are available on the Diligent portal, for those who have access, and in PDF format on the Board of Trustees website at: www.maine.edu/UMStrusteesmeetings

Live audio streaming will be available for the Board meeting on Sunday and Monday. The links to the live streaming and the captioning are on the Board of Trustees website at: www.maine.edu/board.

All Meeting Times Can Be Found on the Agenda of the Board Meeting Materials

On **Sunday, November 17th**, the Board meeting will be called to order in The Landing, Olsen Student Center. The Board will go directly into an Executive Session. Directly following the Executive Session, the Board meeting will reconvene in the North Dining Hall of the Olsen Student Center with a meeting with the UMF Board of Visitors. Following the Public meeting there will be a reception in the Beaver Lodge in the Olsen Student Center, followed by dinner on the 2nd Floor of Mantor Library.

On **Monday, November 18th**, the Board meeting will begin with an opportunity for continental breakfast and networking, followed directly by the Public meeting. The Board meeting on Monday will be held in the North Dining Hall, in the Olsen Student Center.

Meeting rooms have been reserved for the Faculty & Student Representatives if they would like to meet in their respective groups. The Student Representatives can meet in Student Senate Room, Olsen Student Center and the Faculty Representatives can meet in Conference Room 123, Olsen Student Center.

Overnight accommodations for those that have requested, have been made at the Comfort Inn & Suites, 1026 US Route 2 East, Wilton, ME. PH: 207- 645-5155.

Incoming messages can be left with the UMF President's Office at 778-7256 or with Heather Massey at 991-4724 or Ellen Doughty at 949-4905.

In the event of a postponement, cancellation, or changes in the Board of Trustees meeting, a message will be recorded on the Board Office telephone (581-5844). In addition, every effort will be made to personally contact the Board of Trustees, the Presidents, and the Faculty and Student Representatives.

cc: Chancellor Dannel Malloy
University Presidents
System Staff

UMF DIRECTIONS

The University of Maine at Farmington campus is located on Main Street in downtown Farmington — near Routes 2, 4, and 27. UMF is near world-class ski resorts Sugarloaf and Sunday River. In fact, if you've skied Sugarloaf you've probably driven right through our campus.

If using GPS, navigate to:

246 Main Street Farmington, ME 04938

That address will provide you the most accurate route.

From the SOUTH

Take the Maine Turnpike (U.S. Route 95) North to Exit 75 at Auburn.

(Look for the huge green sign on the Turnpike.)

Then follow Route 4 North to Farmington.

Or, take the Maine Turnpike (U.S. Route 95) North to Exit 112B in Augusta.

Then follow Route 27 North to Farmington.

From the WEST

Just follow U.S. Route 2 East to Farmington.

From the NORTH and EAST

Take the Maine Turnpike (U.S. Route 95) to Exit 157 Palmyra / Newport.

Then follow U.S. Route 2 West to Farmington.

If you need additional directions, just phone the friendly folks at our Campus Switchboard: 207-778-7000 or the Office of Admissions: 207-778-7050.



CAMPUS MAP



University of Maine System – Board of Trustees Meeting
November 17-18, 2019

at the University of Maine at Farmington
Olsen Student Center
North Dining Hall, Rooms B & C

REVISED - 11/15/19

AGENDA

Meeting Room for Faculty Representatives – Conference Room 123, Olsen Student Center
Meeting Room for Student Representatives – Student Senate Room, Olsen Student Center
(These rooms will be available starting at 12:00 pm on 11/17/19)

Sunday, November 17, 2019 – North Dining Hall

Call to Order @ 2:00 pm – The Landing, Olsen Student Center
The Board of Trustees will go directly into Executive Session

Executive Session from 2:00 pm to 4:45 pm

Call to Order/Reconvene Public Meeting @ 5:00 pm – North Dining Hall

BOT/BOV Meeting @ 5:05 pm
Tab 1 - [Meeting with BOT and UMF BOV](#)

Reception @ 6:00 pm – Beaver Lodge, Olsen Student Center (**Cash Bar**)
(By Invitation Only)

Dinner @ 7:00 pm – Mantor Library, 2nd Floor
(By Invitation Only)

Monday, November 18, 2019 – North Dining Hall, Rooms B & C

Coffee & Networking @ 8:00 am
Call to Order/Reconvene @ 8:30 am

Citizen Comment

The Board of Trustees provides time for citizen comment prior to the business agenda at each meeting. The Chair of the Board will establish time limits (usually three minutes per person) and determine any questions of appropriateness and relevancy. Personnel decisions, collective bargaining issues, grievances, litigation and other areas excludable from public discussion under the Maine Freedom of Access Law shall not constitute appropriate matters for such input. A person who wishes to speak during the citizen comment period should arrive prior to the meeting start time and sign up on a sheet provided, indicating name and topic of remarks.

Chair's Report (10 minutes)

- UMFK Presidential Search Update

Chancellor's Report (15 minutes)

Action Items

Tab 2 - [Acceptance of Minutes \(5 minutes\)](#)

Tab 3 - [Confirmation of Faculty Representative to the Board of Trustees \(5 minutes\)](#)

Tab 4 - [Honorary Degree Nomination for 2020, USM \(5 minutes\)](#)

Tab 5 – Report on a Summary of Process Considerations & Framework for Pursing Unified Accreditation (90 minutes)

Tab 6 – USM Name Change (15 minutes)

Tab 17 - Exception to Board Policy on Tenure (5 minutes)

Vice Chancellor for Finance and Administration & Treasurer's Report (25 minutes)

Tab 7 - Financial and Legislative Update

Tab 8 – FY2019 Budget to Actual & FY2020 Budget Forecast

Discussion Item (15 minutes)

Tab 9 – Fall 2019 Enrollment Report

Lunch Break (20 minutes) (Timing of the lunch break will be at the discretion of the Chair) – North Dining Hall, Room A

Interim Vice Chancellor for Academic Affairs' Report (60 minutes)

Tab 10 – Vice Chancellor for Academic Affairs' Update

Consent Agenda (5 minutes)

October 28, 2019 – Academic & Student Affairs Committee Meeting

Tab 11 - Awarding of Academic Degrees

Tab 12 - Academic Program Proposal: M.S. in Athletic Training, USM

Tab 13 - Academic Program Proposal: M.A. in Organizational Leadership, UMPI

October 30, 2019 – Finance, Facilities & Technology Committee Meeting

Tab 14 - Lease Authorization Request, UM

Tab 15 - UMS Energy Financing Addendum & Funding USM ESCO Project

Tab 16 - Erskine Hall Lease Extension, UMA

Date of the Next Meeting: January 26-27, 2020 at the University of Maine

Executive Session – The Landing, Olsen Student Center

Attachments

UMF BOV Membership List (*Confidential*)

USM 2020 Honorary Degree Nomination Background Info (*Confidential*)

Financial Update – Flash Reports

- Managed Investment Pool

- Pension Fund

- Operating Fund

FY2019 Budget to Actual

FY2020 Budget Forecast

Fall 2019 Enrollment Report

ESCO Request Background Materials

UMA Erskine Hall Lease Extension - background materials

UMS Summary of Process Considerations & Framework for Pursing Unified Accreditation

UMS Guiding Principles for Unified Accreditation

UMS Unified Accreditation Survey Response Summary

M.S. in Athletic Training, USM - background materials

M.A. in Organizational Leadership, UMPI - background materials

Exception to Board Policy on Tenure - background materials (*Confidential*)

Reports

[UMS Interactive Dashboard](#)

[Agenda Calendar](#)

Boards of Visitors Annual Reports

- [UM](#)
- [UMA](#)
- [UMF](#)
- [UMFK](#)
- [UMM](#)
- [UMPI](#)
- [USM](#)

[Academic Calendars: Academic Year 2021-2022 & 2022-2023](#)

[Management Group Appointment Report](#)

Capital Project Status Report

- [Executive Summary](#)
- [Capital Project Status Report](#)
- [Capital Project Status Report – Bond Report](#)

Presentations

[2019 Fall Enrollment Presentation](#)

[Geographic Information System \(GIS\) Presentation](#)

[Early College Plus Presentation](#)

[Computers, Coding & Careers Presentation](#)

[USM Name Change Presentation](#)

[Unified Accreditation Presentation](#)

[Tabs noted in red text are action items.](#)

Note: Times are estimated based upon the anticipated length for presentations or discussion of a particular topic. An item may be brought up earlier or the order of items changed for effective deliberation of matters before the Board.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Meeting with UMF Board of Visitors
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
102 Charter, Section 4B.5
5. **BACKGROUND:**

The Board of Trustees (BOT) and the Boards of Visitors (BOV) for the universities are collaborating to increase engagement. The BOT/BOV partnership increases advocacy and adds value for UMS, our students and the State.

One aspect of this engagement is a regularly scheduled meeting of the BOT with the local BOV when the BOT meets on a campus. Members of the UMF BOV will meet with the BOT for a discussion of campus BOV strategic goals and concerns.

Attachment:

[UMF BOV Membership List for 2019-2020](#) (*Confidential*)

11/8/19



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Acceptance of Minutes
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The following minutes will be presented to the Board of Trustees for approval at the November 17-18, 2019 Board meeting:

September 15-16, 2019 – Board of Trustees Meeting
 October 28, 2019 – Academic & Student Affairs Committee Meeting
 October 28, 2019 – Human Resources & Labor Relations Committee Meeting
 October 30, 2019 – Finance, Facilities, Technology Committee Meeting
 October 30, 2019 – Audit & Finance, Facilities, Technology Joint Session
 October 30, 2019 – Special Board Meeting

The Board of Trustees website link to the minutes is: <http://www.maine.edu/about-the-system/board-of-trustees/meeting-minutes/>

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the minutes as presented.

11/8/19



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Confirmation of Faculty Representative to the Board of Trustees
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Policy 205 - Faculty & Student Representatives to the Board of Trustees
5. **BACKGROUND:**
To create the environment for interaction among and between Faculty and Student Representatives, the Trustees and System administration, the Trustees have provided opportunities for participation in the meetings of the committees of the Board.

One faculty member and one undergraduate student from each of the seven universities and one graduate student from the University of Southern Maine and one graduate student from the University of Maine will be appointed by the Board as non-voting representatives to the Board of Trustees and invited to participate as non-voting members on the standing committees.

Normally, the representative is expected to complete a two year term; therefore, it is an expectation that the minimum term of service by Faculty and Student Representatives to the Board be two years. The nominations will be forwarded through the Presidents to the Chancellor for submission to the Board for Trustee approval.

The following nomination is being recommended by the President:

Faculty Representative:
Kennedy Rubert-Nason, UMFK – appointed for a 2 year term – November 2019 to November 2021
6. **TEXT OF PROPOSED RESOLUTION:**
That the Board of Trustees approves the appointment of the Faculty Representative to the Board of Trustees as presented.

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Honorary Degree Nomination for 2020, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
213 – Honorary Degrees
5. **BACKGROUND:**

Honorary Degree nominations from the University of Maine System campuses are presented annually for approval. In accordance with Board practice, the nominations are presented a year in advance and will be reviewed in Executive Session. At the November Board meeting the Chancellor may submit to the Trustees names and supporting documentation to be awarded in the current year.

Action will be taken in the public meeting without identification of the individual honorees. Publicity is the responsibility of the campus after arrangements for conferral of the degree are complete.

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees approves the 2020 nomination for Honorary Degree at USM as presented.

Attachment:

[USM 2020 Honorary Degree Background Info](#) (*Confidential*)

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AGENDA ITEM SUMMARY

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1. **NAME OF ITEM:** Report on a Summary of Process Considerations and Framework for Pursuing Unified Accreditation

2. **INITIATED BY:** Dannel P. Malloy, Chancellor

3. **BOARD INFORMATION:** **BOARD ACTION:** X

4. **OUTCOME:** **BOARD POLICY:** 308

Increase Enrollment
Improve Student Success and Completion
Relevant Academic Programming
Enhance Fiscal Positioning
Support Maine through Research and Economic Development

5. **BACKGROUND:**

At the July 2019 meeting, University of Maine System Board Chair James Erwin stated that it was the Board's sense that, in order for UMS to move forward with and attain the strategic goals established in the December 2018 Declaration of Strategic Priorities to Address Critical State Needs, UMS needs to be able to deliver significantly more collaborative, market-relevant cross-campus programming. In recent years, however, there have been significant challenges to developing, delivering, and managing such programs at the scope, scale, and pace the Board determines to be necessary to meet Maine's higher education attainment needs, some of which stem from the fact that each UMS university is accredited separately from other universities in the System.

Recognizing these challenges, Chair Erwin asked UMS Chancellor Dannel Malloy to review UMS's accreditation status and provide recommendations for what accreditation structure would be most likely to permit UMS to achieve its strategic goals and best serve the higher education needs of its students and the State of Maine.

In his September 2019 report to the Board, detailing historical consideration of a System-wide accreditation back more than three decades, Chancellor Malloy recommended that UMS universities begin a process to unify their accreditations to a statewide accreditation within the University of Maine System based on a series of Guiding Principles that were developed by the Chancellor, the UMS Presidents, and Senior System Staff and reviewed by staff at UMS's regional accreditor, the New England Commission of Higher Education (NECHE). Accepting that report on September 16, the Board directed the Chancellor to:

- Visit UMS campuses to gather input from key academic leaders and staff to determine how to successfully implement unified accreditation according to the Guiding Principles developed with UMS Presidents;
- Continue discussions with NECHE and the U.S. Department of Education as necessary to ensure UMS planning and actions incorporate relevant input from those entities; and

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- Develop, with input from System Presidents and campuses, “a process, plan, and timeline to seek unified accreditation from NECHE that could successfully transition UMS to a statewide accreditation model,” to be presented at the November 17-18, 2019 Board meeting.

Nearly two dozen people across UMS – Presidents, Chief Academic Officers, other university academic leaders, and System staff – were consulted about or provided content for developing the report requested by the Board. An outline of issues to be addressed in the report was circulated to this group in early October, to which comments were invited. In parallel to the direct university community engagement meetings led by the Chancellor and described above, numerous meetings, discussions, and emails occurred to finalize the topics covered and content provided in this report. These same UMS leaders, as well as NECHE staff, provided comment to the final draft of this report before its publication.

UMS leaders will provide a presentation of the report and be available to answer questions from the Board at the November 17-18 meeting.

Upon receipt of the report and conclusion of the November 18, 2019 presentation of it, the Board is asked to take the actions set forth in the text of the Resolution below.

6. **RESOLUTION:**

That the University of Maine System Board of Trustees:

1. Receives and accepts the Chancellor's Report on a Summary of Process Considerations and Framework for Pursuing Unified Accreditation and directs that it be transmitted to appropriate officials at NECHE and the U.S. Department of Education to enable further discussions to prepare for a potential transition to unified accreditation.
2. Authorizes and directs the Chancellor to continue to visit and engage with all UMS campuses to obtain appropriate input from all UMS stakeholders, and to engage with NECHE and the U.S. Department of Education as necessary and appropriate, in further developing implementation plans that would be necessary for a successful transition to unified accreditation.
3. Directs the Chancellor to prepare appropriate materials to bring to the Board for action at its January 2020 meeting the question of whether to initiate proceedings with NECHE, and as further appropriate with the U.S. Department of Education, to begin a transition to a unified institutional accreditation for the University of Maine System pursuant to the Guiding Principles already established.
4. Authorizes and directs the Chancellor and UMS Presidents to take such preliminary actions as may be necessary before Board action in January 2020 to ensure that a proper unified accreditation substantive change application can be prepared if the Board authorizes such action at that meeting.

Attachments:

[UMS Summary of Process Considerations and Framework for Pursuing Unified Accreditation](#)
[UMS Guiding Principles for Unified Accreditation](#)
[UMS Unified Accreditation Survey Response Summary](#)

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** USM Name Change
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Increased Enrollment
5. **BACKGROUND:**

USM President Glenn Cummings is recommending the University of Southern Maine change its name to the University of Maine at Portland. For the past year at over 25 forums with faculty, staff, students, alumni, Board of Trustees and community members, President Cummings has shared the results of an extensive market research survey related to the name change. He has also shared the data with several organizations that subsequently went on to endorse a name change. Endorsers of a name change include the Portland Regional Chamber of Commerce, the Portland Press Herald, USM's Board of Visitors, USM's Alumni Board, the USM Foundation Board, and 16 major Maine CEO and Business leaders who view a name change as a means for addressing its workforce challenges.

While the name change has received support and endorsement from many groups, and was positively received at virtually all public forums, some concerns were raised. There are alumni, faculty, students and staff who do not see the need for the name change. The top two concerns raised are:

- In light of the financial struggles USM has faced in the past, what is the cost of the name change and why spend funds on a name change.
- What is going to happen with the Gorham and Lewiston campuses? With Portland as the key focus in the proposed name, what does this mean for the other campuses?

Costs of name change:

There are upfront costs to a name change, but it is important to recognize there are bigger costs to not changing our name. If we fail to change our name and attract out-of-state students to address Maine's steep demographic decline, we expect revenues to decrease in the coming years for student scholarships and strengthening academic programs and student support services. A major rationale behind a name change is to address Maine's demographic crisis head on and actually generate additional revenues for such initiatives. Upfront costs for a name change will be paid back in two to four years through the recruitment of additional out-of-state students that both the market research and our Enrollment and Marketing Division projects with a name change.

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USM's Finance Office, which has been carefully analyzing the costs of a name change in consultation with the Leadership Team, projects the 2-year cost for the name change to be \$1.2 million. This includes one-time changes focused only on the name change. Examples would include new signage for the campuses, new athletic uniforms and new digital marketing. Publications, name badges, letterhead, updating of website pages, etc., are all done on an annual basis and are already included in the E&G budget. President Cummings has committed all of the funds in his Fund 10 account for the name change and is working to secure additional funding. He has pledged that there will not be a financial impact on the students at USM related to this change.

Impact on Gorham and Lewiston campuses:

A name change will in no way affect USM's intention and commitment to be a university with three vibrant campuses in Portland, Gorham and Lewiston.

USM has a new academic vision for the Gorham campus and Lewiston campus, as well as for all of its online academic programs. The Leadership Team at USM is working to grow enrollment in all of these areas. Using the research from the John N. Gardner Institute the Gorham campus will transition to support the teaching, learning and retention of all first and second year students. The building of new residence halls on the Portland campus will provide housing and completion support for upper-class students. The living learning communities on the Gorham campus are an important part of the out-of-state enrollment growth at USM and they will continue to be a key part of the retention plan.

The new academic vision for the Lewiston campus includes an alignment with regional needs in health care delivery, new academic programs and a new location. President Cummings has stated "our commitment to Lewiston-Auburn College and Central Maine is strong and unwavering. Relocating our campus to downtown Lewiston will provide meaningful new opportunities and possibilities that will better meet the needs of the Lewiston-Auburn region and its people. When all is said and done, we will have a more vibrant LAC, more engaged with the community and better suited to meeting the needs of its people and employers."

At the September 16, 2019 BOT meeting President Cummings presented the marketing research data and the BOT voted and passed the following resolution:

The Board of Trustees authorize the Chancellor and President Cummings, acting through the Office of Governmental Relations, to take such actions as are necessary before the Maine Legislature's cloture date to preserve the ability to seek legislative approval in the January 2020 legislative session for a name change, while the Board of Trustees provides opportunities for appropriate USM, UMS, and public input on the action.

Since this vote, Senator Nate Libby sponsored a bill for the name change and it has been moved to the January 2020 session. President Cummings is now seeking the support from the Board of Trustees for the name change.

6. TEXT OF PROPOSED RESOLUTION

That the University of Maine System Board of Trustees supports changing the name of the University of Southern Maine to the University of Maine at Portland.



AGENDA ITEM SUMMARY

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1. **NAME OF ITEM:** Financial and Legislative Update

2. **INITIATED BY:** Dannel P. Malloy, Chancellor

3. **BOARD INFORMATION:** X

BOARD ACTION:

4. **OUTCOME:**
Enhance fiscal positioning

BOARD POLICY:

5. **BACKGROUND:**

Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide a brief financial and legislative update at the November 17-18, 2019 Board of Trustees meeting.

Attachments:

[Managed Investment Pool Flash Reports](#)

[Pension Fund Flash Reports](#)

[Operating Fund Flash Reports](#)

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** FY2019 Budget to Actual & FY2020 Budget Forecast

2. **INITIATED BY:** Dannel P. Malloy, Chancellor

3. **BOARD INFORMATION:** X

BOARD ACTION:

4. **OUTCOME:**
Enhance fiscal positioning

BOARD POLICY:

5. **BACKGROUND:**

Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide a brief overview of the FY2019 Budget to Actual report and the FY2020 Budget Forecast report at the November 17-18, 2019 Board of Trustees meeting.

Attachments:

[FY2019 Budget to Actual](#)

[FY2020 Budget Forecast](#)

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** 2019 Enrollment Report
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Enrollment and Student Success **BOARD POLICY:**
5. **BACKGROUND:**

Robert Placido, Vice Chancellor of Academic Affairs, will share trending application data for Fall 2020 and elements of the 2019 Fall Enrollment Report. Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, will provide a brief update for Board members on the results of 2019 student return rates. Ryan Low, Vice Chancellor of Finance and Administration, will discuss the new budget process that projects credit hours using return rates.

Attachment:

[2019 Fall Enrollment Report](#)

[2019 Fall Enrollment Presentation](#)

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Vice Chancellor for Academic Affairs Update
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Relevant Academic Programming
Student Success **BOARD POLICY:**
5. **BACKGROUND:**

The Vice Chancellor for Academic Affairs' (VCAA) update at the November 2019 Board of Trustees meeting has three items.

1. **Geographic Information System (GIS)** – Matt McCourt (Geography and Environmental Planning, UMF) will share the background of Maine Geospatial Institute (MGI) and its work of building a professional geospatial community across Maine, as well as coordinating geospatial teaching and learning across the System campuses. Simon Murphy, a fourth year Environmental Policy and Planning student (UMF) will demonstrate an ongoing mobile GIS-based collaboration between UMF undergrads and Foster Tech high school students.
2. **Early College Computer Science Course** - Dean of Community Education Scott Voisine will present a new innovative partnership with the staff of Project Login. Starting this spring, an early college course titled “Computers, Coding, and Careers” will be available via Rural U to all Maine high school students. The course is an elective course that introduces students to the foundational concepts of computer science and challenges them to explore computing using problem-solving and real-work applications. There will also be a career-focused component to the course, and computer-based employers will, at times be part of the instruction.
3. **Early College Plus** - Executive Director for Early College Amy Hubbard will provide an introduction to the Early College Plus program, where faculty work in partnership with high school teachers to provide a high quality learning experience for high school students.

Presentations:

[Geographic Information System \(GIS\) Presentation](#)

[Early College Plus Presentation](#)

[Computers, Coding & Careers Presentation](#)

11/8/2019



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Awarding of Academic Degrees
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Improve student success and completion 303: Academic Degrees
5. **BACKGROUND:**
In accordance with Board of Trustees policy, the Board approves the awarding of academic degrees.

The Academic and Student Affairs Committee approved this item to be forwarded to the Consent Agenda at the November 17-18, 2019, Board of Trustees meeting for approval of the following resolution:

6. **TEXT OF PROPOSED RESOLUTION**
That the Board of Trustees approves the recommendation of the Academic and Student Affairs Committee to authorize the awarding of degrees during Commencement ceremonies for the 2019-2020 academic year to those students fully recommended by the appropriate faculties and the presidents of the respective institutions of the University of Maine System.

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AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Academic Program Proposal: MS in Athletic Training, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.2 Substantive Changes to Existing Academic Programs
5. **BACKGROUND:**

The University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) are seeking permission to offer a Master of Science in Athletic Training (MSAT). As described in the included proposal, the MSAT is designed to meet new standards in accreditation and changes in the field of Athletic Training.

The proposal was reviewed at all appropriate faculty and administrative levels at USM and UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UMPI MAOL on October 17, 2019.

The Academic and Student Affairs Committee approved this item to be forwarded to the Consent Agenda at the November 17-18, 2019, Board of Trustees meeting for approval of the following resolution:

6. TEXT OF PROPOSED RESOLUTION

That the Board of Trustees authorizes the creation of a collaborative Master of Science in Athletic Training for the University of Southern Maine and University of Maine at Presque Isle.

Attachment:

[M.S. in Athletic Training, USM background materials](#)

11/8/2019



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Academic Program Proposal: MA in Organizational Leadership
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review & Elimination Procedures
5. **BACKGROUND:**

The University of Maine at Presque Isle (UMPI) is seeking permission to offer a Master of Arts in Organizational Leadership (MAOL) delivered exclusively in the competency education modality. As described in the included proposal, the MAOL is designed to meet regional workforce needs and to build further collaboration with the University of Maine at Fort Kent (UMFK). This program includes a Director position jointly funded between UMPI and UMFK who would be responsible for developing 4+1 pathways for Business and other programs at the two institutions into the MAOL as well as potential additional pathways with other UMS institutions.

The proposal was reviewed at all appropriate faculty and administrative levels at UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council on October 3, 2019. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UMPI MAOL on October 16, 2019.

The Academic and Student Affairs Committee approved this item to be forwarded to the Consent Agenda at the November 17-18, 2019, Board of Trustees meeting for approval of the following resolution:

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees authorizes the creation of the Master of Arts in Organizational Leadership for the University of Maine at Presque Isle.

Attachment:

[M.A. in Organizational Leadership, UMPI background materials](#)

11/8/2019



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Lease Authorization Request, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Increase Enrollment 802 – Disposition of Real Property
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine requests authorization to enter into a ground lease for as long as 50 years with the Chi Omega House Corporation for property located at 109 College Avenue, Orono Maine. The primary purpose of the lease is the prospective construction of a building and provision of housing accommodations for active chapter members of the sorority.

This request is pursuant to Board of Trustee policy 802, which requires leases with a total value of greater than \$100,000 or a term of greater than 5 years to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. The lease in this instance would exceed that duration threshold. The request is to approve and to forward this matter to the Consent Agenda of the Board of Trustees.

The Xi Beta chapter of Chi Omega sorority was founded locally at the University of Maine in 1921 and continues to be an active sorority chapter on the University of Maine campus today with 62 current active sisters and a clean organizational conduct history. It is among the largest Greek organizations at UMaine with a long and stellar involvement history. Their members and alumni have been leaders in the Greek community both locally and nationally in volunteerism, academic performance, and philanthropy.

The structure to be built on the land will be owned by the house corporation and subject to the terms of the ground lease with the University. The lease potentially would be effective as soon as December 1, 2019, at an annual rent of \$1 for a fifty-year term, with the option to renew. The renewal terms would be negotiated at the time of the renewal. The site is currently vacant with no permanent structures. It is the former site of the Kappa Sigma fraternity house which burned down decades ago. The University already has more than a half dozen analogous agreements with various Greek organizations at UMaine.

This initiative is in keeping with and supports the Board of Trustees Primary Strategic Outcomes related to increasing student enrollment and improving student success and completion because it strengthens the UMaine Greek community and the student body.

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The number of UMaine students involved in Greek organizations on campus is at 12% and has shown an increasing trend over the last 5 years. Chi Omega alumni have been integrally involved in the chapter and continue to be examples of the best of Greek Life. Over the past 28 years, Chi Omega House Corporation has leased a variety of fraternity houses for their sorority members with great organizational and financial success. It has been through Chi Omega's experience in doing this that it has honed and developed the vision for its own chapter house while at the same time building a stronger and larger base of current members and broadening alumni interest and support.

Although not complete, the plans for this project call for a common meeting place for the entire chapter, multipurpose rooms to hold chapter or committee meetings, student and small group study spaces and other amenities. As finances and student interest permit, the Chi Omega House Corporation intends to add residential space to the building. Sufficient parking for the group would also be part of this project. The Chi Omega House Corporation's goal is to have their building built within 5 years if not sooner pending their securing of financing and appropriate approvals. Approvals include Trustees, Chi Omega's financial institution, the local municipality and so forth.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for the Board of Trustee approval at the November 17-18, 2019 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine to enter a ground lease for the land at 109 College Avenue, Orono for the term of as long as fifty years with all final terms and conditions subject to review and approval of the University of Maine System Treasurer and General Counsel.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Energy Financing Addendum & Funding USM ESCO Project
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:** Bylaws – Section 3
Primary Outcomes:
Enhance fiscal positioning
5. **BACKGROUND:**

The University of Maine System is seeking approval to add an Energy Equipment Addendum, which is included in these meeting materials, to its Master Equipment Lease/Purchase (MELP) Agreement with Banc of America (BOA) Public Capital Corp. This Addendum will allow the financing of energy equipment which BOA broadly defines to include items affixed to property like lighting, insulation, wiring, windows, roofing, and heating, ventilation and air conditioning (HVAC). The Board of Trustees (BOT) approved the initial MELP with BOA at its September 2017 meeting pursuant to the negotiated contract terms resulting from Request for Proposal (RFP) #069-2017. The MELP contract term is three years with options for two additional one year-renewals.

Specifically, the Addendum is being requested at this time to enable financing of up to \$1,900,000 for Energy Services Company (ESCO) projects on the University of Southern Maine's (USM) Gorham campus. The USM ESCO project was approved by the BOT at its November 2018 meeting and the related Agenda Item Summary is included with these materials for reference.

The ESCO Scope of Work consists of an Investment Grade Audit (IGA) of Bailey and Anderson Halls, which will generate a final Project Proposal that presents a package of Energy Conservation Measures (ECMs) and infrastructure improvements. The ESCO will then proceed to construct/implement the proposed improvements. Trane was selected as the ESCO by the University to carry out the work and engage in an ESPC (Energy Savings Performance Contract). Through the ESPC procurement model, the ESCO provides a fixed-firm project price and guarantees that improvements to the buildings result in cost savings equal to or greater than the capital costs of the improvements.

The ESCO project addresses a number of the University's key performance indicators (KPIs), including increasing the net asset value of the building stock, reducing energy and operations and maintenance costs, and reducing greenhouse gas emissions. An additional benefit includes increasing student comfort through improvement of heating and lighting systems. USM's master plan calls for a partnership with an ESCO as one of the primary mechanisms for addressing capital infrastructure improvements in existing buildings that are not planned for

11/8/19

demolition. To ensure a successful project and protect the University's interests, the University retained the services of Celtic Energy after a competitive RFP. Celtic has represented numerous universities, state entities, and federal government institutions across the United States, including the University of North Carolina System, the University of Maryland, the Federal Bureau of Investigation and the US Department of Energy.

Notable changes since the BOT approved this project include:

- 1) Trane's investment grade audit (IGA) came in at \$17,000 which was less than the \$25,000 estimated. However, to achieve further energy savings, USM increased the scope of the IGA contract to include three permanent meters - an electrical and thermal at Bailey and a thermal at Anderson, increasing the cost to a total of \$53,000. Upon moving to the implementation stage, USM will pay for these costs with realized savings through the Energy Savings Performance Contracts (ESPC) model.
- 2) The IGA is approximately 30% complete. The savings may be slightly lower than the 25-35% previously estimated based on preliminary RFP numbers. Further savings clarity will be achieved once the audit nears completion.
- 3) The timeline has been pushed back by approximately 6 months due to the length of time needed to complete the ESCO RFP process and contracting period.

The Finance Facilities, and Technology Committee approved the following resolution, at its October 30, 2019 meeting, to be forwarded to the Consent Agenda for Board of Trustee approval at the November 17 & 18, 2019 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees authorizes the University of Maine System to add an Energy Addendum to its Master Equipment Lease/Purchase Agreement with Banc of America Public Capital Corp for the financing of energy improvements including those related to Energy Services Company (ESCO) projects. Further, that the Board of Trustees authorizes the University of Southern Maine to fund an ESCO project on its Gorham campus, for Bailey and Anderson Hall energy improvements, using this financing arrangement, for up to \$1,900,000.

Attachment:

[ESCO Request Background Materials](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Erskine Hall Lease Extension, UMA
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Increase Enrollment 801 – Acquisition of Real Property
 Improve Student Success and Completion
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine at Augusta (UMA) requests approval to amend the current lease with Mastway Development, LLC (also known as SC – One, LLC and SC – Erskine, LLC) to extend the existing five year term to seven years for the Erskine Building located at 2 Coos Lane, Hallowell, Maine.

This request is pursuant to Board of Trustee Policy 801, which requires Board of Trustee approval for any real property lease of more than five years duration and \$100,000 in value. The current five-year cost is \$1,925,150 (slightly less than originally projected). The proposed seven-year lease would have a total cost of \$2,709,110.

At its July 15, 2019 meeting, the Board of Trustees approved a five year lease with Mastway Development, LLC to add as many as 48 additional beds for student housing to be ready for occupancy in August 2020. A copy of this Board item is attached for reference. Subsequently, after additional discussions with Mastway Development, LLC, it was determined that it would be advantageous to both parties to extend the lease from five years to seven years.

This extension will coordinate the lease terms with those affiliated with Stevens Hall, the first student housing project occupied in August 2019 and which is now fully occupied. This extension also allows UMA to lock in favorable lease rates over the seven-year period. The proposed effective date of the full lease is August 1, 2020.

This effort is consistent with the priority outcomes set forth by the Board of Trustees to increase enrollment and improve student success and completion. As previously mentioned to the Board of Trustees, this amendment provides expanded student residential housing for UMA's Augusta campus, and it is intended to support growth in key academic programs including Aviation, Architecture, Music and Nursing.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for the Board of Trustee approval at the November 17-18, 2019 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine at Augusta to enter into a lease amendment with Mastway Development, LLC or its successor organization to extend the existing lease from five years to seven years duration at a total cost over the seven year period of \$2,709,110 subject to review of the final terms and conditions by the University General Counsel and Treasurer.

Attachment:

[UMA Erskine Hall Lease Extension - background materials](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Exception to Board Policy on Tenure
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Tenure: 310
5. **BACKGROUND:**
Robert Placido, Vice Chancellor of Academic Affairs, is seeking a one-time exception to the Board Policy on Tenure.
6. **TEXT OF PROPOSED RESOLUTION**
That the Board of Trustees authorizes a one-time exception to the Tenure policy to allow two faculty members at UMF four years of tenure probation credit.

Attachment:

[Exception to Board Policy on Tenure – Background Materials](#) (*Confidential*)

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	Fiscal YTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
MIP Composite	344,739,612	100.0	100.0	0.8	-0.4	10.0	1.2	5.6	3.9	5.7	6.4
Allocation Index				1.1	0.2	11.4	2.2	6.6	5.0	6.2	6.5
Policy Index				1.3	0.0	11.3	2.3	7.0	5.4	6.5	6.8
Total Domestic Large Cap	78,021,514	22.6	22.0	1.9	1.7	20.5	4.2	13.3	10.8	13.1	13.2
S&P 500				1.9	1.7	20.6	4.3	13.4	10.8	13.3	13.2
SSgA S&P 500	78,021,514	22.6	22.0	1.9	1.7	20.5	4.2	13.3	10.8	13.2	13.2
S&P 500				1.9	1.7	20.6	4.3	13.4	10.8	13.3	13.2
Total Domestic Small/Mid Cap	26,723,516	7.8	8.0	2.4	-1.9	14.8	-8.1	9.5	7.0	11.1	12.0
Russell 2500				1.8	-1.3	17.7	-4.0	9.5	8.6	11.4	12.2
Westfield Capital	13,640,637	4.0	4.0	-0.7	-2.6	17.7	-5.5	12.7	8.3	12.1	13.3
Russell 2500 Growth				-1.9	-3.2	20.0	-4.1	12.3	10.2	12.8	13.5
DFA	13,082,879	3.8	4.0	6.0	-1.2	11.9	-10.5	5.4	5.1	9.6	--
Russell 2000 Value				5.1	-0.6	12.8	-8.2	6.5	7.2	9.4	10.1
Total International Equity (including emerging markets)	83,173,046	24.1	25.0	1.4	-3.0	7.7	-4.3	3.4	1.5	3.7	4.6
MSCI EAFE				2.9	-1.1	12.8	-1.3	6.5	3.3	6.1	4.9
Morgan Stanley	21,627,219	6.3	6.5	1.7	-1.7	12.1	-2.0	5.7	2.4	5.2	4.9
Globeflex	21,032,599	6.1	6.5	2.5	-3.3	6.2	-11.5	3.3	2.3	5.4	5.0
MSCI EAFE				2.9	-1.1	12.8	-1.3	6.5	3.3	6.1	4.9
Kabouter International Opportunities Offshore Fund II	17,500,592	5.1	5.0	-0.9	-3.9	7.9	-7.2	--	--	--	--
MSCI EAFE Small Cap				2.8	-0.4	12.1	-5.9	5.9	6.0	8.6	7.5
Emerging Markets Equity	23,012,636	6.7	7.0	1.7	-3.2	5.6	2.2	1.4	-0.4	0.3	--
MSCI Emerging Markets				1.9	-4.2	5.9	-2.0	6.0	2.3	2.4	3.4
Aberdeen Emerging Mkts	12,111,153	3.5	3.5	1.2	-4.2	10.0	6.3	4.9	2.2	1.9	5.0
MSCI Emerging Markets				1.9	-4.2	5.9	-2.0	6.0	2.3	2.4	3.4
Mondrian EM Small Cap	10,901,483	3.2	3.5	2.3	-2.2	1.1	-2.1	-2.3	-3.0	--	--
MSCI Emerging Markets Small Cap				2.0	-4.6	1.8	-5.5	1.3	-0.1	1.8	3.2
Total Fixed Income	81,848,824	23.7	24.0	-0.1	1.2	6.9	6.2	3.1	3.0	3.6	5.0
BBgBarc US Aggregate TR				-0.5	2.3	8.5	10.3	2.9	3.4	2.7	3.7
Commonfund	24,976,992	7.2	7.0	-0.1	2.1	8.5	9.2	3.6	3.6	3.4	4.8
BBgBarc US Aggregate TR				-0.5	2.3	8.5	10.3	2.9	3.4	2.7	3.7
Vanguard Inflation-Protected Securities	12,779,009	3.7	3.5	-1.1	1.4	7.6	7.1	2.1	--	--	--
BBgBarc US TIPS TR				-1.4	1.3	7.6	7.1	2.2	2.4	1.1	3.5



September 30, 2019

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	Fiscal YTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Vanguard Short-Term Inflation-Protected Securities	12,244,139	3.6	3.5	-0.1	0.4	--	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				-0.3	0.3	3.9	3.7	1.6	1.3	0.8	1.8
Blackrock Strategic Income Opportunities	16,905,812	4.9	5.0	0.1	0.9	6.1	5.5	--	--	--	--
3-Month Libor Total Return USD				0.2	0.6	1.9	2.6	1.9	1.3	1.0	0.8
Bain Capital Senior Loan Fund	14,942,871	4.3	5.0	0.4	0.7	6.4	3.2	--	--	--	--
Credit Suisse Leveraged Loans				0.4	0.9	6.4	3.1	4.7	4.1	4.4	5.4
Total GAA	52,653,823	15.3	15.0	0.4	-0.4	8.4	3.9	3.7	2.4	3.5	4.3
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				1.0	0.3	12.9	3.9	7.0	5.2	6.2	6.4
GMO Global Absolute Return	25,696,969	7.5	7.5	1.7	-1.4	5.3	0.9	3.4	2.1	3.5	4.4
Blended Index				-0.2	1.2	9.3	7.9	3.9	4.1	3.6	5.1
Newton Global Real Return	26,956,854	7.8	7.5	-0.8	0.7	9.6	8.1	3.4	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				0.9	0.3	12.4	4.2	6.6	4.9	5.9	6.1
Total Hedge Funds	18,586,057	5.4	6.0	-2.2	-1.7	5.7	-3.1	2.4	0.6	2.1	2.0
HFRI Fund of Funds Composite Index				-0.4	-0.9	5.2	0.0	3.2	1.9	3.2	2.7
Lighthouse	18,586,057	5.4	6.0	-2.2	-1.7	5.7	-3.1	3.3	--	--	--
Credit Suisse Long Shrt Eqt USD				-0.1	0.1	6.8	-0.4	4.8	3.4	5.6	4.9
Total Real Assets	1,522,388	0.4	0.0	-0.1	-0.1	-1.0	-6.1	-3.5	0.3	4.1	--
NCREIF Timberland Index				0.2	0.2	1.3	2.1	3.1	4.4	6.0	4.0
John Hancock Timber Fund	1,522,388	0.4	0.0	-0.1	-0.1	-1.0	-6.1	-3.5	0.3	4.1	0.1
NCREIF Timberland Index				0.2	0.2	1.3	2.1	3.1	4.4	6.0	4.0
Private Equity	1,958,723	0.6	0.0	0.0	0.0	3.4	-3.2	11.8	7.5	--	--
Landmark Equity Partners XV	1,958,723	0.6	0.0	0.0	0.0	3.4	-3.2	11.8	7.5	--	--
Cambridge Associates US All PE (1 Qtr Lag)				4.6	4.6	7.8	11.9	15.6	11.7	13.9	14.7
Total Cash	251,721	0.1	0.0								
Distribution Account	251,721	0.1	0.0	0.1	0.5	1.6	2.0	1.2	0.7	0.5	0.4
91 Day T-Bills				0.2	0.5	1.7	2.3	1.5	1.0	0.7	0.5

Notes:

Fiscal YTD begins 7/1

Blended Index: 40% BC Aggregate, 30% BC U.S. TIPS 1-10YR, 10% S&P 500, 10% BC High Yield, 10% JPM EMBI+

Returns are net of manager fees

John Hancock Timber market value as of 09/30/19

Landmark market value is estimated as of 9/30/2019

Cash account includes \$434 currently being held in the TCW account.

September 30, 2019

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- This report may contain forward-looking statements that are based on NEPC's estimates, opinions and beliefs, but NEPC cannot guarantee that any plan will achieve its targeted return or meet other goals.



University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	Fiscal YTD (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Pension Composite	26,610,506	100.0	100.0	0.2	1.2	9.6	5.1	4.2	5.0	3.9	5.3	6.0
Allocation Index				0.7	0.8	9.7	4.0	4.4	5.6	4.9	6.0	6.4
Policy Index				0.7	0.9	10.5	5.0	4.7	5.9	5.1	6.2	6.9
Total Global Equity	7,869,528	29.6	30.0	1.4	--	--	--	--	--	--	--	--
MSCI World				2.1	0.5	17.6	1.8	6.4	10.2	7.2	9.7	9.0
Walter Scott Global Equity Fund	7,869,528	29.6	30.0	1.4	--	--	--	--	--	--	--	--
MSCI World				2.1	0.5	17.6	1.8	6.4	10.2	7.2	9.7	9.0
Emerging Markets Equity	1,056,811	4.0	3.0	2.3	-2.2	1.1	-2.1	-2.6	-2.3	-3.0	-1.4	--
MSCI Emerging Markets				1.9	-4.2	5.9	-2.0	-1.4	6.0	2.3	2.4	3.4
Mondrian EM Small Cap	1,056,811	4.0	3.0	2.3	-2.2	1.1	-2.1	-2.6	-2.3	-3.0	--	--
MSCI Emerging Markets Small Cap				2.0	-4.6	1.8	-5.5	-4.8	1.3	-0.1	1.8	3.2
Total Fixed Income	11,518,212	43.3	43.0	-0.4	1.8	7.8	8.3	4.1	2.9	3.1	3.0	4.2
BBgBarc US Aggregate TR				-0.5	2.3	8.5	10.3	4.4	2.9	3.4	2.7	3.7
Vanguard Total Bond Market Index	7,147,056	26.9	26.0	-0.6	2.4	8.7	10.5	4.5	2.9	--	--	--
BBgBarc US Aggregate TR				-0.5	2.3	8.5	10.3	4.4	2.9	3.4	2.7	3.7
Vanguard Inflation-Protected Securities	937,555	3.5	3.5	-1.1	1.4	7.6	7.1	3.6	--	--	--	--
BBgBarc US TIPS TR				-1.4	1.3	7.6	7.1	3.7	2.2	2.4	1.1	3.5
Vanguard Short-Term Inflation-Protected Securities - VTSPX	912,335	3.4	3.5	-0.1	0.4	--	--	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				-0.3	0.3	3.9	3.7	2.2	1.6	1.3	0.8	1.8
BlackRock Strategic Income Opportunities	1,180,014	4.4	5.0	0.1	0.9	6.1	5.6	--	--	--	--	--
3-Month Libor Total Return USD				0.2	0.6	1.9	2.6	2.3	1.9	1.3	1.0	0.8
Bain Capital Senior Loan Fund	1,341,252	5.0	5.0	0.4	0.7	6.4	3.2	--	--	--	--	--
Credit Suisse Leveraged Loans				0.4	0.9	6.4	3.1	4.3	4.7	4.1	4.4	5.4
Total GAA	1,907,513	7.2	8.0	-0.8	0.7	11.7	7.2	3.7	4.6	2.9	3.6	4.8
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				1.0	0.3	12.9	3.9	4.8	7.0	5.2	6.2	6.4
Newton Global Real Return	1,907,513	7.2	8.0	-0.8	0.7	9.6	8.1	5.7	3.4	--	--	--
60% MSCI ACWI (Net) / 40% FTSE WGBI				0.7	0.4	12.4	4.4	4.8	6.4	4.9	5.6	5.9
Total Alternative Investments	1,201,323	4.5	5.0	-2.2	-1.7	5.7	-3.1	1.0	2.4	1.2	2.4	2.3
HFRI Fund of Funds Composite Index				-0.4	-0.9	5.2	0.0	1.5	3.2	1.9	3.2	2.7
Lighthouse	1,201,323	4.5	5.0	-2.2	-1.7	5.7	-3.1	2.4	3.3	--	--	--
Credit Suisse Long Shrt Eqt USD				-0.1	0.1	6.8	-0.4	2.6	4.8	3.4	5.6	4.9



September 30, 2019

University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	Fiscal YTD (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Total Real Assets	2,100,680	7.9	8.0									
Principal	2,100,680	7.9	8.0	0.3	1.6	4.5	5.8	7.2	7.7	9.4	10.1	10.6
NCREIF ODCE				1.3	1.3	3.8	5.6	7.1	7.3	9.3	10.3	10.9
Total Cash	956,439	3.6	3.0									
Distribution Account	956,439	3.6	3.0	0.2	0.5	1.6	2.0	1.7	1.3	0.8	0.5	0.4
91 Day T-Bills				0.2	0.5	1.7	2.3	2.0	1.5	1.0	0.7	0.5

Notes:

Fiscal YTD begins 7/1

Blended Index: 40% BC Aggregate, 30% BC U.S. TIPS 1-10YR, 10% S&P 500, 10% BC High Yield, 10% JPM EMBI+

Returns are net of manager fees



September 30, 2019

Information Disclaimer

- Past performance is no guarantee of future results.
- All investments carry some level of risk. Diversification and other asset allocation techniques are not guaranteed to ensure profit or protect against losses.
- NEPC's source for portfolio pricing, calculation of accruals, and transaction information is the plan's custodian bank. Information on market indices and security characteristics is received from other sources external to NEPC. While NEPC has exercised reasonable professional care in preparing this report, we cannot guarantee the accuracy of all source information contained within.
- Some index returns displayed in this report or used in calculation of a policy, allocation or custom benchmark may be preliminary and subject to change.
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Reporting Methodology

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- This report may contain forward-looking statements that are based on NEPC's estimates, opinions and beliefs, but NEPC cannot guarantee that any plan will achieve its targeted return or meet other goals.



University of Maine System Operating Fund

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	Fiscal YTD (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Operating Funds Composite	297,558,317	100.0	100.0	0.1	0.6	5.2	3.9	3.1	2.3	2.4	2.7
<i>Allocation Index</i>				0.3	0.7	5.4	4.0	3.3	2.6	2.6	2.6
Liquidity Pool Composite	92,575,648	31.1	30.0	0.2	0.5	1.7	2.2	1.4	1.0	0.7	0.6
State Pool	52,609,685	17.7		0.2	0.6	1.7	2.3	1.5	1.0	0.8	0.7
BOA General Fund	5,212,920	1.8		0.0	0.1	0.7	1.1	0.5	0.3	0.2	--
Federated Gov't Obligations	28,425,004	9.6		0.2	0.6	1.7	2.3	1.4	--	--	--
JP Morgan US Gov't Money Market Fund	6,328,039	2.1		0.2	0.5	1.7	2.2	1.4	--	--	--
<i>FTSE T-Bill 3 Months TR</i>				0.2	0.6	1.8	2.4	1.5	1.0	0.7	0.5
Income Pool Composite	135,101,819	45.4	47.5	0.0	1.1	5.2	5.3	2.5	2.3	2.2	3.1
Income Research + Management	71,347,106	24.0	26.0	0.0	0.8	3.6	4.6	1.8	1.7	--	--
<i>BBgBarc US Govt/Credit 1-3 Yr. TR</i>				-0.1	0.7	3.4	4.6	1.8	1.6	1.3	1.5
BlackRock Strategic Income Opportunities	20,473,805	6.9	7.0	0.1	0.9	6.1	5.5	3.9	--	--	--
<i>3-Month Libor Total Return USD</i>				0.2	0.6	1.9	2.6	1.9	1.3	1.0	0.8
Loomis Sayles Bank Loans	22,661,764	7.6	7.0	0.5	1.3	6.7	3.3	3.7	3.6	3.5	4.3
<i>Loomis Bank Loans Custom Index</i>				0.6	1.5	7.8	4.0	4.0	4.1	4.2	5.3
Vanguard Total Bond Market Instl' Fund	20,619,144	6.9	7.5	-0.6	2.4	8.7	10.5	2.9	3.4	2.7	3.7
<i>BBgBarc US Aggregate TR</i>				-0.5	2.3	8.5	10.3	2.9	3.4	2.7	3.7
Total Return Pool Composite	69,880,850	23.5	22.5	0.4	-0.4	9.7	2.5	5.7	4.0	4.5	5.4
Lighthouse	14,367,408	4.8	5.0	-2.2	-1.7	5.7	-3.1	3.3	--	--	--
<i>Credit Suisse Long Shrt Eqt USD</i>				-0.1	0.1	6.8	-0.4	4.8	3.4	5.6	4.9
Newton Global Real Return	14,244,786	4.8	4.0	-0.8	0.6	9.7	8.1	--	--	--	--
<i>60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg</i>				0.9	0.3	12.4	4.2	6.6	4.9	5.9	6.1
PIMCO All Asset	13,285,304	4.5	4.0	1.0	-0.6	7.6	4.0	5.1	3.2	3.3	5.3
<i>Blended Index</i>				-0.2	1.2	9.3	7.9	3.9	4.1	3.6	5.1
Vanguard Total World Stock Index	27,983,352	9.4	9.5	2.2	0.0	16.2	1.0	9.7	6.9	--	--
<i>FTSE Global All Cap Index</i>				2.1	0.0	16.2	1.0	9.5	5.8	7.7	7.0

Notes:

Returns are net of manager fees.

The inception date for the allocation index is 07/01/2009

Fiscal YTD begins 7/1

Blended Index: 40% BC Aggregate / 30% BC U.S. TIPS 1-10YR / 10% S&P 500 / 10% BC High Yield / 10% JPM EMBI+

Loomis Bank Loans Custom Index blends performance of "S&P/LSTA Leveraged Loan Index" before 9/1/2014 and "S&P/LSTA Leveraged BB Loan Index" after 9/1/2014.

Composite excludes external loans.

Blackrock SIO changed its share class in May 2018 to BSIKX.

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FY2019
E&G and Auxiliary
Budget vs. Actual

(Based on internal budget format)

**UNIVERSITY OF MAINE SYSTEM
E&G and AUXILIARY OPERATIONS
FY2019**

For FY2019, the University of Maine System experienced an increase from E&G and Auxiliary operations of \$5.6 million; the equivalent of 1.0% of the annual operating revenue budget.

E & G and AUXILIARY FY2019						
	Operations			Transfers From/(To)		
Institution	Budget	Actual	Variance	Administrative Savings	Budget Stabilization	Net
UMAINE	\$ -	\$ 2,843,695	\$ 2,843,695	\$ -	\$ -	\$ 2,843,695
UMM	-	(107,997)	(107,997)	-	-	(107,997)
UMA	(2,999,008)	(781,958)	2,217,050	-	-	(781,958)
UMF	-	(2,658,768)	(2,658,768)	-	-	(2,658,768)
UMFK	6,633	64,878	58,245	-	-	64,878
UMPI	-	(525,673)	(525,673)	-	-	(525,673)
USM - Excluding Law	195,981	(113,527)	(309,508)	-	-	(113,527)
USM - Law	(1,231,216)	(895,992)	335,224	-	202,546	(693,446)
Campus Total	(4,027,610)	(2,175,342)	1,852,268	-	202,546	(1,972,796)
Governance	-	(271,073)	(271,073)	-	-	(271,073)
University Services	(525,433)	571,236	1,096,669	-	-	571,236
Subtotal	(4,553,043)	(1,875,179)	2,677,864	-	202,546	(1,672,633)
Early College	-	148,000	148,000	-	-	148,000
Admin. Savings	3,301,740	2,638,839	(662,901)	(2,638,839)	-	-
Investment Income	-	6,149,611	6,149,611	-	-	6,149,611
Business Insurance	-	333,420	333,420	-	-	333,420
Employee Benefits	-	(1,764,601)	(1,764,601)	-	-	(1,764,601)
TOTAL	\$ (1,251,303)	\$ 5,630,090	\$ 6,881,393	\$ (2,638,839)	\$ 202,546	\$ 3,193,797

Major factors impacting FY2019 results

- Unrestricted investment income was budgeted at \$4.4 million; the return on unrestricted investments was \$10.6 million, resulting in an increase of \$6.2 million above budget. If unrestricted investment income had not exceeded budget, the System would have experienced a loss of \$0.6 million.
- Actual credit hour enrollment was 1.8% below budget. Student related revenues for Tuition, Fees, Residence and Dining were \$2.0 million below budget while Financial Aid was \$3.4 million (3.9%) above budget resulting in a student revenue variance of -\$5.4 million (-1.8%). As a result of indirect cost recovery and unrestricted investment income positive variances, total revenues were \$542.9 million or \$1.9 million (0.4%) above budget. Total Operating Expenses & Transfers (including depreciation) were \$548.5 million or \$3.2 million below budget. When removing depreciation expense and including debt service principal and capital investments, the net change before reserve transfers was \$5.6 million.

- UMaine's enrollment was slightly below budget (396 credit hours). Revenues exceeded budget by \$1.0 million due primarily to increased indirect cost recovery. When excluding depreciation, operating expenditures were approximately \$1.8 million below budget resulting in the positive operating results of \$2.8 million.
- Although credit hours were 1,386 (9.2%) below budget, UMM's E&G operations were positive due to cost containment. Auxiliary operations, however, experienced a loss of \$175 thousand resulting in UMM's overall loss of \$0.1 million. At year end, UMM's E&G and Auxiliary Reserve balances were \$0.7 million.
- UMA budgeted a loss of \$3.0 million, but the actual loss was \$0.8 million – an improvement of \$2.2 million. Total credit hours were only 260 or 9 FTE below budget and revenues were only slightly below budget. Conservative spending and vacancy savings resulted in a \$2.4 million reduction in spending compared to budget. UMA's E&G and Auxiliary Reserve balances were \$9.9 million at year end.
- UMF's total credit hours were 4,436 (7.8%) below budget contributing to a student revenue variance of -\$3.1 million. Other revenues were above budget reducing the total revenue variance to -\$2.4 million. Total expenses were \$1.2 million above budget. To offset the overall shortfall, capital expenditures were reduced by approximately \$0.9 million as compared to budget. UMF's E&G and Auxiliary Reserve balances were negative (\$-4.5 million) at year end. Unrestricted Net Position (excluding GASB 75 OPEB adjustment) was also negative (\$-2.9 million).
- UMFK achieved positive operating results of \$0.1 million. Although enrollment was 8.0% below budget, E&G expenses (primarily vacancy savings) were also below budget to offset the negative enrollment resulting in positive operating results of \$0.4 million. Auxiliary operations, however, realized a loss of \$0.3 million from reduced revenues and operating expenses above budget (3.3%). UMFK's E&G and Auxiliary Reserve balances were -\$0.9 million at year end; Unrestricted Net position (excluding GASB 75 OPEB adjustment) was -\$0.1 million.
- UMPI's total credit hours were 3,056 or 9.9% below budget, and total revenue was \$0.9 million (5.5%) below budget. Total expenses were \$1.1 million below budget and offset the revenue loss. However, UMPI invested \$0.7 million more than budgeted for future capital projects which resulted in an FY19 loss of \$0.5 million. UMPI had positive E&G and Auxiliary Reserves of \$0.4 million at year end.
- USM Excluding Law School - Enrollment was only 103 credit hours below budget, but the revenue was above budget due to increased out-of-state enrollments. E&G expenses were slightly above budget but E&G operating results were positive. Auxiliary operations experienced a -4.8% variance in revenue which was partially offset by spending reductions. Overall, USM experienced a \$0.1 million loss as compared to a budgeted surplus of \$0.2 million.
- The Law School had originally budgeted a loss of \$1.2 million against which the Trustees had approved a Budget Stabilization transfer, if needed. Credit hours were 200 (2.6%) below budget, but revenue was above budget (\$0.1 million) due to a higher percentage of out-of-state enrollments. Expenses were \$0.2 million below budget for a loss of \$0.9 million. At year end, the System transferred \$0.2 million in Budget Stabilization funds and USM transferred \$0.7 million from reserves to offset the Law School loss.

- University Services refunded approximately \$0.7 million to campuses as expenditures were less than budgeted for specific campus-services areas. The remaining \$0.6 million will be used for strategic investments. Early College received \$0.5 million in state appropriation with a portion being unexpended and carried forward to FY20. Administrative Savings totaled \$3.3 million with \$0.7 million being expended for approved expenditures such as Institutional Research and the Associate Vice Chancellor for Academic Affairs and the remaining \$2.6 million being carried forward for strategic initiatives such as space reduction/demolition projects.
- The Employee Benefit Pool experienced a loss of \$1.8 million due to unusually high medical claim costs throughout FY19. The Benefit Pool Reserve balance at year-end was \$12.2 million. UMS Benefit Pool Reserve should have a balance sufficient to cover 3 to 6 months of claims or approximately \$23 to \$45 million.

When reviewing Auxiliary and E&G Operations separately, the actual results were \$0.4 million and \$5.2 million, respectively.

AUXILIARY FY2019						
	Operations			Transfers From/(To)		
Institution	Budget	Actual	Variance	Administrative Savings	Budget Stabilization	Net
UMAINE	\$ -	\$ 1,119,848	\$ 1,119,848	\$ -	\$ -	\$ 1,119,848
UMM	-	(174,641)	(174,641)	-	-	(174,641)
UMA	(86,929)	(134,860)	(47,931)	-	-	(134,860)
UMF	-	(43,069)	(43,069)	-	-	(43,069)
UMFK	(204,923)	(299,350)	(94,427)	-	-	(299,350)
UMPI	196,588	81,531	(115,057)	-	-	81,531
USM	158,211	(157,863)	(316,074)	-	-	(157,863)
TOTAL	\$ 62,947	\$ 391,596	\$ 328,649	\$ -	\$ -	\$ 391,596

E & G FY2019						
	Operations			Transfers From/(To)		
Institution	Budget	Actual	Variance	Administrative Savings	Budget Stabilization	Net
UMAINE	\$ -	\$ 1,723,847	\$ 1,723,847	\$ -	\$ -	\$ 1,723,847
UMM	-	66,644	66,644	-	-	66,644
UMA	(2,912,079)	(647,098)	2,264,981	-	-	(647,098)
UMF	-	(2,615,699)	(2,615,699)	-	-	(2,615,699)
UMFK	211,556	364,228	152,672	-	-	364,228
UMPI	(196,588)	(607,204)	(410,616)	-	-	(607,204)
USM - Excluding Law	37,770	44,336	6,566	-	-	44,336
USM - Law	(1,231,216)	(895,992)	335,224	-	202,546	(693,446)
Campus Total	(4,090,557)	(2,566,938)	1,523,619	-	202,546	(2,364,392)
Governance	-	(271,073)	(271,073)	-	-	(271,073)
University Services	(525,433)	571,236	1,096,669	-	-	571,236
Subtotal	(4,615,990)	(2,266,775)	2,349,215	-	202,546	(2,064,229)
Early College	-	148,000	148,000	-	-	148,000
Admin. Savings	3,301,740	2,638,839	(662,901)	(2,638,839)	-	-
Add'l Unrestricted Investment Income		6,149,611	6,149,611	-	-	6,149,611
Business Insurance	-	333,420	333,420	-	-	333,420
Employee Benefits	-	(1,764,601)	(1,764,601)	-	-	(1,764,601)
TOTAL	\$ (1,314,250)	\$ 5,238,494	\$ 6,552,744	\$ (2,638,839)	\$ 202,546	\$ 2,802,201

Travel & Memberships/Contributions Reporting

Public Law 2011, Chapter 616 requires periodic reporting of the actual travel & contribution costs to the Board of Trustees. Below are the budget to actual comparisons for FY2019.

Travel, Meals & Entertainment				
Funding Source	Annual Base Budget	YTD Actuals	Variance	
E&G/Auxiliary	\$ 6,483,811	\$ 8,270,996	\$ (1,787,185)	-27.6%
Restricted/Other	4,773,200	5,768,236	(995,036)	-20.8%
Total	\$ 11,257,011	\$ 14,039,232	\$ (2,782,221)	-24.7%

**Restricted travel for grants and contracts is covered by the grantor.*

Memberships, Gifts, Donations & Sponsorships				
Funding Source	Annual Base Budget	YTD Actuals	Variance	
E&G/Auxiliary	\$ 1,568,744	\$ 1,459,043	\$ 109,701	7.0%
Restricted/Other	566,400	904,399	(337,999)	-59.7%
Total	\$ 2,135,144	\$ 2,363,442	\$ (228,298)	-10.7%



**FY2020
E&G and Auxiliary
Forecast
As of 10/31/2019**

(Based on internal budget format)

UNIVERSITY OF MAINE SYSTEM
FY2020 E&G and AUXILIARY FORECAST #1
As of 10/31/19

Excluding unrestricted investment income, the Universities, Governance, and University Services (including the Employee Benefit Pool) are projecting an operating loss of \$10.6 million or \$5.9 million greater than budgeted.

E & G and AUXILIARY FY2020			
	Operations		
Institution	Budget	Forecast	Variance
UMAINE	\$ -	\$ (3,437,382)	\$ (3,437,382)
UMM	(494,277)	\$ (333,910)	160,367
UMA	(1,412,736)	\$ (962,477)	450,259
UMF ¹	(1,991,692)	\$ (1,991,692)	-
UMFK	-	\$ -	-
UMPI	47,761	\$ 47,761	-
USM - Excluding Law	60,399	\$ (2,353,551)	(2,413,950)
USM - Law ¹	(925,000)	\$ (1,047,371)	(122,371)
Campus Total	(4,715,545)	(10,078,622)	(5,363,077)
Governance	-	-	-
University Services	-	-	-
Employee Benefit Pool	-	\$ (500,000)	\$ (500,000)
TOTAL	\$ (4,715,545)	\$ (10,578,622)	\$ (5,863,077)
¹ Approved Budget Stabilization Fund transfers at year end up to \$500,000 for UMF and \$800,000 for the Law School to offset any deficits.			

Unrestricted Investment Income	\$ 3,391,771	\$ 1,444,668	\$ (1,947,103)
Forecasted investment income equals actuals-to-date and does not include any projection for future gains or losses.			

Major factors impacting FY2020 forecast

- Fall total credit hours were 1.7% below budget. Enrollments were above budget at UMaine, UMPI, and the Law School. Although total enrollments were below budget at UMA, non-resident enrollments were 60% more than budget.

FALL ENROLLMENT (CREDIT HOURS)				VARIANCE BY RESIDENCY	
	Budget	Actual	Variance	In-State	Out-of-State
UMAINE	139,579	139,612	33	741	(708)
UMM	6,685	6,127	(558)	(741)	183
UMA	35,158	34,937	(221)	(1,188)	967
UMF	26,120	24,559	(1,561)	(1,407)	(154)
UMFK	13,069	12,632	(438)	(569)	132
UMPI	12,410	12,898	488	288	200
USM - Excluding Law	85,174	81,775	(3,399)	(3,520)	121
USM - Law	3,555	3,664	109	94	15
TOTAL	321,750	316,204	(5,547)	(6,302)	756

- Although UMaine's total Fall credit hours were slightly above budget, out-of-state credit hours were 1.3% below budget resulting in projected revenues of \$2.4 million below budget (Tuition -\$1.0, Dining & Residence -\$0.7, Other Sales & Services -\$0.7). Contractual compensation increases and one-time personnel commitments are approximately \$1.2 million more than budget. Increased enrollment efforts related to recruitment, retention, and marketing (offset by some other expense savings) are expected to be \$0.2 million more than budgeted. Based on UMaine's projected loss from operations of -\$3.8 million, UMaine is reducing capital funding *at this time* by \$0.4 million to drop the net change from operations loss to -\$3.4 million and will require a transfer from reserves to mitigate this loss.
- UMM's revenues are projected at \$0.3 million below budget. Significant vacancy savings at the beginning of the fiscal year are projected to save \$0.4 million in expense. An additional \$0.1 million in other expense reductions is anticipated as all expenses are being very closely monitored to secure as many one-time savings as are feasible. UMM's projected operating loss is -\$0.3 million – a \$0.2 million improvement as compared to budget.
- UMA's revenue is projected to be \$0.7 million below budget, but expenses are projected to be \$1.2 million below budget resulting in a projected loss of -\$1.6 million – a \$0.5 million improvement as compared to budget.
- Based on projected lower enrollments, UMF, UMFK, and UMPI submitted revised budgets that were approved by the Board in October. All 3 universities are forecasting results as budgeted.
- USM's fall credit hours were 4% below budget. This reduction in credit hours combined with increased merit scholarship and waivers results in projected revenues of \$4.4 million below budget. Expenses are projected to be \$2.0 million below budget resulting in a projected loss of -\$2.4 million. USM would have sufficient reserves to offset this loss if realized.
- The Law School experienced credit hour increases above budget for both in and out-of-state students. Financial aid, however, is projected to be more than budgeted and offsets the gain in increased tuition revenue. Expenses are forecasted at \$0.1 million above budget resulting in the budgeted deficit of -\$0.9 million now increasing to -\$1.0 million. The Board has approved the transfer of up to \$0.8 million in Budget Stabilization funds to the Law School at year end, if needed.

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Travel, Meals & Entertainment				
Funding Source	Budget	Actuals	Unexpended	
E&G/Auxiliary	\$ 6,600,637	\$ 6,537,185	\$ 63,452	1.0%
Restricted/Other	5,067,000	1,430,160	3,636,840	71.8%
Total	\$ 11,667,637	\$ 7,967,345	\$ 3,700,292	31.7%

Memberships, Gifts, Donations & Sponsorships				
Funding Source	Budget	Actuals	Unexpended	
E&G/Auxiliary	\$ 1,499,985	\$ 1,107,591	\$ 392,394	26.2%
Restricted/Other	611,000	256,773	354,227	58.0%
Total	\$ 2,110,985	\$ 1,364,364	\$ 746,621	35.4%



Fall 2019 Enrollment Report

Robert Zuercher, UMS Senior Institutional Research & Planning Analyst
Justin Young, UMS Senior Institutional Research & Planning Analyst
October 28, 2019

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

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UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

INTRODUCTION

The following report provides summary information regarding enrollment at the University of Maine System for the 2019 Fall Semester. All data reported is as of the census date, October 15, 2019.

Notes:

1. Some totals may not appear to sum correctly due to rounding (e.g., credit hours, FTE, and percentages).
2. In the case of intra-campus cross-listed courses, the Host institution (the UMS institution hosting/teaching the course) receives the credit hours for the course, while the Home institution (the UMS institution where the students' primary enrollment is) keeps the FTE and headcount.
3. The formula for calculating Fall FTE (for all campuses except UMF starting in Fall 2006) is as follows:
$$\text{Fall Undergraduate Credit Hours}/15 + \text{Fall Professional (Law) Credit Hours}/15 + \text{Fall Graduate Credit Hours}/9 = \text{Fall FTE} + \text{UMF: Fall Undergraduate Credit Hours}/16 + \text{Fall Graduate Credit Hours}/9 = \text{Fall FTE}.$$

Data Source: PeopleSoft Database; the University of Maine System; 10/15/2019.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HIGHLIGHTS

- Compared to Fall 2018, total undergraduate headcount increased by 0.7%, but undergraduate credit hours dropped by 0.6%. UMA and USM saw increases in undergraduate credit hours (3.8% and 1.7% respectively), while the other UMS campuses saw declines ranging from -0.3% at UM to -11.8% at UMFK.
- Credit hours among Early College students increased 14.0% relative to Fall 2018. Every UMS campus saw an increase in Early College credit hours – from 25.3% at UMF to 54.5% at USM – except for UMFK and UMPI, who dropped -16.2% and -22.6% respectively. Credit hours from Early College programs now account for 5.4% of all undergraduate credit hours in the UMS.
- Despite declines at both UMF and USM (-11.1% and -3.5% respectively), graduate student hours were the highest they have been in the past five fall terms and showed a slight increase (0.2%) overall relative to Fall 2018 and a more pronounced increase of 11.6% compared to five years ago.
- Credit hours from in-state students continued to decline, showing a drop of -0.9% compared to Fall 2018 and a more substantial decline of -6.0% from five years ago. Growth in out-of-state credit hours showed a slowdown in Fall 2019, dropping by 2.7% since Fall 2018, but remain up by 34.4% relative to Fall 2015. Credit hours from NEBHE students increased by 18.7% from Fall 2018 and are up 9.5% from Fall 2015.
- Credit hours and headcounts have declined substantially at the Associate-degree level, driven largely by the elimination of two-year degree programs across the system in recent years. Baccalaureate-seeking students also declined from Fall 2018, dropping slightly by 1.3% in overall headcount and by -0.3% in total credit hours.
- First-time undergraduates dropped by -4.0% compared to Fall 2018. In-state, first-time undergraduates increased slightly by 2.1%, but out-of-state first-time students saw a substantial decline relative to last year (-20.8%). Entering transfer students increased by 1.8% from last year. Readmitted undergraduates and entering post-baccalaureates saw slight decreases compared to last Fall. Entering graduate and law students increased 14.0% and 6.8% compared to last year and 24.5% and 19.0% compared to Fall 2015.
- Compared to either a year ago or five years ago, there are now more Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander and multi-racial/ethnic students enrolled in the UMS, which helps to explain some of the growth in overall student headcounts. The total number of white students increased 2.7% since last year and 6.0% since Fall 2015. The total number of Non-Resident Alien (International) students saw an increase (7.8%) from Fall 2018, as did American Indian/Alaska Native students (0.6%), but both groups are down from Fall 2015 (-20.0% and -9.1% respectively).
- The delivery of credit hours continued to shift toward Distance Education—toward Distance Online in particular, which accounted for nearly 20% of total credit hours. Distance online credit hours grew by 7.1% since last year. Distance Onsite credit hours are also up from last year (by 18.2%), while Distance ITV and Video Conferencing declined by -36.6% and -8.4% respectively. Traditional campus credit hours declined only slightly over the past year (by -2.2%) and have declined by -2.3% over the past five years.

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HEADCOUNT BY CAMPUS AND STUDENT LEVEL

Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	9,297	9,323	9,279	9,365	9,430	36.5%	0.7%	1.4%
UMA	4,683	4,416	4,014	4,128	4,361	16.9%	5.6%	-6.9%
UMF	1,795	1,782	1,811	1,736	1,674	6.5%	-3.6%	-6.7%
UMFK	1,559	1,904	1,760	1,794	1,589	6.2%	-11.4%	1.9%
UMM	786	745	701	675	659	2.6%	-2.4%	-16.2%
UMPI	1,289	1,326	1,408	1,554	1,445	5.6%	-7.0%	12.1%
USM	6,126	6,189	6,110	6,390	6,675	25.8%	4.5%	9.0%
Total	25,535	25,685	25,083	25,642	25,833	100.0%	0.7%	1.2%

Graduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	1,625	1,896	1,961	2,039	2,131	54.9%	4.5%	31.1%
UMF	221	218	269	304	256	6.6%	-15.8%	15.8%
USM	1,359	1,424	1,443	1,497	1,497	38.5%	0.0%	10.2%
Total	3,205	3,538	3,673	3,840	3,884	100.0%	1.1%	21.2%

Law Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
USM	254	242	241	253	257	100.0%	1.6%	1.2%

Total Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	10,922	11,219	11,240	11,404	11,561	38.6%	1.4%	5.9%
UMA	4,683	4,416	4,014	4,128	4,361	14.5%	5.6%	-6.9%
UMF	2,016	2,000	2,080	2,040	1,930	6.4%	-5.4%	-4.3%
UMFK	1,559	1,904	1,760	1,794	1,589	5.3%	-11.4%	1.9%
UMM	786	745	701	675	659	2.2%	-2.4%	-16.2%
UMPI	1,289	1,326	1,408	1,554	1,445	4.8%	-7.0%	12.1%
USM	7,739	7,855	7,794	8,140	8,429	28.1%	3.6%	8.9%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%
Unduplicated Total	28,446	28,861	28,465	29,154	29,379	100.0%	0.8%	3.3%

Total Headcount by Student Level

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Undergraduate	25,535	25,685	25,083	25,642	25,833	86.2%	0.7%	1.2%
Graduate	3,205	3,538	3,673	3,840	3,884	13.0%	1.1%	21.2%
Law	254	242	241	253	257	0.9%	1.6%	1.2%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%
Unduplicated Total	28,446	28,861	28,465	29,154	29,379	100.0%	0.8%	3.3%

Note: The “Unduplicated Total” is the number of unique students enrolled in the UMS. Students may be enrolled in one or more UMS institutions, but they are only counted once in the “Unduplicated Total.”

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FTE BY CAMPUS AND STUDENT LEVEL**Undergraduate FTE by Campus**

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,378	8,526	8,635	8,618	8,595	44.5%	-0.3%	2.6%
UMA	2,626	2,422	2,169	2,243	2,335	12.1%	4.1%	-11.1%
UMF	1,645	1,626	1,628	1,528	1,478	7.6%	-3.2%	-10.1%
UMFK	911	1,052	950	954	842	4.4%	-11.8%	-7.5%
UMM	493	492	452	429	403	2.1%	-6.2%	-18.3%
UMPI	823	885	903	933	860	4.4%	-7.8%	4.4%
USM	4,404	4,440	4,580	4,730	4,811	24.9%	1.7%	9.3%
Total	19,280	19,443	19,316	19,435	19,323	100.0%	-0.6%	0.2%

Graduate FTE by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	993	1,068	1,085	1,132	1,188	50.4%	4.9%	19.7%
UMF	79	83	96	114	101	4.3%	-11.1%	27.3%
USM	1,040	1,044	1,086	1,106	1,067	45.3%	-3.5%	2.6%
Total	2,112	2,195	2,267	2,352	2,357	100.0%	0.2%	11.6%

Law FTE by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
USM	237	229	228	247	244	100.0%	-0.9%	3.0%

Total FTE by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	9,371	9,594	9,720	9,750	9,783	44.6%	0.3%	4.4%
UMA	2,626	2,422	2,169	2,243	2,335	10.6%	4.1%	-11.1%
UMF	1,724	1,709	1,723	1,641	1,579	7.2%	-3.8%	-8.4%
UMFK	911	1,052	950	954	842	3.8%	-11.8%	-7.5%
UMM	493	492	452	429	403	1.8%	-6.2%	-18.3%
UMPI	823	885	903	933	860	3.9%	-7.8%	4.4%
USM	5,681	5,713	5,894	6,082	6,123	27.9%	0.7%	7.8%
Total	21,629	21,867	21,812	22,033	21,924	100.0%	-0.5%	1.4%

Total FTE by Student Level

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Undergraduate	19,280	19,443	19,316	19,435	19,323	88.1%	-0.6%	0.2%
Graduate	2,112	2,195	2,267	2,352	2,357	10.7%	0.2%	11.6%
Law	237	229	228	247	244	1.1%	-0.9%	3.0%
Total	21,629	21,867	21,812	22,033	21,924	100.0%	-0.5%	1.4%

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

CREDIT HOURS BY CAMPUS AND STUDENT LEVEL**Undergraduate Credit Hours by Campus**

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	125,673	127,895	129,520	129,264	128,919	44.3%	-0.3%	2.6%
UMA	39,390	36,332	32,531	33,644	34,937	12.0%	3.8%	-11.3%
UMF	26,320	26,008	26,043	24,443	23,650	8.1%	-3.2%	-10.1%
UMFK	13,658	15,780	14,256	14,316	12,632	4.3%	-11.8%	-7.5%
UMM	7,394	7,384	6,785	6,440	6,127	2.1%	-4.9%	-17.1%
UMPI	12,351	13,275	13,543	13,993	12,898	4.4%	-7.8%	4.4%
USM	66,053	66,603	68,697	70,950	72,168	24.8%	1.7%	9.3%
Total	290,838	293,277	291,375	293,050	291,330	100.0%	-0.6%	0.2%

Graduate Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,936	9,609	9,767	10,189	10,693	50.4%	4.9%	19.7%
UMF	714	747	861	1,023	909	4.3%	-11.1%	27.3%
USM	9,360	9,396	9,775	9,953	9,607	45.3%	-3.5%	2.6%
Total	19,010	19,752	20,403	21,165	21,209	100.0%	0.2%	11.6%

Law Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
USM	3,557	3,436	3,427	3,699	3,664	100.0%	-0.9%	3.0%

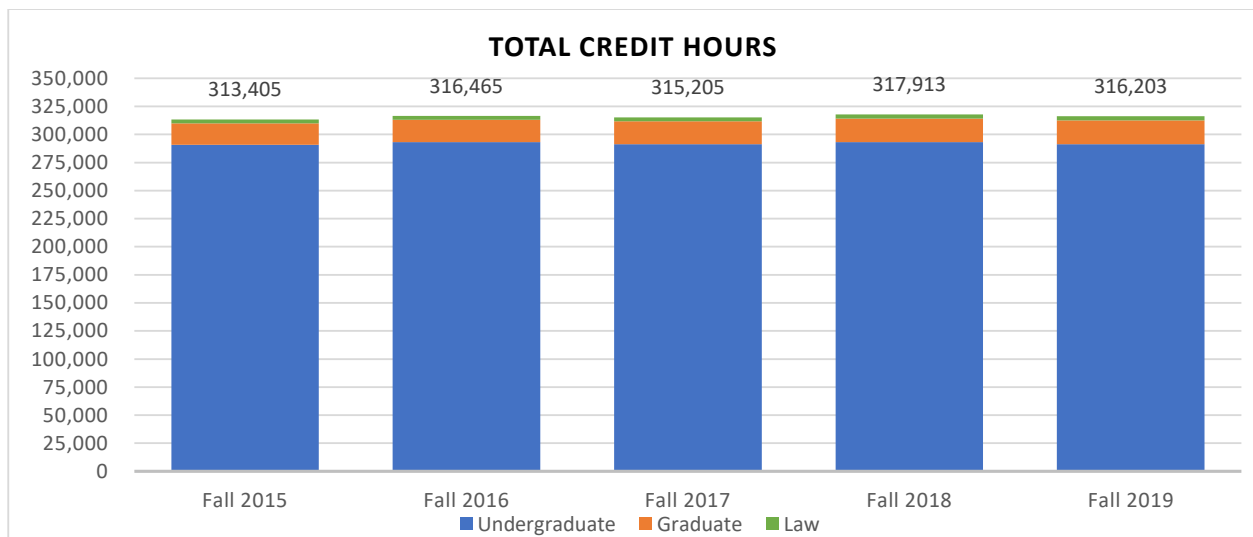
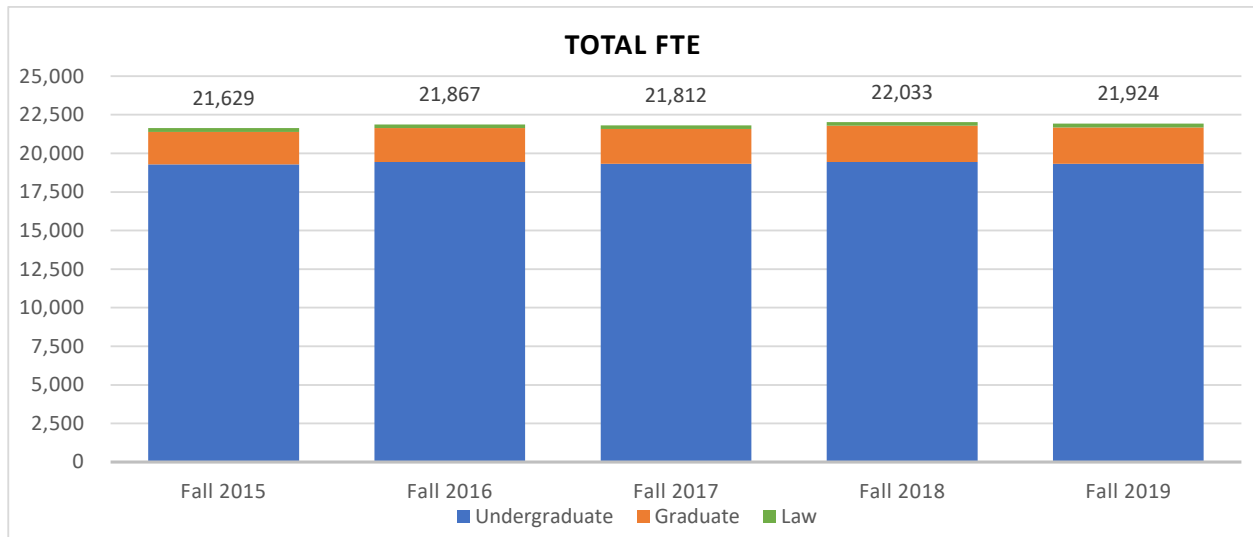
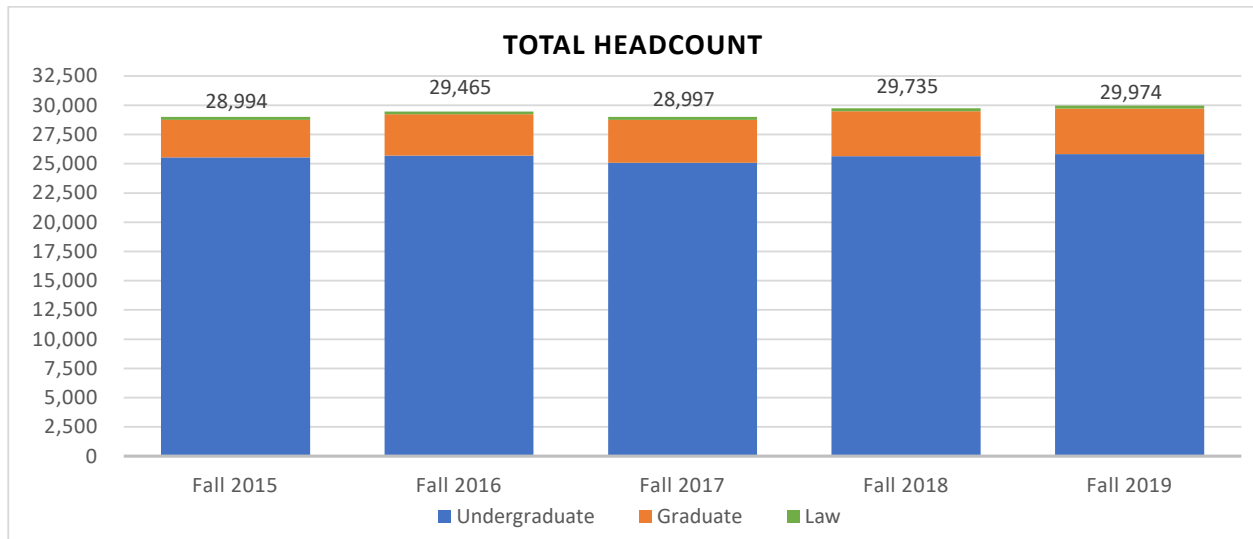
Total Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	134,609	137,504	139,287	139,453	139,612	44.2%	0.1%	3.7%
UMA	39,390	36,332	32,531	33,644	34,937	11.0%	3.8%	-11.3%
UMF	27,034	26,755	26,904	25,466	24,559	7.8%	-3.6%	-9.2%
UMFK	13,658	15,780	14,256	14,316	12,632	4.0%	-11.8%	-7.5%
UMM	7,394	7,384	6,785	6,440	6,127	1.9%	-4.9%	-17.1%
UMPI	12,351	13,275	13,543	13,993	12,898	4.1%	-7.8%	4.4%
USM	78,970	79,435	81,899	84,602	85,439	27.0%	1.0%	8.2%
Total	313,405	316,465	315,205	317,913	316,203	100.0%	-0.5%	0.9%

Total Credit Hours by Student Level

Student Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Undergraduate	290,838	293,277	291,375	293,050	291,330	92.1%	-0.6%	0.2%
Graduate	19,010	19,752	20,403	21,165	21,209	6.7%	0.2%	11.6%
Law	3,557	3,436	3,427	3,699	3,664	1.2%	-0.9%	3.0%
Total	313,405	316,465	315,205	317,913	316,203	100.0%	-0.5%	0.9%

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**FALL 2019 HIGH SCHOOL EARLY COLLEGE HEADCOUT, FTE, AND CREDIT HOURS
BY PROGRAM AND CAMPUS**
Aspirations by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	272	23.1%	84.4	19.9%	979	22.4%
UMA	239	20.3%	92.1	21.7%	927	21.2%
UMF	17	1.4%	9.8	2.3%	92	2.1%
UMFK	235	19.9%	79.7	18.8%	809	18.5%
UMM	122	10.4%	34.9	8.2%	426	9.7%
UMPI	56	4.8%	17.3	4.1%	183	4.2%
USM	237	20.1%	105.8	25.0%	962	22.0%
Total	1,178	100.0%	423.9	100.0%	4,378	100.0%

Bridge-Year by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	12	9.0%	2.1	0.8%	31	2.6%
UMA	122	91.0%	256.1	99.2%	1,161	97.4%
Total	134	100.0%	258.2	100.0%	1,192	100.0%

Dual-Enrollment by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	36	1.5%	7.9	0.8%	118	1.2%
UMA	423	18.0%	158.2	15.7%	1,662	16.5%
UMF	79	3.4%	21.3	2.1%	324	3.2%
UMFK	420	17.9%	150.3	15.0%	1,589	15.8%
UMPI	497	21.1%	364.9	36.3%	2,583	25.6%
USM	896	38.1%	302.2	30.1%	3,807	37.8%
Total	2,351	100.0%	1,004.7	100.0%	10,083	100.0%

Total Early College by Campus

Campus	Unduplicated Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	320	9.0%	94.3	5.6%	1,128	7.2%
UMA	758	21.3%	506.4	30.0%	3,750	24.0%
UMF	96	2.7%	31.0	1.8%	416	2.7%
UMFK	631	17.7%	230.0	13.6%	2,398	15.3%
UMM	122	3.4%	34.9	2.1%	426	2.7%
UMPI	542	15.2%	382.1	22.7%	2,766	17.7%
USM	1,098	30.8%	408.0	24.2%	4,769	30.5%
Total	3,567	100.0%	1,686.8	100.0%	15,653	100.0%
Unduplicated Total	3,319					

Notes: The “Unduplicated Headcount” counts students once per institution (students can participate in multiple early college programs at each institution). The “Unduplicated Total” is the number of unique students enrolled in the UMS. Students may be enrolled in one or more UMS institutions, but they are only counted once in the “Unduplicated Total.”

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HEADCOUNT OF HIGH SCHOOL EARLY COLLEGE BY CAMPUS

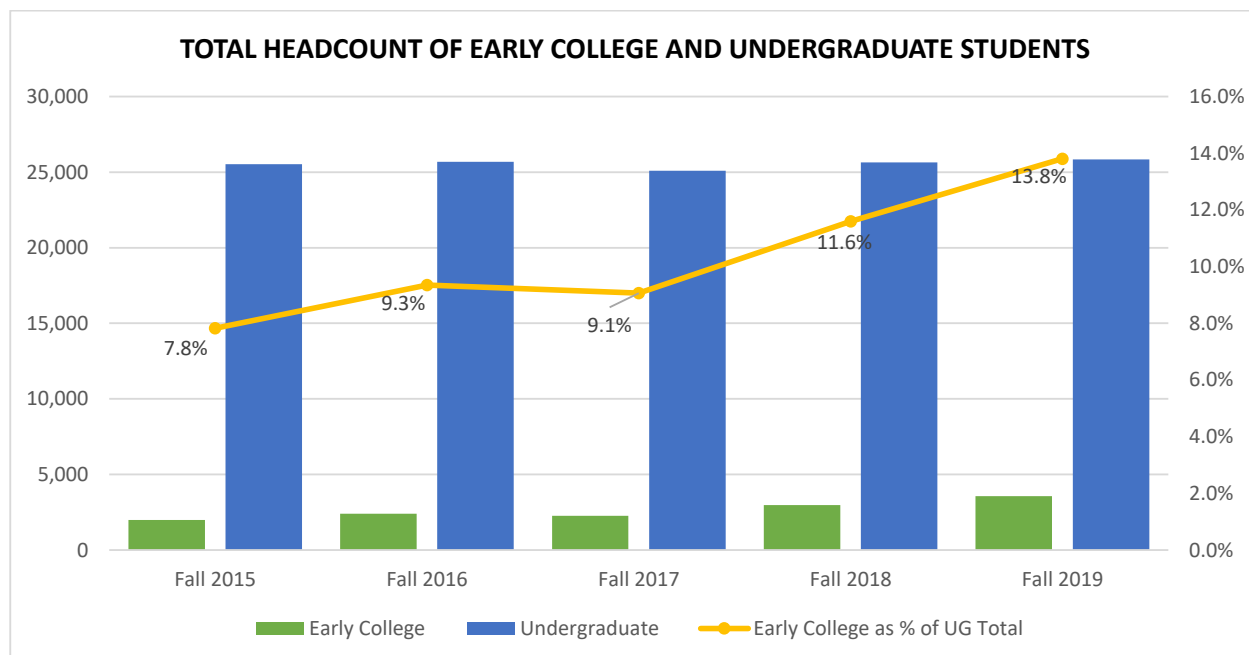
Unduplicated Headcount of High School Early College Students by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1-year Change	5-year Change
UM	235	230	144	240	320	33.3%	36.2%
UMA	373	394	397	529	758	43.3%	103.2%
UMF	12	9	47	75	96	28.0%	700.0%
UMFK	479	755	657	692	631	-8.8%	31.7%
UMM	91	70	69	93	122	31.2%	34.1%
UMPI	256	388	459	626	542	-13.4%	111.7%
USM	552	555	500	718	1,098	52.9%	98.9%
Total	1,998	2,401	2,273	2,973	3,567	20.0%	78.5%
Unduplicated Total	--	2,211	2,175	2,771	3,319	19.8%	--

Total High School Early College Headcount as a Percentage of Total Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1-year Change	5-year Change
UM	2.5%	2.5%	1.6%	2.6%	3.4%	32.4%	34.2%
UMA	8.0%	8.9%	9.9%	12.8%	17.4%	35.6%	118.2%
UMF	0.7%	0.5%	2.6%	4.3%	5.7%	32.7%	757.8%
UMFK	30.7%	39.7%	37.3%	38.6%	39.7%	2.9%	29.2%
UMM	11.6%	9.4%	9.8%	13.8%	18.5%	34.4%	59.9%
UMPI	19.9%	29.3%	32.6%	40.3%	37.5%	-6.9%	88.9%
USM	9.0%	9.0%	8.2%	11.2%	16.4%	46.4%	82.6%
Total	7.8%	9.3%	9.1%	11.6%	13.8%	19.1%	76.5%

Notes: The “Unduplicated Headcount” counts students once per institution (students can participate in multiple early college programs at each institution). The “Unduplicated Total” is the number of unique students enrolled in the UMS. Students may be enrolled in one or more UMS institutions, but they are only counted once in the “Unduplicated Total.”



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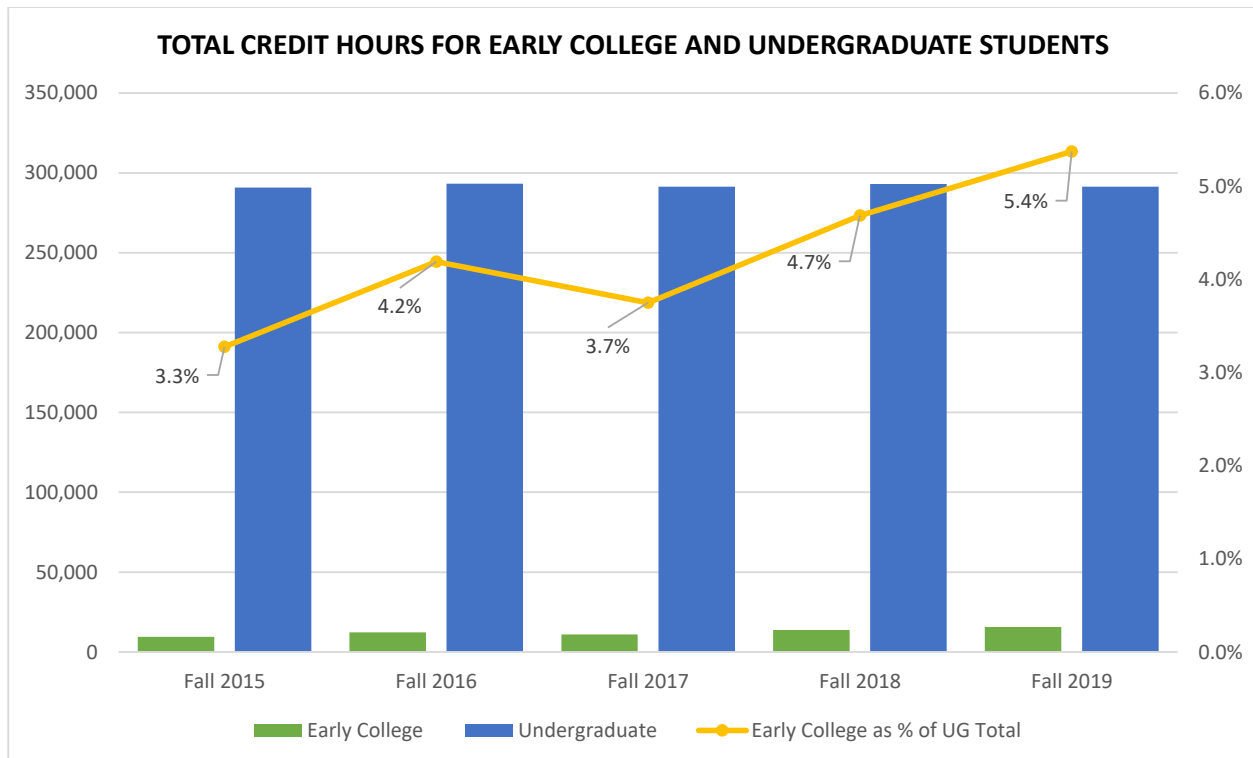
CREDIT HOURS FOR HIGH SCHOOL EARLY COLLEGE BY CAMPUS

Credit Hours for High School Early College Students by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1-year Change	5-year Change
UM	890	760	506	840	1,128	34.3%	26.7%
UMA	2,707	2,889	2,387	2,701	3,750	38.8%	38.5%
UMF	56	34	196	332	416	25.3%	642.9%
UMFK	2,031	3,099	2,658	2,861	2,398	-16.2%	18.1%
UMM	301	266	269	332	426	28.3%	41.5%
UMPI	1,191	2,789	2,742	3,575	2,766	-22.6%	132.2%
USM	2,349	2,453	2,167	3,087	4,769	54.5%	103.0%
Total	9,525	12,290	10,925	13,728	15,653	14.0%	64.3%

Total High School Early College Credit Hours
as a Percentage of Total Undergraduate Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1-year Change	5-year Change
UM	0.7%	0.6%	0.4%	0.6%	0.9%	34.6%	23.6%
UMA	6.9%	8.0%	7.3%	8.0%	10.7%	33.7%	56.2%
UMF	0.2%	0.1%	0.8%	1.4%	1.8%	29.5%	726.7%
UMFK	14.9%	19.6%	18.6%	20.0%	19.0%	-5.0%	27.7%
UMM	4.1%	3.6%	4.0%	5.2%	7.0%	34.9%	70.8%
UMPI	9.6%	21.0%	20.2%	25.5%	21.4%	-16.1%	122.4%
USM	3.6%	3.7%	3.2%	4.4%	6.6%	51.9%	85.8%
Total	3.3%	4.2%	3.7%	4.7%	5.4%	14.7%	64.1%



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HEADCOUNT, FTE, AND CREDIT HOURS BY DEGREE LEVEL**Headcount by Degree Level**

Degree Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Associate	900	732	634	621	585	2.0%	-5.8%	-35.0%
Baccalaureate	21,303	21,056	20,784	20,689	20,412	68.1%	-1.3%	-4.2%
Non-Degree Undergraduate	3,332	3,897	3,665	4,332	4,836	16.1%	11.6%	45.1%
Graduate	2,722	2,832	2,909	3,072	3,225	10.8%	5.0%	18.5%
Non-Degree Graduate	483	706	764	768	659	2.2%	-14.2%	36.4%
Law	248	240	238	252	254	0.8%	0.8%	2.4%
Non-Degree Law	6	2	3	1	3	0.0%	200.0%	-50.0%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%

FTE by Degree Level

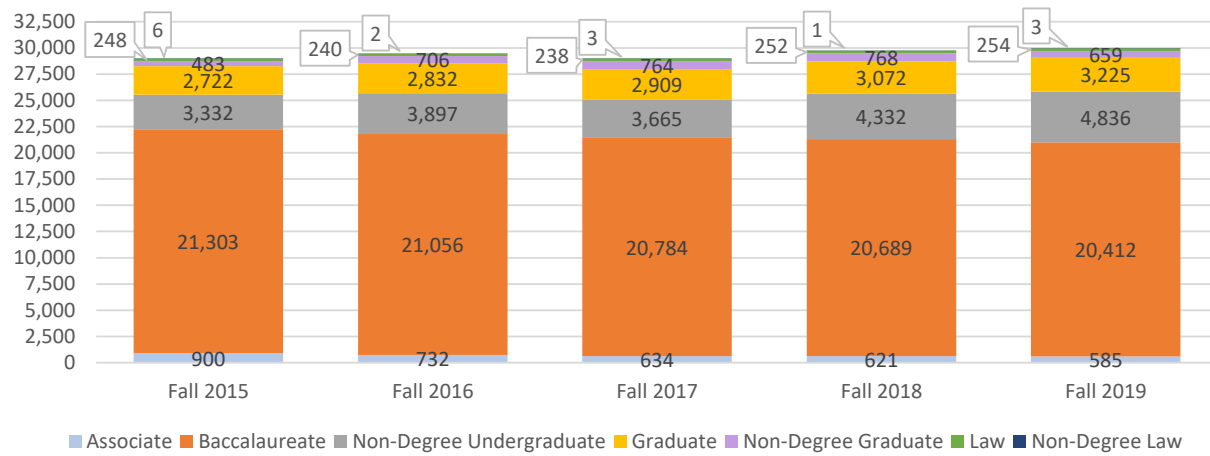
Degree Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Associate	584	465	398	401	377	1.7%	-6.1%	-35.4%
Baccalaureate	17,623	17,692	17,765	17,721	17,527	79.9%	-1.1%	-0.5%
Non-Degree Undergraduate	1,073	1,287	1,154	1,312	1,420	6.5%	8.2%	32.3%
Graduate	1,932	1,939	1,995	2,081	2,117	9.7%	1.8%	9.6%
Non-Degree Graduate	180	255	272	271	239	1.1%	-11.7%	32.8%
Law	233	228	227	247	243	1.1%	-1.4%	4.2%
Non-Degree Law	4	1	2	0	1	0.0%	1800.0%	-68.3%
Total	21,629	21,867	21,812	22,033	21,924	100.0%	-0.5%	1.4%

Credit Hours by Degree Level

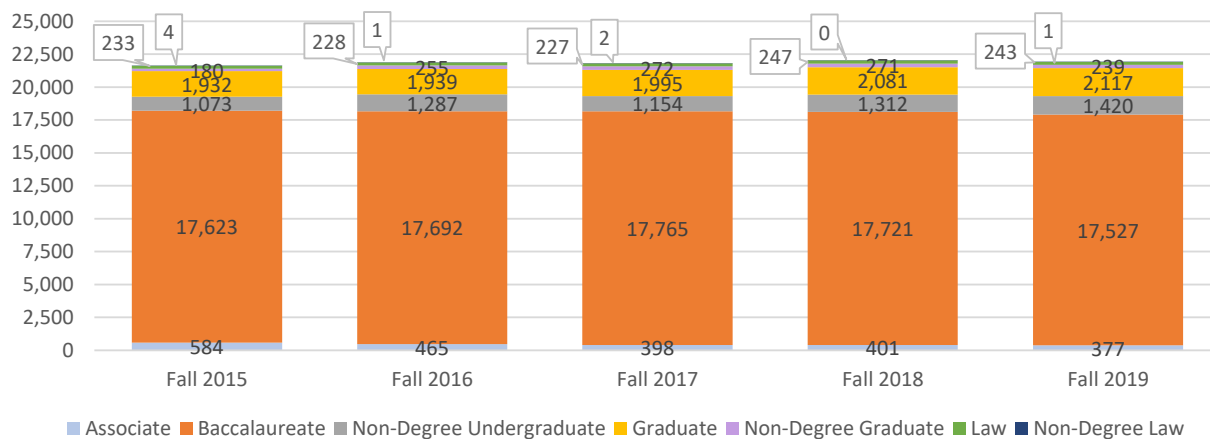
Degree Level	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Associate	8,756	6,978	5,963	6,017	5,652	1.9%	-6.1%	-35.4%
Baccalaureate	265,974	266,987	268,083	267,314	264,356	84.1%	-1.1%	-0.6%
Non-Degree Undergraduate	16,108	19,312	17,329	19,719	21,323	6.2%	8.1%	32.4%
Graduate	17,388	17,456	17,953	18,726	19,055	5.9%	1.8%	9.6%
Non-Degree Graduate	1,622	2,297	2,450	2,439	2,155	0.8%	-11.7%	32.8%
Law	3,497	3,417	3,402	3,698	3,645	1.2%	-1.4%	4.2%
Non-Degree Law	60	19	25	1	19	0.0%	1800.0%	-68.3%
Total	313,405	316,465	315,204	317,913	316,203	100.0%	-0.5%	0.9%

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

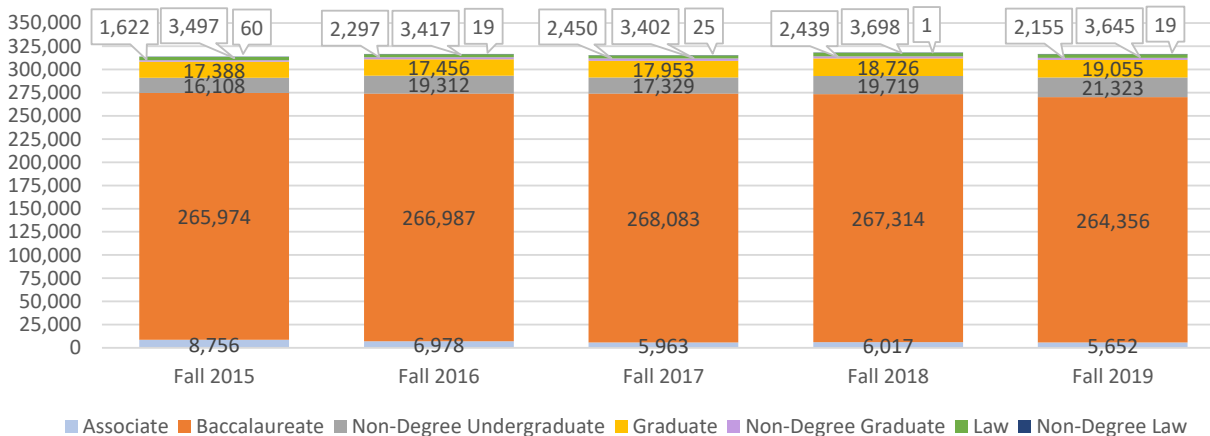
TOTAL HEADCOUNT BY DEGREE LEVEL



TOTAL FTE BY DEGREE LEVEL



TOTAL CREDIT HOURS BY DEGREE LEVEL



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND TUITION RESIDENCY

Undergraduate Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	21,455	21,243	20,107	20,474	20,534	79.5%	0.3%	-4.3%
Out-of-State	3,230	3,574	4,138	4,382	4,403	17.0%	0.5%	36.3%
NEBHE	850	868	838	786	896	3.5%	14.0%	5.4%
Total	25,535	25,685	25,083	25,642	25,833	100.0%	0.7%	1.2%

Graduate Headcount by Tuition Residency

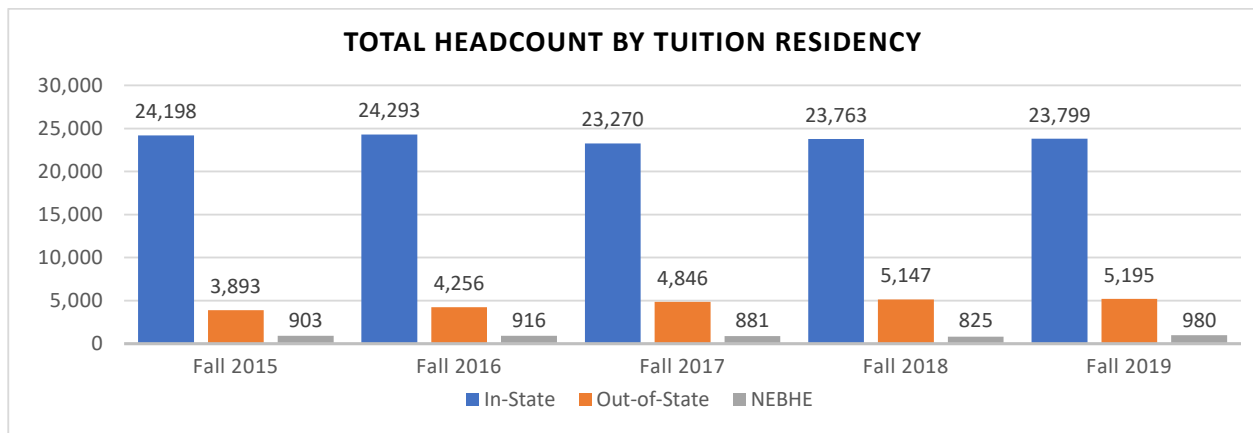
Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	2,548	2,870	2,983	3,114	3,076	79.2%	-1.2%	20.7%
Out-of-State	611	624	649	692	730	18.8%	5.5%	19.5%
NEBHE	46	44	41	34	78	2.0%	129.4%	69.6%
Total	3,205	3,538	3,673	3,840	3,884	100.0%	1.1%	21.2%

Law Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	195	180	180	175	189	73.5%	8.0%	-3.1%
Out-of-State	52	58	59	73	62	24.1%	-15.1%	19.2%
NEBHE	7	4	2	5	6	2.3%	20.0%	-14.3%
Total	254	242	241	253	257	100.0%	1.6%	1.2%

Total Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	24,198	24,293	23,270	23,763	23,799	79.4%	0.2%	-1.6%
Out-of-State	3,893	4,256	4,846	5,147	5,195	17.3%	0.9%	33.4%
NEBHE	903	916	881	825	980	3.3%	18.8%	8.5%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%



Notes: Students enrolled under the New England Regional Student Program (NEBHE) pay 150% of in-state tuition, which may include out-of-state students and Canadian students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

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HEADCOUNT BY TUITION RESIDENCY AND CAMPUS

In-State Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	7,779	7,798	7,420	7,351	7,468	31.4%	1.6%	-4.0%
UMA	4,497	4,262	3,849	3,931	4,082	17.2%	3.8%	-9.2%
UMF	1,722	1,704	1,782	1,741	1,658	7.0%	-4.8%	-3.7%
UMFK	1,404	1,708	1,566	1,597	1,367	5.7%	-14.4%	-2.6%
UMM	683	633	618	611	576	2.4%	-5.7%	-15.7%
UMPI	1,165	1,193	1,252	1,404	1,269	5.3%	-9.6%	8.9%
USM	6,948	6,995	6,783	7,128	7,379	31.0%	3.5%	6.2%
Total	24,198	24,293	23,270	23,763	23,799	100.0%	0.2%	-1.6%

Out-Of-State Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	2,546	2,791	3,205	3,464	3,443	66.3%	-0.6%	35.2%
UMA	170	142	145	179	256	4.9%	43.0%	50.6%
UMF	208	195	202	207	165	3.2%	-20.3%	-20.7%
UMFK	127	183	185	195	219	4.2%	12.3%	72.4%
UMM	78	87	60	46	72	1.4%	56.5%	-7.7%
UMPI	71	97	128	131	149	2.9%	13.7%	109.9%
USM	693	761	921	925	891	17.2%	-3.7%	28.6%
Total	3,893	4,256	4,846	5,147	5,195	100.0%	0.9%	33.4%

NEBHE Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	597	630	615	589	650	66.3%	10.4%	8.9%
UMA	16	12	20	18	23	2.3%	27.8%	43.8%
UMF	86	101	96	92	107	10.9%	16.3%	24.4%
UMFK	28	13	9	2	3	0.3%	50.0%	-89.3%
UMM	25	25	23	18	11	1.1%	-38.9%	-56.0%
UMPI	53	36	28	19	27	2.8%	42.1%	-49.1%
USM	98	99	90	87	159	16.2%	82.8%	62.2%
Total	903	916	881	825	980	100.0%	18.8%	8.5%

Total Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	24,198	24,293	23,270	23,763	23,799	79.4%	0.2%	-1.6%
Out-of-State	3,893	4,256	4,846	5,147	5,195	17.3%	0.9%	33.4%
NEBHE	903	916	881	825	980	3.3%	18.8%	8.5%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%

Notes: Students enrolled under the New England Regional Student Program (NEBHE) pay 150% of in-state tuition, which may include out-of-state students and Canadian students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

CREDIT HOURS BY TUITION RESIDENCY AND CAMPUS

In-State Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	94,387	93,004	88,522	85,641	86,399	36.4%	0.9%	-8.5%
UMA	37,825	35,057	31,111	31,893	32,365	13.6%	1.5%	-14.4%
UMF	22,584	22,302	22,371	21,023	20,463	8.6%	-2.7%	-9.4%
UMFK	11,438	13,083	11,723	11,688	10,012	4.2%	-14.3%	-12.5%
UMM	6,068	5,888	5,740	5,665	5,109	2.2%	-9.8%	-15.8%
UMPI	10,731	11,576	11,441	11,990	10,698	4.5%	-10.8%	-0.3%
USM	69,204	68,437	68,990	71,320	72,079	30.4%	1.1%	4.2%
Total	252,236	249,347	239,897	239,219	237,124	100.0%	-0.9%	-6.0%

Out-Of-State Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	31,748	35,547	41,957	45,413	44,128	67.6%	-2.8%	39.0%
UMA	1,454	1,199	1,256	1,599	2,329	3.6%	45.7%	60.2%
UMF	3,112	2,898	3,043	3,051	2,454	3.8%	-19.6%	-21.1%
UMFK	1,836	2,504	2,429	2,610	2,585	4.0%	-0.9%	40.8%
UMM	971	1,155	809	578	856	1.3%	48.1%	-11.8%
UMPI	940	1,238	1,731	1,762	1,843	2.8%	4.6%	96.1%
USM	8,525	9,679	11,722	12,068	11,103	17.0%	-8.0%	30.2%
Total	48,585	54,220	62,947	67,081	65,297	100.0%	-2.7%	34.4%

NEBHE Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,474	8,953	8,808	8,399	9,086	65.9%	8.2%	7.2%
UMA	111	76	164	152	243	1.8%	59.9%	118.9%
UMF	1,338	1,555	1,490	1,392	1,642	11.9%	18.0%	22.7%
UMFK	384	193	104	19	35	0.3%	84.2%	-90.9%
UMM	355	341	236	197	162	1.2%	-17.8%	-54.4%
UMPI	680	461	371	241	357	2.6%	48.1%	-47.5%
USM	1,241	1,319	1,187	1,214	2,257	16.4%	86.0%	81.9%
Total	12,583	12,898	12,360	11,614	13,782	100.0%	18.7%	9.5%

Total Credit Hours by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	252,236	249,347	239,897	239,219	237,124	75.0%	-0.9%	-6.0%
Out-of-State	48,585	54,220	62,947	67,081	65,297	20.7%	-2.7%	34.4%
NEBHE	12,583	12,898	12,360	11,614	13,782	4.4%	18.7%	9.5%
Total	313,405	316,465	315,204	317,913	316,203	100.0%	-0.5%	0.9%

Notes: Students enrolled under the New England Regional Student Program (NEBHE) pay 150% of in-state tuition, which may include out-of-state students and Canadian students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND GENDER

Undergraduate Headcount by Gender

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	10,646	10,736	10,589	10,862	11,023	42.7%	1.5%	3.5%
Women	14,889	14,949	14,494	14,780	14,810	57.3%	0.2%	-0.5%
Total	25,535	25,685	25,083	25,642	25,833	100.0%	0.7%	1.2%

Graduate Headcount by Gender

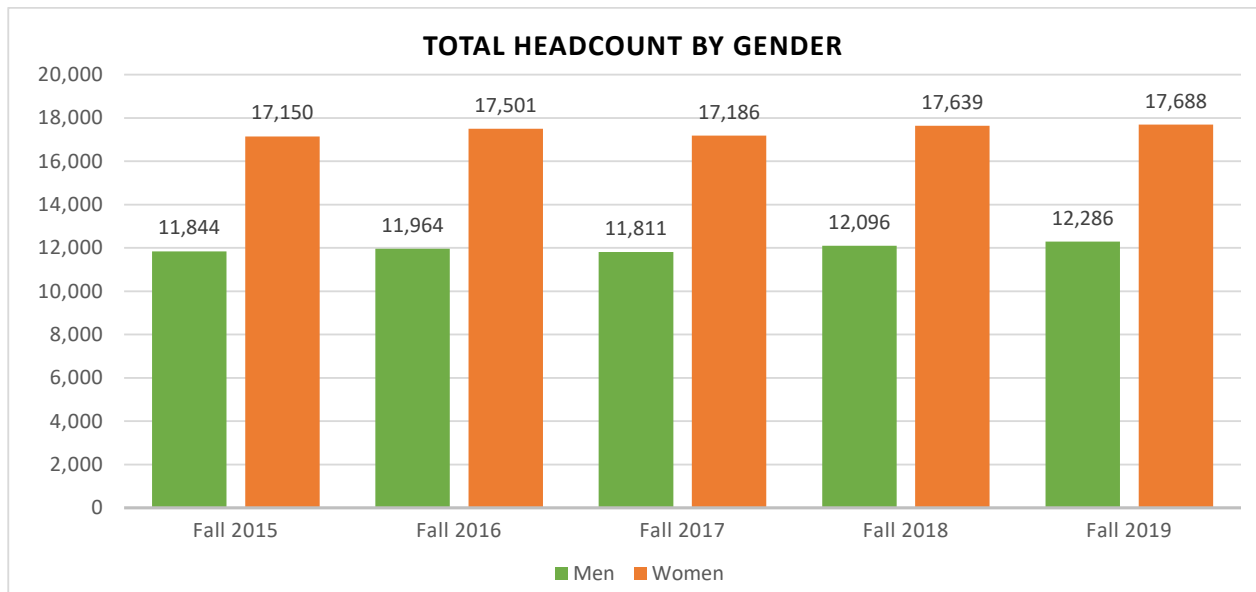
Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	1,072	1,110	1,109	1,120	1,138	29.3%	1.6%	6.2%
Women	2,133	2,428	2,564	2,720	2,746	70.7%	1.0%	28.7%
Total	3,205	3,538	3,673	3,840	3,884	100.0%	1.1%	21.2%

Law Headcount by Gender

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	126	118	113	114	125	48.6%	9.6%	-0.8%
Women	128	124	128	139	132	51.4%	-5.0%	3.1%
Total	254	242	241	253	257	100.0%	1.6%	1.2%

Total Headcount by Gender

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	11,844	11,964	11,811	12,096	12,286	41.0%	1.6%	3.7%
Women	17,150	17,501	17,186	17,639	17,688	59.0%	0.3%	3.1%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%



Note: Gender assigned proportionally starting in Fall 2016 for any unknowns represented in the source data.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HEADCOUNT BY GENDER AND CAMPUS

Headcount of Men by Campus

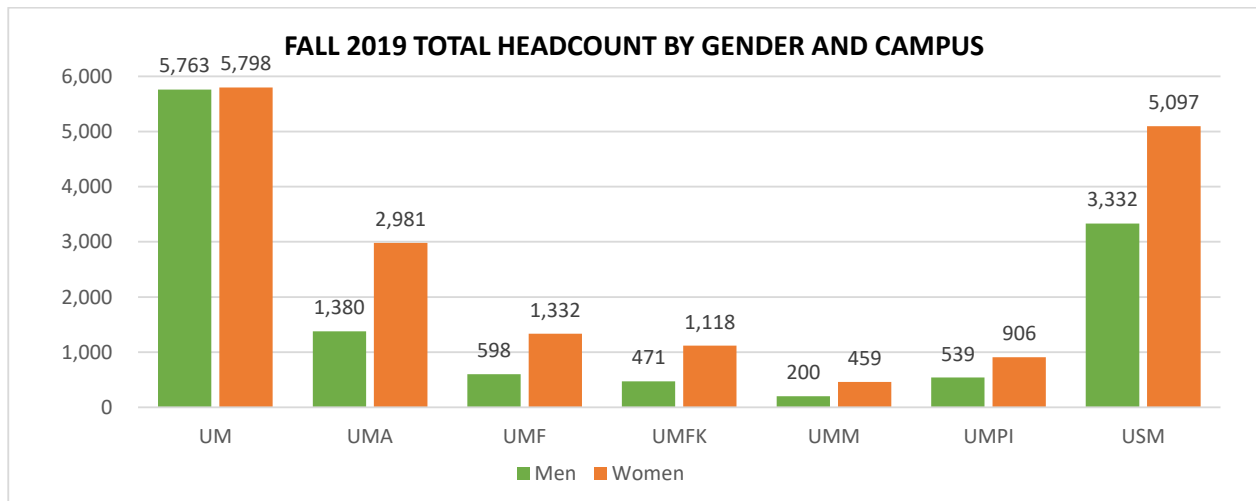
Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	5,497	5,619	5,563	5,641	5,763	46.9%	2.2%	4.8%
UMA	1,293	1,242	1,183	1,253	1,380	11.2%	10.1%	6.7%
UMF	657	650	657	626	598	4.9%	-4.5%	-9.0%
UMFK	473	586	486	505	471	3.8%	-6.7%	-0.4%
UMM	258	233	217	196	200	1.6%	2.0%	-22.5%
UMPI	461	503	538	607	539	4.4%	-11.2%	16.9%
USM	3,201	3,126	3,115	3,209	3,332	27.1%	3.8%	4.1%
Total	11,840	11,959	11,759	12,037	12,283	100.0%	2.0%	3.7%

Headcount of Women by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	5,425	5,600	5,677	5,763	5,798	32.8%	0.6%	6.9%
UMA	3,390	3,174	2,831	2,875	2,981	16.9%	3.7%	-12.1%
UMF	1,359	1,350	1,423	1,414	1,332	7.5%	-5.8%	-2.0%
UMFK	1,086	1,318	1,274	1,289	1,118	6.3%	-13.3%	2.9%
UMM	528	512	484	479	459	2.6%	-4.2%	-13.1%
UMPI	828	823	870	947	906	5.1%	-4.3%	9.4%
USM	4,538	4,729	4,679	4,931	5,097	28.8%	3.4%	12.3%
Total	17,154	17,506	17,238	17,698	17,691	100.0%	0.0%	3.1%

Total Headcount by Gender

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	11,840	11,959	11,759	12,037	12,283	41.0%	2.0%	3.7%
Women	17,154	17,506	17,238	17,698	17,691	59.0%	0.0%	3.1%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%



Note: Gender assigned proportionally by campus as of Fall 2016 for any unknowns represented in the source data.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

CREDIT HOURS BY GENDER AND CAMPUS

Credit Hours for Men by Campus

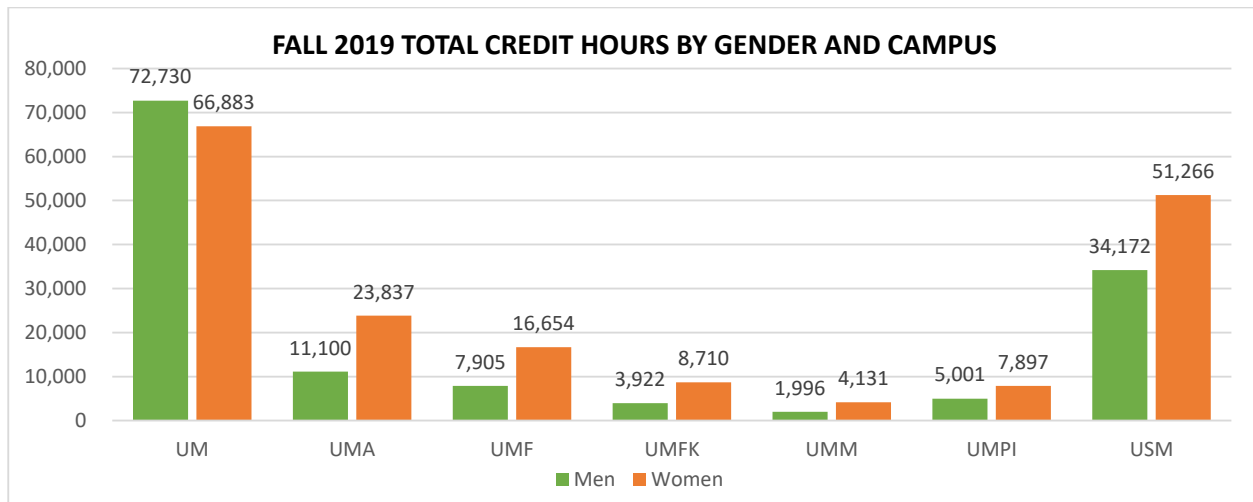
Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	70,115	71,716	72,235	72,192	72,730	53.2%	0.7%	3.7%
UMA	11,062	10,440	9,745	10,293	11,100	8.1%	7.8%	0.3%
UMF	9,173	8,989	8,857	8,299	7,905	5.8%	-4.7%	-13.8%
UMFK	4,394	4,951	4,284	4,465	3,922	2.9%	-12.2%	-10.7%
UMM	2,543	2,509	2,307	2,086	1,996	1.5%	-4.3%	-21.5%
UMPI	4,671	5,171	5,397	5,495	5,001	3.7%	-9.0%	7.1%
USM	33,110	32,369	33,177	33,912	34,172	25.0%	0.8%	3.2%
Total	135,067	136,145	136,002	136,743	136,826	100.0%	0.1%	1.3%

Credit Hours for Women by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	64,494	65,788	67,052	67,261	66,883	37.3%	-0.6%	3.7%
UMA	28,328	25,892	22,786	23,351	23,837	13.3%	2.1%	-15.9%
UMF	17,861	17,766	18,047	17,167	16,654	9.3%	-3.0%	-6.8%
UMFK	9,264	10,829	9,972	9,851	8,710	4.9%	-11.6%	-6.0%
UMM	4,851	4,875	4,478	4,354	4,131	2.3%	-5.1%	-14.9%
UMPI	7,680	8,104	8,146	8,498	7,897	4.4%	-7.1%	2.8%
USM	45,860	47,066	48,721	50,689	51,266	28.6%	1.1%	11.8%
Total	178,338	180,319	179,202	181,170	179,377	100.0%	-1.0%	0.6%

Total Credit Hours by Gender

Gender	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Men	135,067	136,145	136,002	136,743	136,826	43.3%	0.1%	1.3%
Women	178,338	180,319	179,202	181,170	179,377	56.7%	-1.0%	0.6%
Total	313,405	316,465	315,204	317,913	316,203	100.0%	-0.5%	0.9%



Note: Gender assigned proportionally by campus as of Fall 2016 for any unknowns represented in the source data.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND STATUS

Undergraduate Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	16,868	16,786	16,754	16,749	16,534	64.0%	-1.3%	-2.0%
Part-Time	8,667	8,899	8,329	8,893	9,299	36.0%	4.6%	7.3%
Total	25,535	25,685	25,083	25,642	25,833	100.0%	0.7%	1.2%

Graduate Headcount by Status

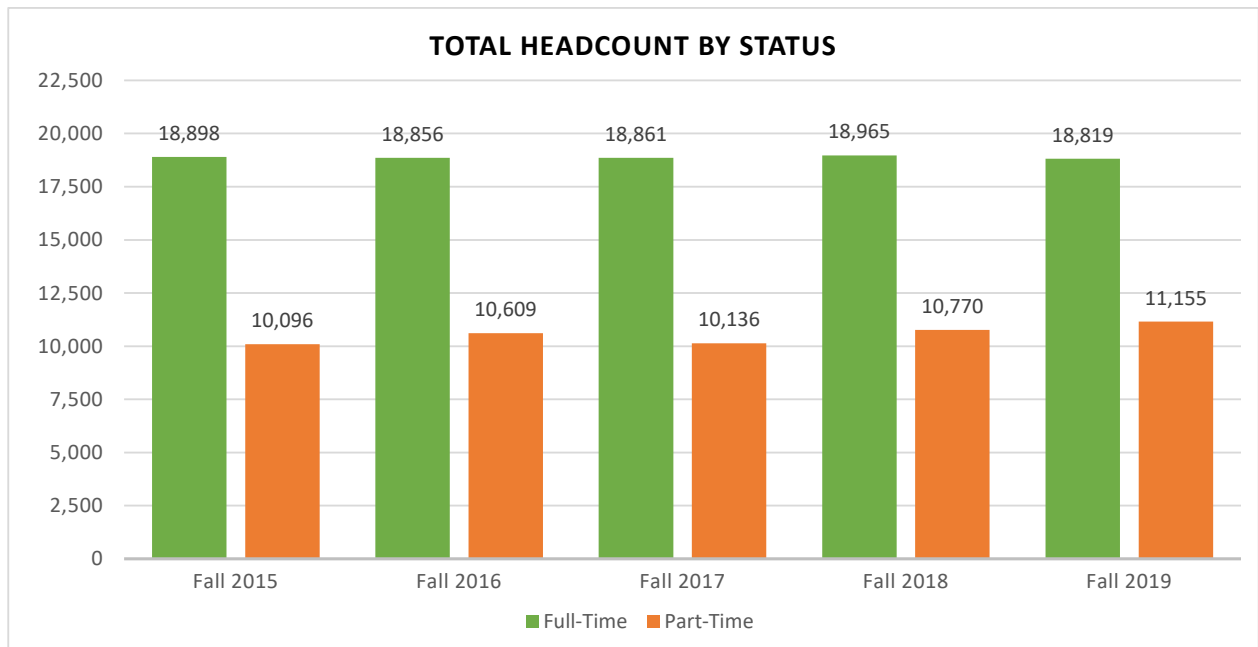
Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	1,795	1,846	1,882	1,979	2,048	52.7%	3.5%	14.1%
Part-Time	1,410	1,692	1,791	1,861	1,836	47.3%	-1.3%	30.2%
Total	3,205	3,538	3,673	3,840	3,884	100.0%	1.1%	21.2%

Law Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	235	224	225	237	237	92.2%	0.0%	0.9%
Part-Time	19	18	16	16	20	7.8%	25.0%	5.3%
Total	254	242	241	253	257	100.0%	1.6%	1.2%

Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	18,898	18,856	18,861	18,965	18,819	62.8%	-0.8%	-0.4%
Part-Time	10,096	10,609	10,136	10,770	11,155	37.2%	3.6%	10.5%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

HEADCOUNT BY STATUS AND CAMPUS

Full-Time Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	9,055	9,090	9,159	9,162	9,118	48.5%	-0.5%	0.7%
UMA	1,663	1,436	1,317	1,406	1,414	7.5%	0.6%	-15.0%
UMF	1,705	1,693	1,690	1,598	1,551	8.2%	-2.9%	-9.0%
UMFK	583	668	582	581	552	2.9%	-5.0%	-5.3%
UMM	409	420	367	345	325	1.7%	-5.8%	-20.5%
UMPI	675	725	710	673	616	3.3%	-8.5%	-8.7%
USM	4,808	4,824	5,036	5,200	5,243	27.9%	0.8%	9.0%
Total	18,898	18,856	18,861	18,965	18,819	100.0%	-0.8%	-0.4%

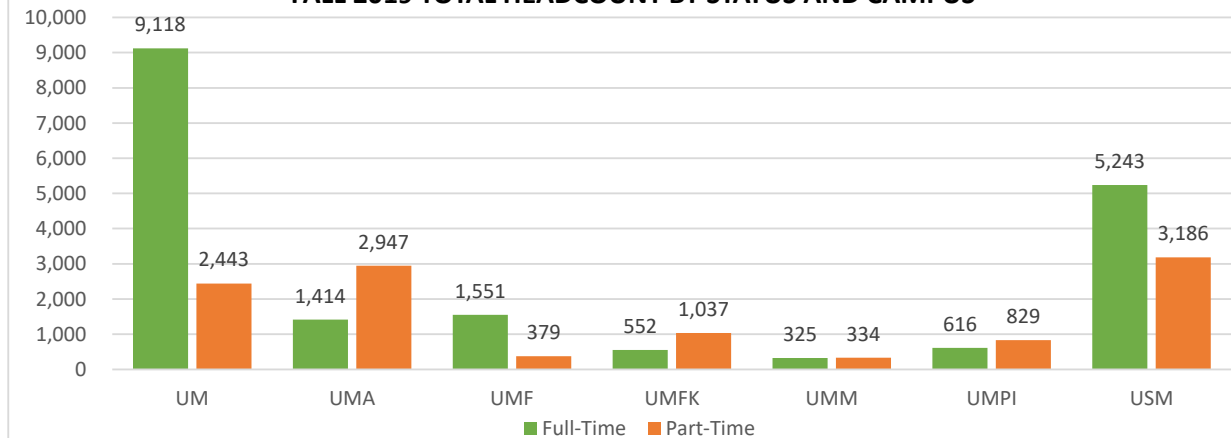
Part-Time Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	1,867	2,129	2,081	2,242	2,443	21.9%	9.0%	30.9%
UMA	3,020	2,980	2,697	2,722	2,947	26.4%	8.3%	-2.4%
UMF	311	307	390	442	379	3.4%	-14.3%	21.9%
UMFK	976	1,236	1,178	1,213	1,037	9.3%	-14.5%	6.3%
UMM	377	325	334	330	334	3.0%	1.2%	-11.4%
UMPI	614	601	698	881	829	7.4%	-5.9%	35.0%
USM	2,931	3,031	2,758	2,940	3,186	28.6%	8.4%	8.7%
Total	10,096	10,609	10,136	10,770	11,155	100.0%	3.6%	10.5%

Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	18,898	18,856	18,861	18,965	18,819	62.8%	-0.8%	-0.4%
Part-Time	10,096	10,609	10,136	10,770	11,155	37.2%	3.6%	10.5%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%

FALL 2019 TOTAL HEADCOUNT BY STATUS AND CAMPUS



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

CREDIT HOURS BY STATUS AND CAMPUS

Full-Time Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	125,836	128,114	130,083	129,569	128,897	49.4%	-0.5%	2.4%
UMA	21,185	18,348	16,994	18,299	18,495	7.1%	1.1%	-12.7%
UMF	25,810	25,406	25,431	23,706	23,078	8.8%	-2.6%	-10.6%
UMFK	8,739	9,754	8,336	8,228	7,787	3.0%	-5.4%	-10.9%
UMM	5,595	5,782	5,103	4,758	4,546	1.7%	-4.5%	-18.7%
UMPI	9,413	10,248	9,871	9,409	8,645	3.3%	-8.1%	-8.2%
USM	62,629	63,031	67,233	69,409	69,348	26.6%	-0.1%	10.7%
Total	259,207	260,683	263,051	263,378	260,796	100.0%	-1.0%	0.6%

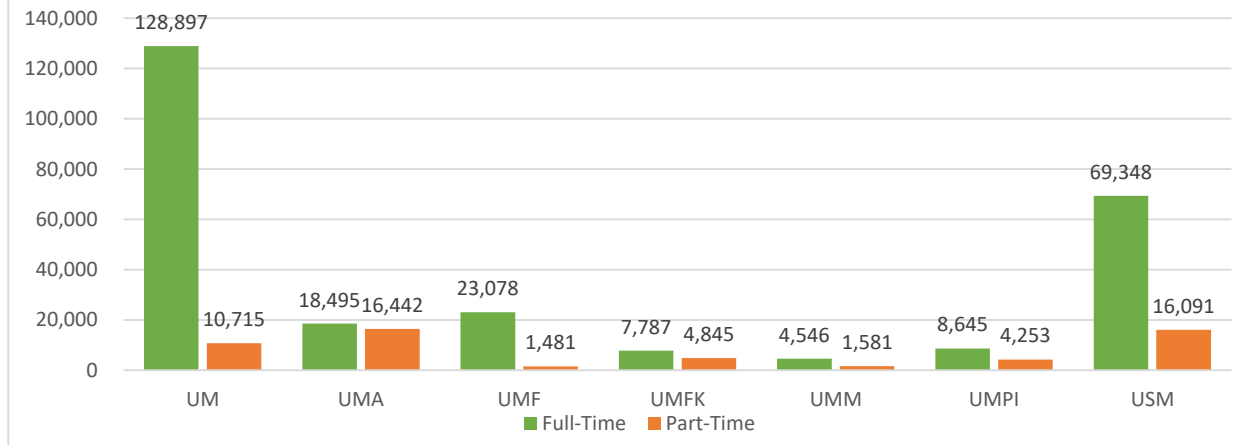
Part-Time Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,773	9,390	9,204	9,884	10,715	19.3%	8.4%	22.1%
UMA	18,205	17,984	15,537	15,345	16,442	29.7%	7.1%	-9.7%
UMF	1,224	1,349	1,473	1,760	1,481	2.7%	-15.9%	21.0%
UMFK	4,919	6,026	5,920	6,088	4,845	8.7%	-20.4%	-1.5%
UMM	1,799	1,602	1,682	1,682	1,581	2.9%	-6.0%	-12.1%
UMPI	2,938	3,027	3,672	4,584	4,253	7.7%	-7.2%	44.8%
USM	16,341	16,404	14,666	15,193	16,091	29.0%	5.9%	-1.5%
Total	54,198	55,782	52,154	54,536	55,408	100.0%	1.6%	2.2%

Total Credit Hours by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-Time	259,207	260,683	263,051	263,378	260,796	82.5%	-1.0%	0.6%
Part-Time	54,198	55,782	52,154	54,536	55,408	17.5%	1.6%	2.2%
Total	313,405	316,465	315,204	317,913	316,203	100.0%	-0.5%	0.9%

FALL 2019 TOTAL CREDIT HOURS BY STATUS AND CAMPUS



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

ENTERING DEGREE/CERTIFICATE-SEEKING HEADCOUNT BY ADMIT TYPE AND CAMPUS
First-Time Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	2,036	2,221	2,287	2,248	2,140	50.8%	-4.8%	5.1%
UMA	403	307	296	375	366	8.7%	-2.4%	-9.2%
UMF	448	432	437	392	384	9.1%	-2.0%	-14.3%
UMFK	123	170	135	156	130	3.1%	-16.7%	5.7%
UMM	131	129	99	105	112	2.7%	6.7%	-14.5%
UMPI	195	179	171	168	189	4.5%	12.5%	-3.1%
USM	706	802	923	947	893	21.2%	-5.7%	26.5%
Total	4,042	4,240	4,348	4,391	4,214	100.0%	-4.0%	4.3%

Transfer-In Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	466	412	394	400	466	23.9%	16.5%	0.0%
UMA	586	466	430	480	522	26.8%	8.8%	-10.9%
UMF	86	94	104	84	79	4.1%	-6.0%	-8.1%
UMFK	184	200	197	175	121	6.2%	-30.9%	-34.2%
UMM	42	51	35	35	32	1.6%	-8.6%	-23.8%
UMPI	94	82	138	108	106	5.4%	-1.9%	12.8%
USM	734	692	672	633	624	32.0%	-1.4%	-15.0%
Total	2,192	1,997	1,970	1,915	1,950	100.0%	1.8%	-11.0%

Readmitted Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	145	131	168	148	138	35.6%	-6.8%	-4.8%
UMA	204	184	127	145	138	35.6%	-4.8%	-32.4%
UMF	16	12	16	7	14	3.6%	100.0%	-12.5%
UMFK	17	7	12	10	10	2.6%	0.0%	-41.2%
UMM	19	24	34	28	18	4.6%	-35.7%	-5.3%
UMPI	18	16	18	20	21	5.4%	5.0%	16.7%
USM	56	63	56	42	49	12.6%	16.7%	-12.5%
Total	475	437	431	400	388	100.0%	-3.0%	-18.3%

Entering Post-Baccalaureate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UMFK	2	1	6	3	2	100.0%	-33.3%	0.0%
UMM	9	6	9	9	0	0.0%	-100.0%	-100.0%
Total	11	7	15	12	2	100.0%	-83.3%	-81.8%

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

Entering Graduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	426	465	459	492	581	55.4%	18.1%	36.4%
UMF	44	18	21	7	36	3.4%	414.3%	-18.2%
USM	372	432	424	420	431	41.1%	2.6%	15.9%
Total	842	915	904	919	1,048	100.0%	14.0%	24.5%

Entering Law Headcount by Campus

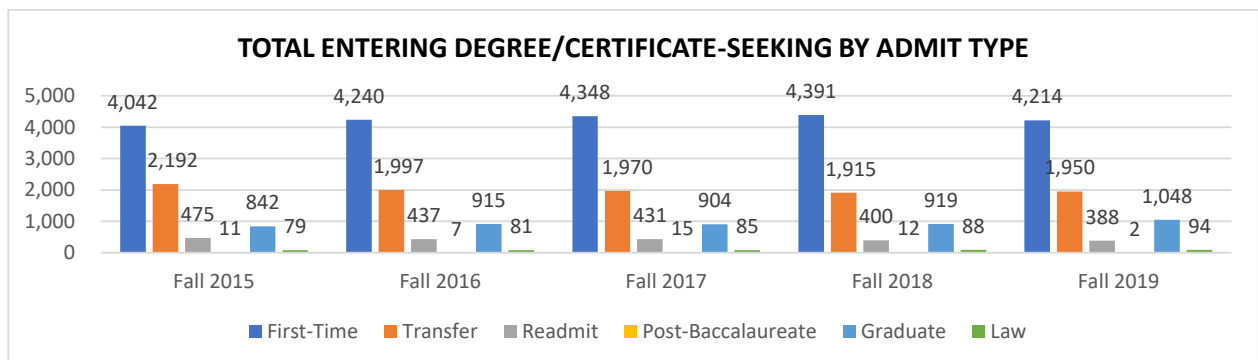
Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
USM	79	81	85	88	94	100.0%	6.8%	19.0%

Total Entering Degree/Certificate-Seeking Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	3,073	3,229	3,308	3,288	3,325	43.2%	1.1%	8.2%
UMA	1,193	957	853	1,000	1,026	13.3%	2.6%	-14.0%
UMF	594	556	578	490	513	6.7%	4.7%	-13.6%
UMFK	326	378	350	344	263	3.4%	-23.5%	-19.3%
UMM	201	210	177	177	162	2.1%	-8.5%	-19.4%
UMPI	307	277	327	296	316	4.1%	6.8%	2.9%
USM	1,947	2,070	2,160	2,130	2,091	27.2%	-1.8%	7.4%
Total	7,641	7,677	7,753	7,725	7,696	100.0%	-0.4%	0.7%

Total Entering Degree/Certificate-Seeking Headcount by Admit Type

Admit Type	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
First-Time	4,042	4,240	4,348	4,391	4,214	54.8%	-4.0%	4.3%
Transfer	2,192	1,997	1,970	1,915	1,950	25.3%	1.8%	-11.0%
Readmit	475	437	431	400	388	5.0%	-3.0%	-18.3%
Post-Baccalaureate	11	7	15	12	2	0.0%	-83.3%	-81.8%
Graduate	842	915	904	919	1,048	13.6%	14.0%	24.5%
Law	79	81	85	88	94	1.2%	6.8%	19.0%
Total	7,641	7,677	7,753	7,725	7,696	100.0%	-0.4%	0.7%



Notes: First-time is comprised of first-time students in their first-year and students who earned college credit before graduating high school. Graduate includes readmitted graduate students.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TUITION RESIDENCY AND STATUS

In-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	2,727	2,666	2,651	2,815	2,889	94.2%	2.6%	5.9%
Part-time	249	209	190	188	177	5.8%	-5.9%	-28.9%
Total	2,976	2,875	2,841	3,003	3,066	100.0%	2.1%	3.0%

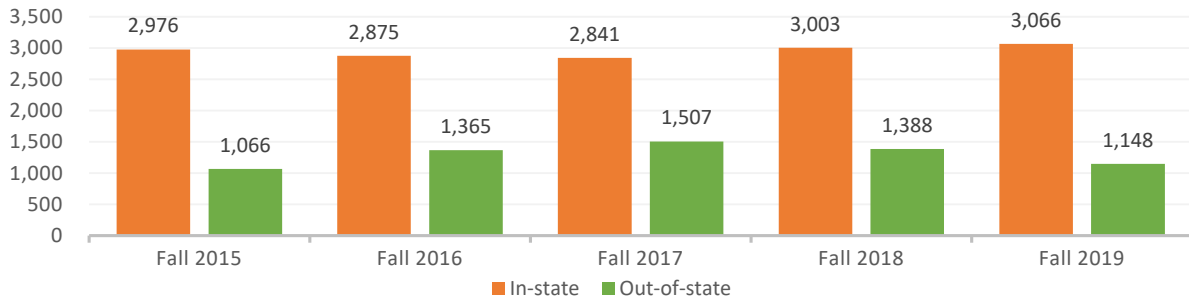
Out-Of-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	1,044	1,347	1,493	1,371	1,126	98.1%	-17.9%	7.9%
Part-time	22	18	14	17	22	1.9%	29.4%	0.0%
Total	1,066	1,365	1,507	1,388	1,148	100.0%	-17.3%	7.7%

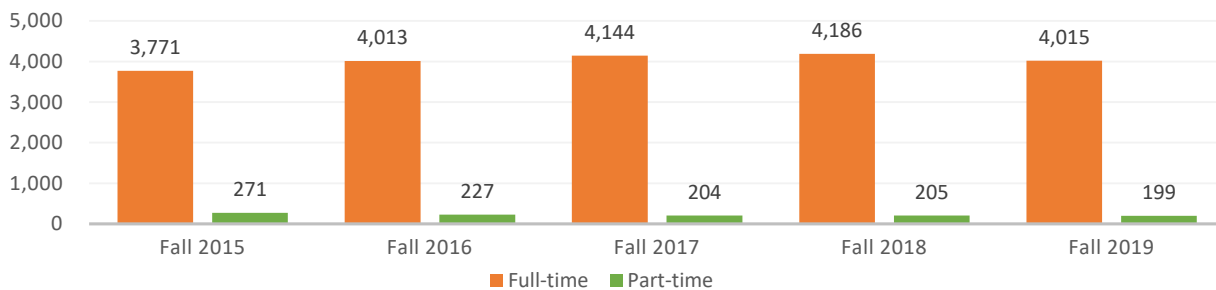
Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	3,771	4,013	4,144	4,186	4,015	95.3%	-4.1%	6.5%
Part-time	271	227	204	205	199	4.7%	-2.9%	-26.6%
Total	4,042	4,240	4,348	4,391	4,214	100.0%	-4.0%	4.3%

**FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY TUITION RESIDENCY**



**FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY STATUS**



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

**FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT
BY TUITION RESIDENCY AND CAMPUS**
In-State Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	1,313	1,253	1,171	1,215	1,328	43.3%	9.3%	1.1%
UMA	395	298	287	354	352	11.5%	-0.6%	-10.9%
UMF	358	351	364	307	317	10.3%	3.3%	-11.5%
UMFK	98	124	104	128	103	3.4%	-19.5%	5.1%
UMM	109	99	87	91	81	2.6%	-11.0%	-25.7%
UMPI	158	150	123	146	153	5.0%	4.8%	-3.2%
USM	545	600	705	762	732	23.9%	-3.9%	34.3%
Total	2,976	2,875	2,841	3,003	3,066	100.0%	2.1%	3.0%

Out-Of-State Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	576	802	985	899	686	71.7%	-23.7%	19.1%
UMA	8	9	7	21	13	1.4%	-38.1%	62.5%
UMF	66	51	54	59	45	4.7%	-23.7%	-31.8%
UMFK	23	46	30	28	27	2.8%	-3.6%	17.4%
UMM	14	26	7	10	28	2.9%	180.0%	100.0%
UMPI	29	27	46	21	30	3.1%	42.9%	3.4%
USM	147	179	206	170	128	13.4%	-24.7%	-12.9%
Total	863	1,140	1,335	1,208	957	100.0%	-20.8%	10.9%

NEBHE Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	147	166	131	134	126	66.0%	-6.0%	-14.3%
UMA	0	0	2	0	1	0.5%	N/A	N/A
UMF	24	30	19	26	22	11.5%	-15.4%	-8.3%
UMFK	2	0	1	0	0	0.0%	N/A	-100.0%
UMM	8	4	5	4	3	1.6%	-25.0%	-62.5%
UMPI	8	2	2	1	6	3.1%	500.0%	-25.0%
USM	14	23	12	15	33	17.3%	120.0%	135.7%
Total	203	225	172	180	191	100.0%	6.1%	-5.9%

Total Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	2,976	2,875	2,841	3,003	3,066	72.8%	2.1%	3.0%
Out-of-State	863	1,140	1,335	1,208	957	22.7%	-20.8%	10.9%
NEBHE	203	225	172	180	191	4.5%	6.1%	-5.9%
Total	4,042	4,240	4,348	4,391	4,214	100.0%	-4.0%	4.3%

Notes: NEBHE includes Canadian students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TUITION RESIDENCY AND STATUS

In-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	1,209	1,105	1,109	1,035	994	66.2%	-4.0%	-17.8%
Part-time	692	602	542	549	507	33.8%	-7.7%	-26.7%
Total	1,901	1,707	1,651	1,584	1,501	100.0%	-5.2%	-21.0%

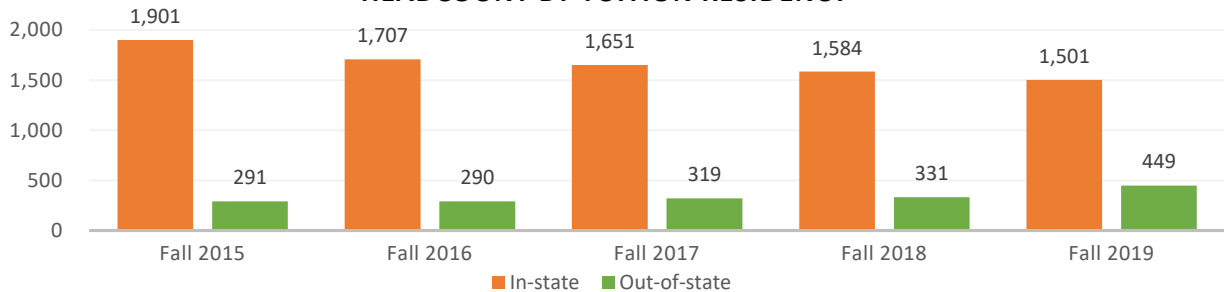
Out-Of-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	231	261	276	276	334	74.4%	21.0%	44.6%
Part-time	60	29	43	55	115	25.6%	109.1%	91.7%
Total	291	290	319	331	449	100.0%	35.6%	54.3%

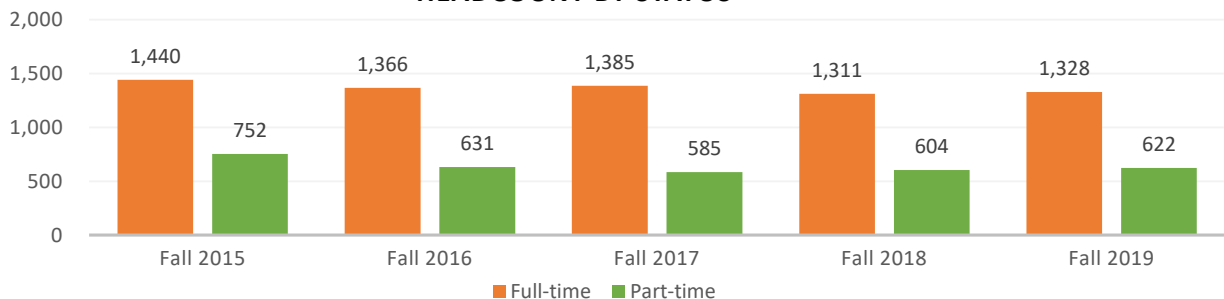
Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	1,440	1,366	1,385	1,311	1,328	68.1%	1.3%	-7.8%
Part-time	752	631	585	604	622	31.9%	3.0%	-17.3%
Total	2,192	1,997	1,970	1,915	1,950	100.0%	1.8%	-11.0%

**TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY TUITION RESIDENCY**



**TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY STATUS**



Note: Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TYPE OF INSTITUTION LAST ATTENDED AND TUITION RESIDENCY

Internal (UMS) Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	441	370	409	327	325	95.3%	-0.6%	-26.3%
Out-of-State	9	10	9	5	16	4.7%	220.0%	77.8%
Total	450	380	418	332	341	100.0%	2.7%	-24.2%

Maine Community College System (MCCS) Headcount by Tuition Residency

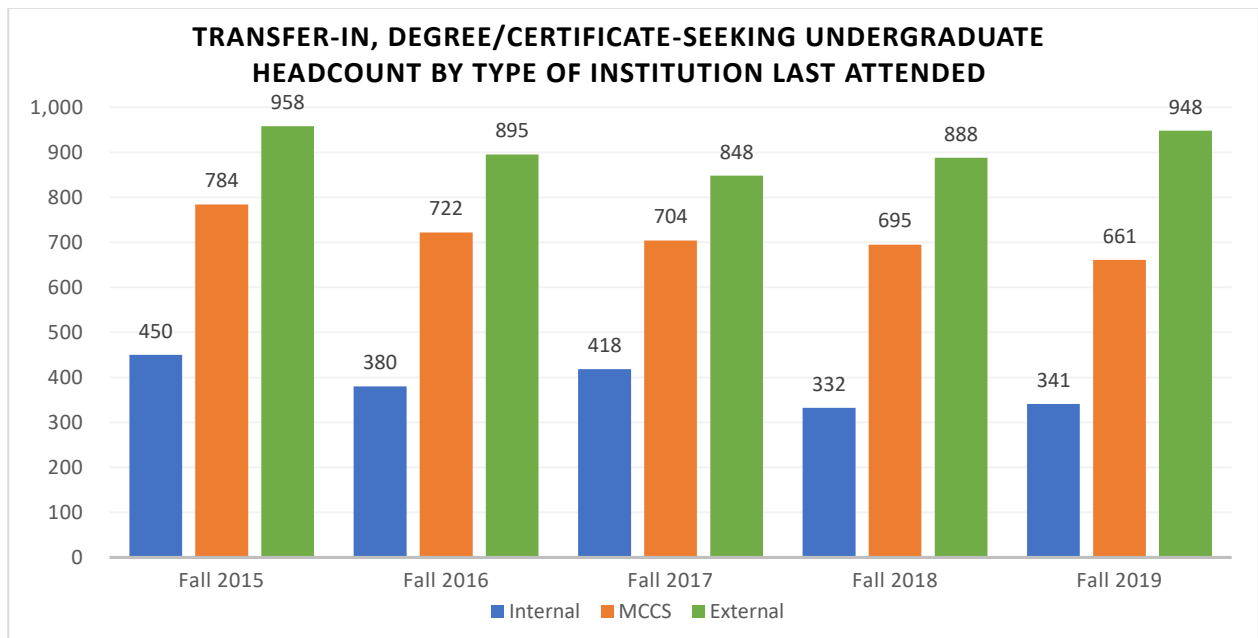
Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	765	709	686	684	633	95.8%	-7.5%	-17.3%
Out-of-State	19	13	18	11	28	4.2%	154.5%	47.4%
Total	784	722	704	695	661	100.0%	-4.9%	-15.7%

External (Excluding MCCS) Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	695	628	556	573	543	57.3%	-5.2%	-21.9%
Out-of-State	263	267	292	315	405	42.7%	28.6%	54.0%
Total	958	895	848	888	948	100.0%	6.8%	-1.0%

Total Headcount by Tuition Residency

Tuition Residency	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
In-State	1,901	1,707	1,651	1,584	1,501	77.0%	-5.2%	-21.0%
Out-of-State	291	290	319	331	449	23.0%	35.6%	54.3%
Total	2,192	1,997	1,970	1,915	1,950	100.0%	1.8%	-11.0%



UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

FALL 2019 TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TYPE OF INSTITUTION LAST ATTENDED, TUITION RESIDENCY, AND CAMPUS

Internal (UMS) Headcount by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	66	104	14	15	5	17	104	325
Out-of-State	5	1	0	3	2	2	3	16
Total	71	105	14	18	7	19	107	341

Maine Community College System (MCCS) Headcount by Tuition Residency and Campus

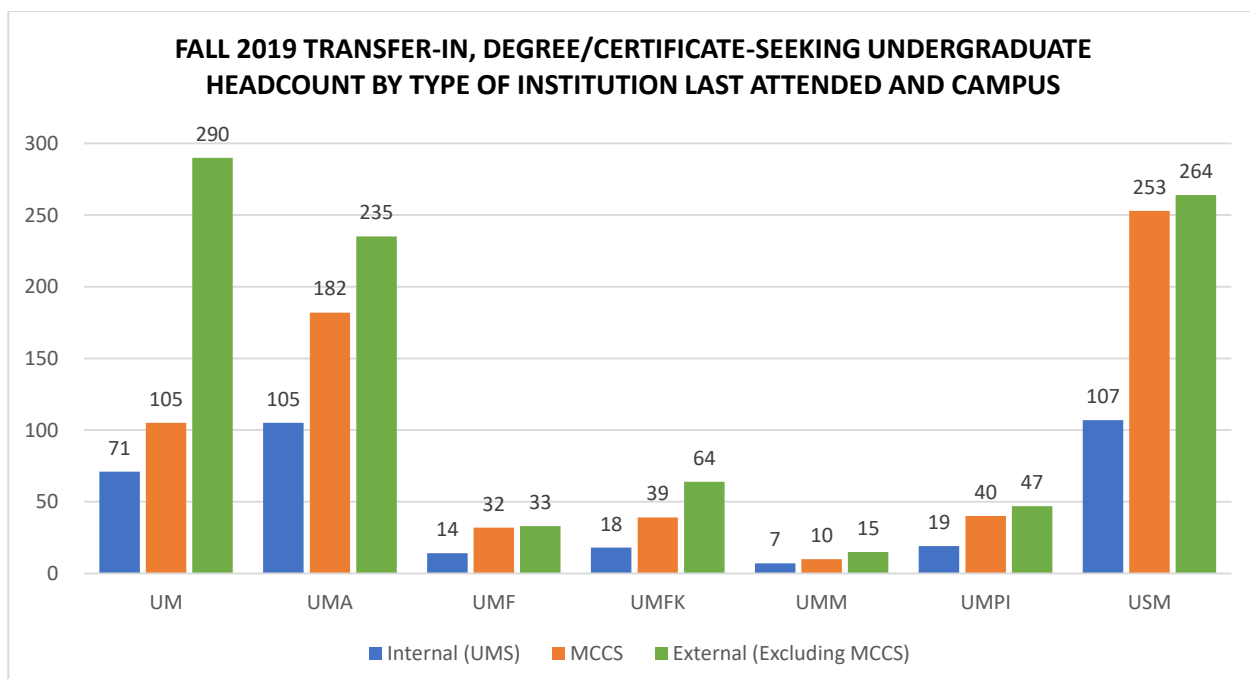
Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	100	180	32	30	10	33	248	633
Out-of-State	5	2	0	9	0	7	5	28
Total	105	182	32	39	10	40	253	661

External (Excluding MCCS) Headcount by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	142	153	23	12	6	20	187	543
Out-of-State	148	82	10	52	9	27	77	405
Total	290	235	33	64	15	47	264	948

Total by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	308	437	69	57	21	70	539	1,501
Out-of-State	158	85	10	64	11	36	85	449
Total	466	522	79	121	32	106	624	1,950



Note: Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

READMITTED, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TUITION RESIDENCY AND STATUS

In-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	169	147	168	137	107	31.8%	-21.9%	-36.7%
Part-time	275	251	221	222	230	68.2%	3.6%	-16.4%
Total	444	398	389	359	337	100.0%	-6.1%	-24.1%

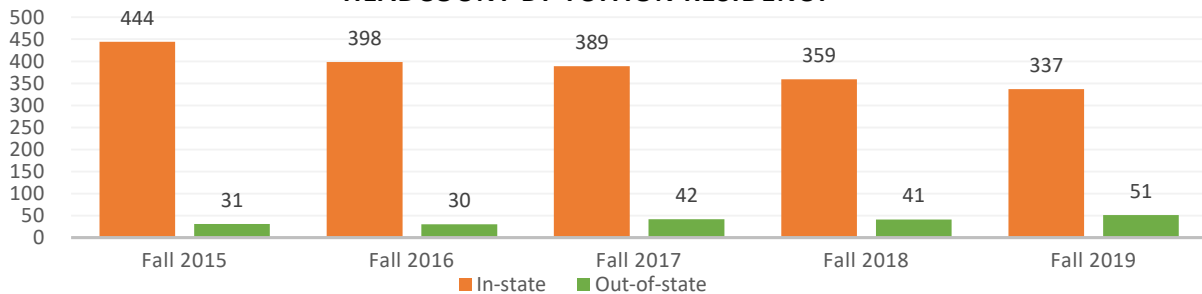
Out-Of-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	21	18	28	17	28	54.9%	64.7%	33.3%
Part-time	10	12	14	24	23	45.1%	-4.2%	130.0%
Total	31	30	42	41	51	100.0%	24.4%	64.5%

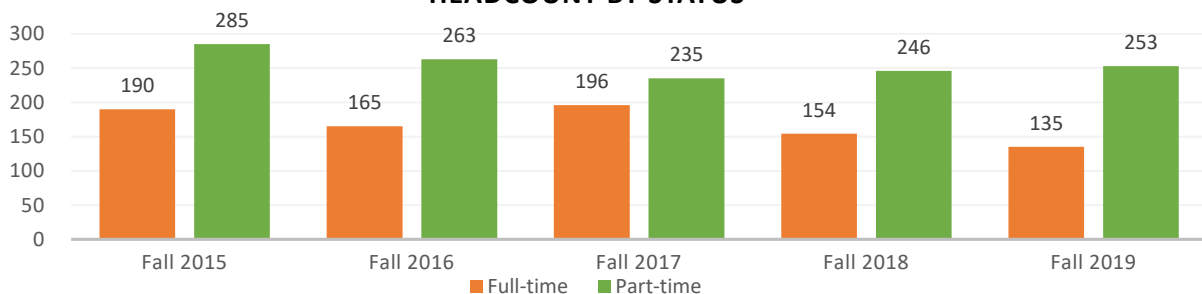
Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	190	165	196	154	135	34.8%	-12.3%	-28.9%
Part-time	285	263	235	246	253	65.2%	2.8%	-11.2%
Total	475	428	431	400	388	100.0%	-3.0%	-18.3%

**READMITTED, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY TUITION RESIDENCY**



**READMITTED, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE
HEADCOUNT BY STATUS**



Note: Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

ENTERING GRADUATE, DEGREE/CERTIFICATE-SEEKING HEADCOUNT BY TUITION RESIDENCY AND STATUS

In-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	489	494	518	514	533	68.3%	3.7%	9.0%
Part-time	155	231	170	193	247	31.7%	28.0%	59.4%
Total	644	725	688	707	780	100.0%	10.3%	21.1%

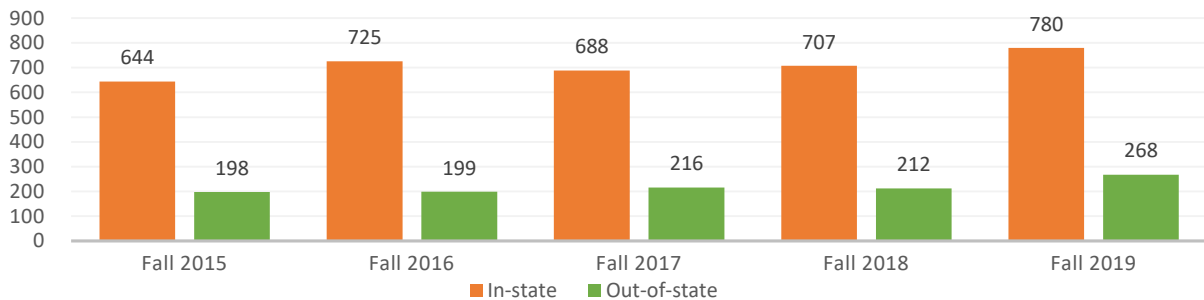
Out-Of-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	188	192	203	201	240	89.6%	19.4%	27.7%
Part-time	10	7	13	11	28	10.4%	154.5%	180.0%
Total	198	199	216	212	268	100.0%	26.4%	35.4%

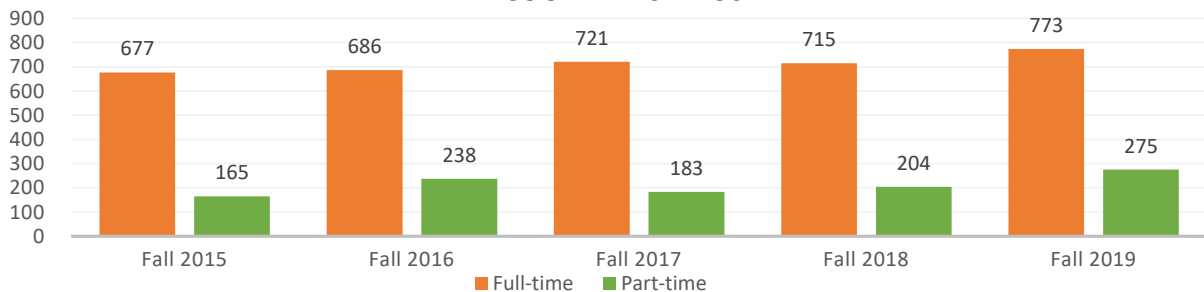
Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	677	686	721	715	773	73.8%	8.1%	14.2%
Part-time	165	238	183	204	275	26.2%	34.8%	66.7%
Total	842	924	904	919	1,048	100.0%	14.0%	24.5%

**ENTERING GRADUATE, DEGREE/CERTIFICATE-SEEKING
HEADCOUNT BY TUITION RESIDENCY**



**ENTERING GRADUATE, DEGREE/CERTIFICATE-SEEKING
HEADCOUNT BY STATUS**



Notes: Graduate includes readmitted graduate students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

ENTERING LAW, DEGREE/CERTIFICATE-SEEKING HEADCOUNT BY TUITION RESIDENCY AND STATUS

In-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	54	52	63	54	60	87.0%	11.1%	11.1%
Part-time	4	1	3	0	9	13.0%	--	125.0%
Total	58	53	66	54	69	100.0%	27.8%	19.0%

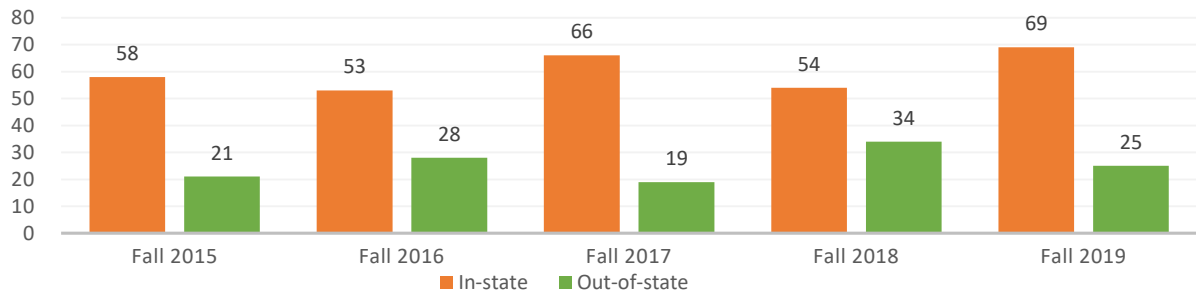
Out-Of-State Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	21	28	19	34	24	96.0%	-29.4%	14.3%
Part-time	0	0	0	0	1	4.0%	--	--
Total	21	28	19	34	25	100.0%	-26.5%	19.0%

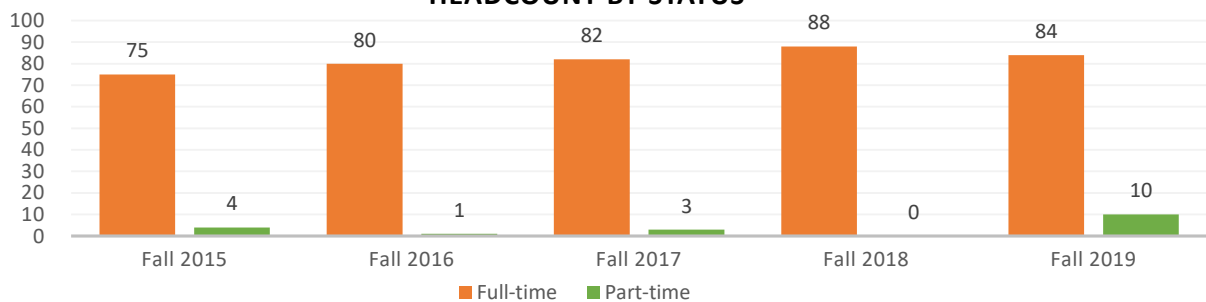
Total Headcount by Status

Status	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Full-time	75	80	82	88	84	89.4%	-4.5%	12.0%
Part-time	4	1	3	0	10	10.6%	--	150.0%
Total	79	81	85	88	94	100.0%	6.8%	19.0%

**ENTERING LAW, DEGREE/CERTIFICATE-SEEKING
HEADCOUNT BY TUITION RESIDENCY**



**ENTERING LAW, DEGREE/CERTIFICATE-SEEKING
HEADCOUNT BY STATUS**

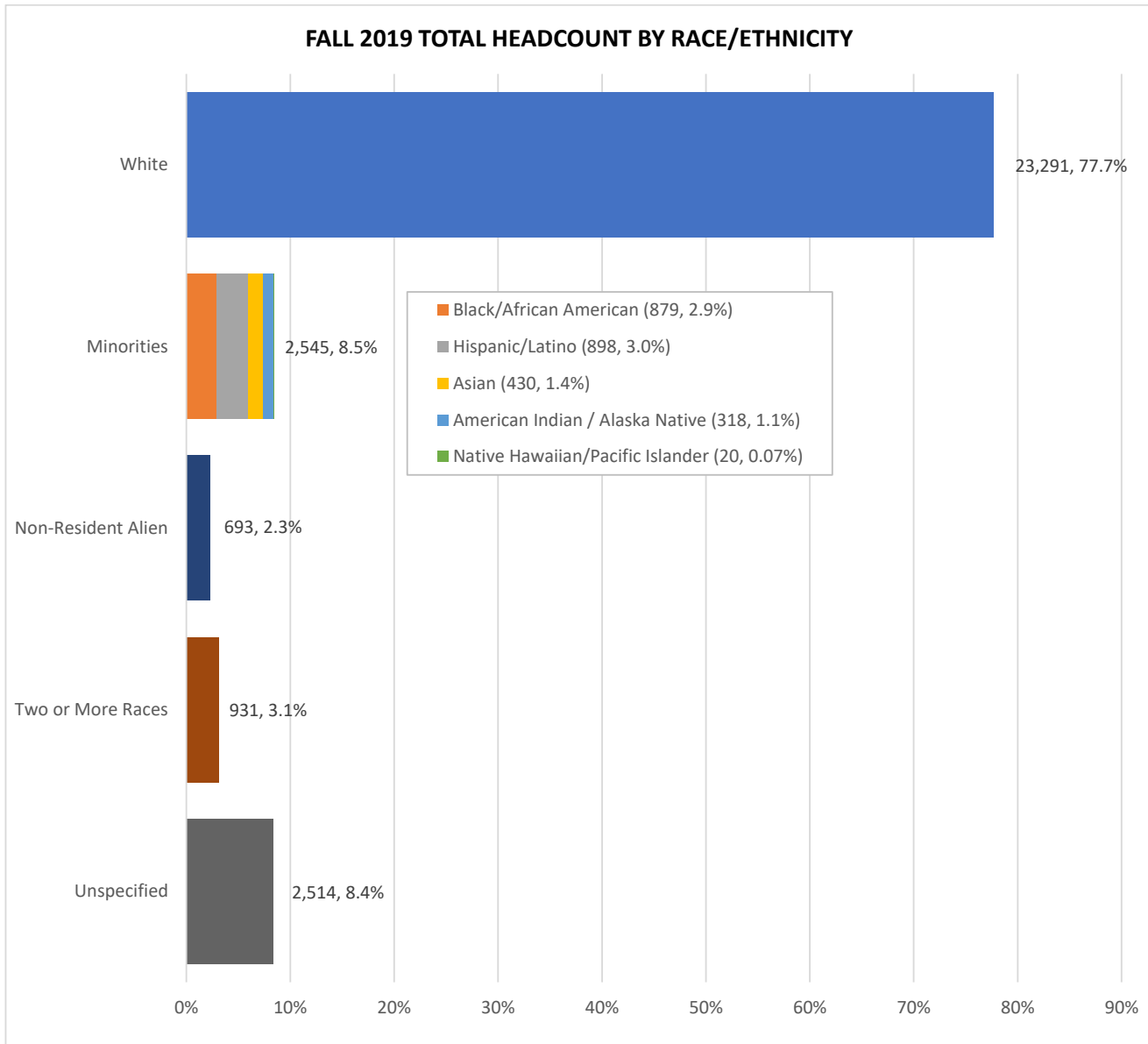


UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

TOTAL HEADCOUNT BY RACE/ETHNICITY

Race/Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
White	21,980	22,307	22,120	22,673	23,291	77.7%	2.7%	6.0%
Black/African American	621	651	712	788	879	2.9%	11.5%	41.5%
Hispanic/Latino	598	659	775	849	898	3.0%	5.8%	50.2%
Asian	360	392	382	404	430	1.4%	6.4%	19.4%
American Indian/Alaska Native	350	329	303	316	318	1.1%	0.6%	-9.1%
Native Hawaiian/Pacific Islander	13	12	10	13	20	0.1%	53.8%	53.8%
Non-Resident Alien	866	768	732	643	693	2.3%	7.8%	-20.0%
Two or More Races	656	684	756	782	931	3.1%	19.1%	41.9%
Unspecified	3,550	3,663	3,207	3,267	2,514	8.4%	-23.0%	-29.2%
Total	28,994	29,465	28,997	29,735	29,974	100.0%	0.8%	3.4%

FALL 2019 TOTAL HEADCOUNT BY RACE/ETHNICITY

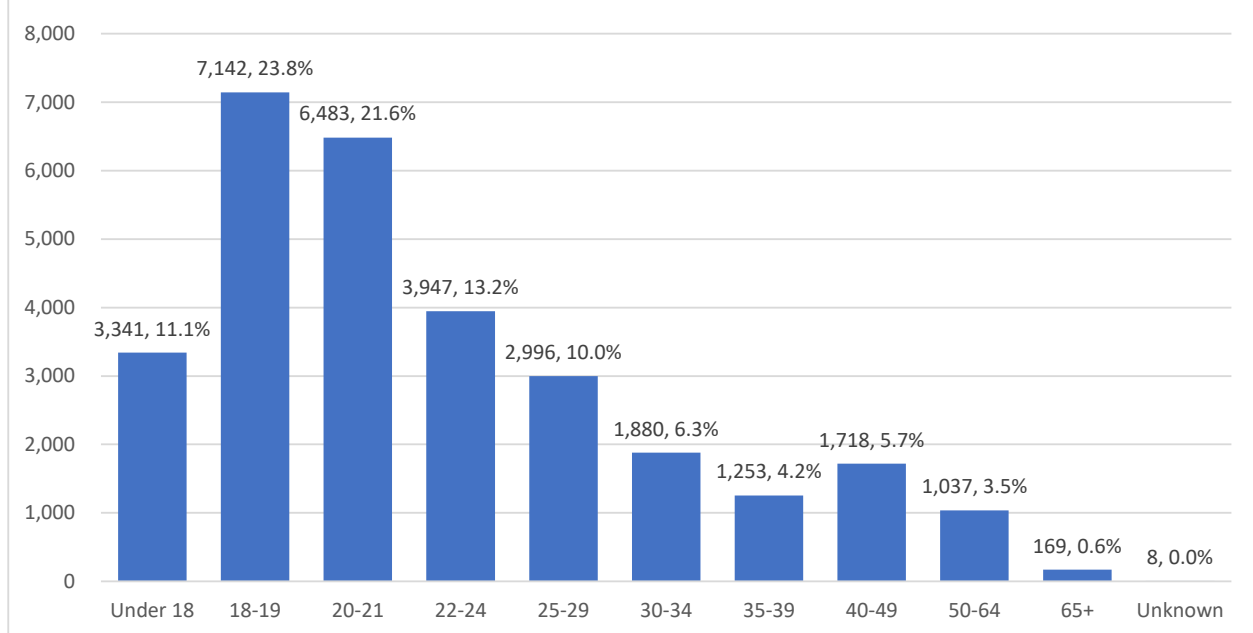


UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

TOTAL HEADCOUNT BY AGE RANGE

Age Range	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Under 18	1,767	2,371	2,192	2,797	3,341	11.1%	19.4%	89.1%
18-19	6,529	6,781	7,100	7,304	7,142	23.8%	-2.2%	9.4%
20-21	6,477	6,330	6,254	6,376	6,483	21.6%	1.7%	0.1%
22-24	4,349	4,329	4,171	3,963	3,947	13.2%	-0.4%	-9.2%
25-29	3,339	3,281	3,119	3,044	2,996	10.0%	-1.6%	-10.3%
30-34	1,949	1,902	1,843	1,852	1,880	6.3%	1.5%	-3.5%
35-39	1,323	1,338	1,299	1,322	1,253	4.2%	-5.2%	-5.3%
40-49	1,957	1,827	1,793	1,788	1,718	5.7%	-3.9%	-12.2%
50-64	1,137	1,145	1,072	1,077	1,037	3.5%	-3.7%	-8.8%
65+	154	143	140	187	169	0.6%	-9.6%	9.7%
Unknown	13	18	14	25	8	0.0%	-68.0%	-38.5%
Total	28,994	29,465	28,997	29,735	29,974	100%	0.8%	3.4%

FALL 2019 TOTAL HEADCOUNT BY AGE RANGE



TOTAL HEADCOUNT BY SUMMARIZED AGE RANGE

Age Range	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Under 18	1,767	2,371	2,192	2,797	3,341	11.1%	19.4%	89.1%
18-24	17,355	17,440	17,525	17,643	17,572	58.6%	-0.4%	1.3%
25-39	6,611	6,521	6,261	6,218	6,129	20.4%	-1.4%	-7.3%
40-64	3,094	2,972	2,865	2,865	2,755	9.2%	-3.8%	-11.0%
65+	154	143	140	187	169	0.6%	-9.6%	9.7%
Unknown	13	18	14	25	8	0.0%	-68.0%	-38.5%
Total	28,994	29,465	28,997	29,735	29,974	100%	0.8%	3.4%

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

FALL 2019 TOTAL HEADCOUNT BY RESIDENCY (BASED ON ORIGINAL HOME ADDRESS)

In-State Headcount by County

County	Headcount	% of Total
Cumberland	5,208	22.5%
Penobscot	3,242	14.0%
York	2,611	11.3%
Kennebec	2,289	9.9%
Aroostook	1,938	8.4%
Androscoggin	1,503	6.5%
Oxford	891	3.9%
Hancock	823	3.6%
Washington	807	3.5%
Somerset	749	3.2%
Knox	735	3.2%
Waldo	591	2.6%
Franklin	543	2.3%
Sagadahoc	499	2.2%
Lincoln	435	1.9%
Piscataquis	209	0.9%
Unknown	35	0.2%
Total	23,108	100.0%

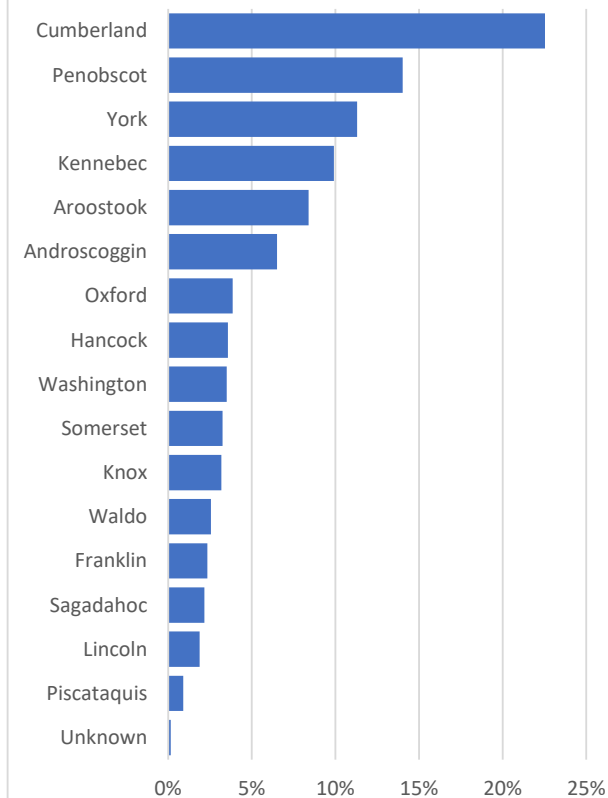
Out-Of-State Headcount by State

State	Headcount	% of Total
Massachusetts	2,002	32.2%
Connecticut	688	11.1%
New Hampshire	640	10.3%
New Jersey	361	5.8%
New York	325	5.2%
Vermont	271	4.4%
Pennsylvania	206	3.3%
California	196	3.2%
Rhode Island	180	2.9%
Florida	148	2.4%
Other States	1,204	19.4%
Total	6,221	100.0%

International Headcount by Country

Country	Headcount	% of Total
Canada	120	19.0%
China	59	9.3%
Nepal	34	5.4%
India	29	4.6%
Iran	24	3.8%
Jamaica	24	3.8%
Saudi Arabia	23	3.6%
United Kingdom	21	3.3%
South Korea	16	2.5%
Bangladesh	15	2.4%
France	14	2.2%
Other Countries	253	40.0%
Total	632	100.0%

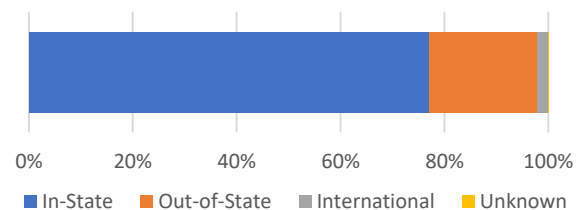
PERCENTAGE OF IN-STATE STUDENTS BY COUNTY



Total Headcount by Residency

Residency	Headcount	% of Total
In-State	23,108	77.1%
Out-of-State	6,221	20.8%
International	632	2.1%
Unknown	13	0.0%
Total	29,974	100.0%

FALL 2019 TOTAL HEADCOUNT BY RESIDENCY (BASED ON ORIGINAL HOME ADDRESS)



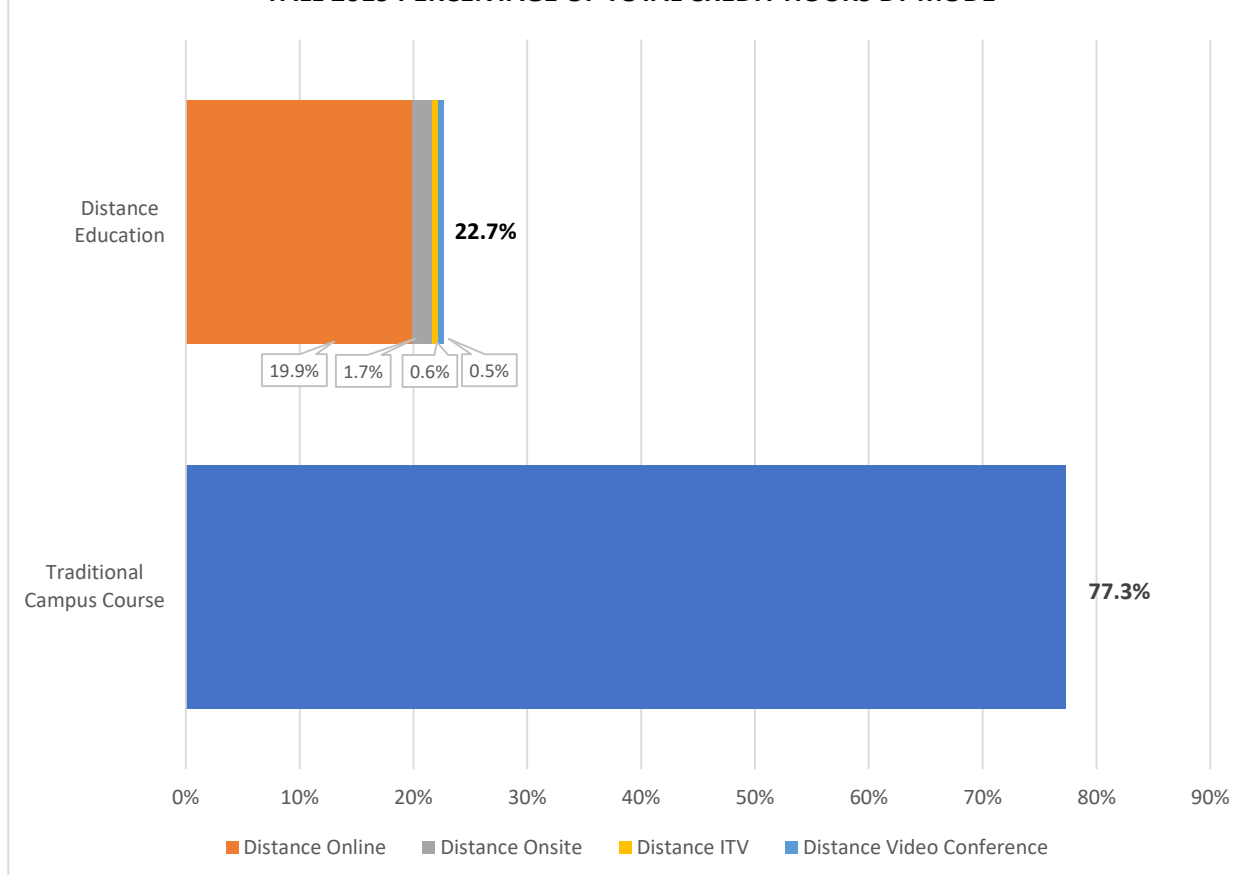
UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

TOTAL CREDIT HOURS BY MODE

Fall 2019 Total Credit Hours by Mode and Campus

Mode	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total	% of Total
Distance ITV	0	1,688	0	0	228	0	0	1,916	0.6%
Distance Online	16,408	19,172	389	4,500	2,373	3,411	16,682	62,935	19.9%
Distance Onsite	290	4,766	105	0	0	134	66	5,361	1.7%
Distance Video Conference	129	909	0	0	123	190	234	1,585	0.5%
Total Distance Education	16,827	26,535	494	4,500	2,724	3,735	16,982	71,797	22.7%
Traditional Campus Course	122,785	8,402	24,065	8,132	3,403	9,163	68,457	244,407	77.3%
Total	139,612	34,937	24,559	12,632	6,127	12,898	85,439	316,203	100.0%

FALL 2019 PERCENTAGE OF TOTAL CREDIT HOURS BY MODE



Total Credit Hours by Mode

Mode	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
Distance ITV	4,800	2,908	2,481	3,023	1,916	0.6%	-36.6%	-60.1%
Distance Online	49,631	52,843	54,107	58,777	62,935	19.9%	7.1%	26.8%
Distance Onsite	5,870	5,468	4,754	4,536	5,361	1.7%	18.2%	-8.7%
Distance Video Conference	2,880	2,401	1,567	1,730	1,585	0.5%	-8.4%	-45.0%
Total Distance Education	63,181	63,620	62,909	68,066	71,797	22.7%	5.5%	13.6%
Traditional Campus Course	250,224	252,845	252,296	249,847	244,407	77.3%	-2.2%	-2.3%
Total	313,405	316,465	315,204	317,913	316,203	100.0%	-0.5%	0.9%

UNIVERSITY OF MAINE SYSTEM – FALL 2019 ENROLLMENT REPORT

FALL 2019 DISTANCE EDUCATION CREDIT HOURS BY MODE AND DEGREE LEVEL

Distance ITV

Degree Level	Credit Hours	% of Total
Associate	324	16.9%
Baccalaureate	1,473	76.9%
Non-Degree Undergraduate	119	6.2%
Total	1,916	100.0%

Distance Video Conference

Degree Level	Credit Hours	% of Total
Associate	141	8.9%
Baccalaureate	865	54.6%
Non-Degree Undergraduate	273	17.2%
Graduate	254	16.0%
Non-Degree Graduate	52	3.3%
Total	1,585	100.0%

Distance Online

Degree Level	Credit Hours	% of Total
Associate	2,017	3.2%
Baccalaureate	48,804	77.5%
Non-Degree Undergraduate	5,505	8.7%
Graduate	5,582	8.9%
Non-Degree Graduate	997	1.6%
Law	30	0.0%
Total	62,935	100.0%

Total Distance Education by Degree Level

Degree Level	Credit Hours	% of Total
Associate	3,375	4.7%
Baccalaureate	52,363	72.9%
Non-Degree Undergraduate	8,878	12.4%
Graduate	6,084	8.5%
Non-Degree Graduate	1,067	1.5%
Law	30	0.0%
Total	71,797	100.0%

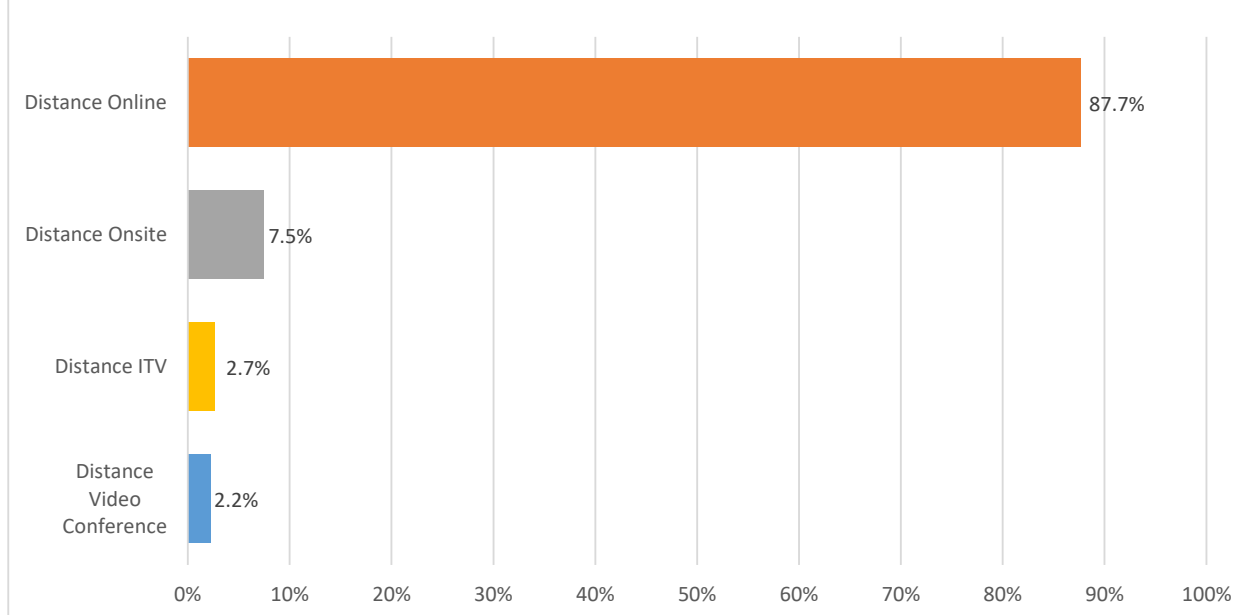
Distance Onsite

Degree Level	Credit Hours	% of Total
Associate	893	16.7%
Baccalaureate	1,221	22.8%
Non-Degree Undergraduate	2,981	55.6%
Graduate	248	4.6%
Non-Degree Graduate	18	0.3%
Total	5,361	100.0%

Total Distance Education by Mode

Degree Level	Credit Hours	% of Total
Distance ITV	1,916	2.7%
Distance Online	62,935	87.7%
Distance Onsite	5,361	7.5%
Distance Video Conference	1,585	2.2%
Total	71,797	100.0%

FALL 2019 PERCENTAGE OF DISTANCE EDUCATION CREDIT HOURS BY MODE



This **FIRST AMENDMENT TO AMENDED AND RESTATED MASTER EQUIPMENT LEASE/PURCHASE AGREEMENT**, dated as of _____, 2019 (this “Amendment”), between BANC OF AMERICA PUBLIC CAPITAL CORP, as lessor (the “Lessor”), and the UNIVERSITY OF MAINE, as lessee (the “Lessee”):

WITNESSETH:

WHEREAS, Lessor and Lessee entered into a Master Equipment Lease/Purchase Agreement dated September 19, 2017, amended and restated in its entirety by certain Amended and Restated Master Equipment Lease/Purchase Agreement dated as of May 1, 2018 (the “Master Agreement”); ‘

WHEREAS, the Lessee desires to lease-purchase various energy efficiency equipment the “Energy Equipment”) pursuant to the Master Agreement and one or more Leases entered into pursuant thereto with Lease Terms of not more than twenty years;

WHEREAS, the Lessor and the Lessee desire to enter into this Amendment in order to provide for the lease-purchase of the Energy Equipment;

NOW, THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Addition of Definitions. The following definitions are hereby added to the Master Agreement:

“Energy Equipment” means Equipment providing energy efficiency and renewable energy services.

“Energy Services Vendor” means a Vendor of Energy Equipment.

“Vendor Agreement” means any contract entered into by Lessee and any Energy Services Vendor for the acquisition, installation, maintenance and/or servicing of the Energy Equipment.

2. Addition of 3.04(g) of the Master Agreement. The following Section 3.04(g) is hereby added to the Master Agreement, to read as follows:

(g) In addition to the requirements set forth in Section 3.04(a), in connection with any lease for Energy Equipment, as a prerequisite to the performance by Lessor of any of its obligations under the related Lease, Lessee shall deliver to Lessor a certified copy of any Surety Bond satisfying the conditions set forth in Section 7.05 hereof, or, at Lessor’s sole discretion, such Surety Bonds may be provided after the commencement date of such Lease, provided however, that no “Disbursement Request” pursuant to the Escrow Agreement shall be authorized by Lessor until such Surety Bonds satisfying the conditions set forth in Section 7.05 have been delivered to Lessor.

3. Addition of 2.01(l) of the Master Agreement. The following Section 2.01(l) is hereby added to the Master Agreement, to read as follows:

Section 2.01(l). In connection with the Lessee's compliance with any continuing disclosure undertakings (each, a "*Continuing Disclosure Agreement*") entered into by the Lessee pursuant to SEC Rule 15c2-12 promulgated pursuant to the Securities and Exchange Act of 1934, as amended (the "*Rule*"), the Lessee may be required to file with the Municipal Securities Rulemaking Board's Electronic Municipal Market Access system, or its successor ("*EMMA*"), notice of its incurrence of its obligations under the Related Documents and notice of any accommodation, waiver, amendment, modification of terms or other similar events reflecting financial difficulties in connection with the Related Documents, in each case including posting a full copy thereof or a description of the material terms thereof (each such posting, an "*EMMA Posting*"). Except to the extent required by applicable law, including the Rule, the Lessee shall not file or submit or permit the filing or submission of any EMMA Posting that includes the following unredacted confidential information about the Lessor or its affiliates and any Escrow Agent in any portion of such EMMA Posting: address and account information of the Lessor or its affiliates and any Escrow Agent; e-mail addresses telephone numbers, fax numbers, names and signatures of officers, employees and signatories of the Lessor or its affiliates and any Escrow Agent; and the form of Disbursement Request that is attached to the Escrow Agreement.

The Lessee acknowledges and agrees that the Lessor and its affiliates are not responsible for the Lessee's or any other entity's (including, but not limited to, any broker-dealer's) compliance or noncompliance (or any claims, losses or liabilities arising therefrom) with the Rule, any Continuing Disclosure Agreement or any applicable securities or other laws, including but not limited to those relating to the Rule.

4. Addition of 7.05 of the Master Agreement. The following Section 7.05 is hereby added to the Master Agreement, to read as follows:

Section 7.05. Surety Bonds; Lessee to Pursue Remedies Against Contractors and Sub-Contractors and Their Sureties. Lessee shall secure from each Energy Services Vendor directly employed by Lessee in connection with a Lease for the acquisition, construction, installation, improvement or equipping of any Energy Equipment, a payment and performance bond ("*Surety Bond*") executed by a surety company authorized to do business in the State, having a financial strength rating by A.M. Best Company of "A-" or better, and otherwise satisfactory to Lessor and naming Lessor as a co-obligee in a sum equal to the entire amount to become payable under each Vendor Agreement. Each bond shall be conditioned on the completion of the work in accordance with the plans and specifications for the Energy Equipment and upon payment of all claims of subcontractors and suppliers. Lessee shall cause the surety company to add Lessor as a co-obligee on each Surety Bond, and shall deliver a certified copy of each Surety Bond to Lessor promptly upon receipt thereof by Lessee. Any proceeds from a Surety Bond shall be applied in accordance with such Surety Bond to the payment and performance of the Energy Services Vendor's obligations in accordance with the related Vendor Agreement and, if for whatever

reason such proceeds are not so applied, first to amounts due Lessor under this Agreement, and any remaining amounts shall be payable to Lessee.

In the event of a material default of any Energy Services Vendor under any Vendor Agreement in connection with the acquisition, construction, maintenance and/or servicing of the Energy Equipment or in the event of a material breach of warranty with respect to any material workmanship or performance guaranty with respect to the Energy Equipment, Lessee will promptly proceed to exhaust its remedies against the Energy Services Vendor in default. Lessee shall advise Lessor of the steps it intends to take in connection with any such default. Any amounts received by Lessee in respect of damages, refunds, adjustments or otherwise in connection with the foregoing shall be paid to Lessor and applied against Lessee's obligations hereunder.

5. Schedules of Property for Energy Equipment. In lieu of the forms attached as Exhibit A-1 and Exhibit A-2 to the Master Agreement, any Schedule entered into for Energy Equipment shall be substantially in the form attached as Exhibit A-1 or Exhibit A-2 hereto, as applicable.

6. Lessee Representation. Lessee has duly authorized the execution and delivery of this Amendment, and all requirements have been met and procedures have occurred in order to ensure the validity and enforceability of this Amendment.

7. Confirmation of Original Lease. Except as amended hereby, the Original Lease is hereby confirmed and reaffirmed in all particulars. The Original Lease, as amended by this Amendment, shall be read, taken and construed as one and the same instrument.

8. Counterparts. This Amendment may be executed in any number of counterparts, each of which when so executed and delivered shall be an original, but such counterparts shall together constitute but one and the same instrument.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be duly executed and delivered as of the date first above written by their respective duly authorized officers.

**BANC OF AMERICA PUBLIC CAPITAL
CORP, as Lessor**

By: _____
Authorized Agent

[Lessee Signature Page Follows]

**UNIVERSITY OF MAINE SYSTEM, as
Lessee**

By: _____
Tracy Elliott, Vice President of Finance
and Controller

[Signature Page to First Amendment to Amended and Restated Master Equipment
Lease/Purchase Agreement]

EXHIBIT A-1

(Tax-Exempt Lease)

FORM OF SCHEDULE OF PROPERTY NO. _____

Re: Amended and Restated Master Equipment Lease/Purchase Agreement, dated as of May 1, 2018, as amended by the First Amendment to Amended and Restated Master Equipment Lease/Purchase Agreement dated as of _____, 2019 between Banc of America Public Capital Corp, as Lessor, and the University of Maine System, as Lessee

1. *Defined Terms.* All terms used herein have the meanings ascribed to them in the above-referenced Amended and Restated Master Equipment Lease/Purchase Agreement (the “Agreement”).

2. *Energy Equipment.* The following items of Energy Equipment are hereby included in the Lease: [describe Energy Equipment], as more particularly described in [energy services contract].

3. *Payment Schedule.*

(a) *Rental Payments; Commencement Date.* The Rental Payments shall be in such amounts and payable on such Rental Payment Dates as set forth in the Rental Payment Schedule attached to this Schedule as *Exhibit B* and incorporated herein by this reference, subject to adjustment upon the occurrence of an Event of Taxability as provided in Section 4.06 of the Agreement. Lessee’s obligation to pay Rental Payments under the Lease created hereby shall commence on the earlier of (i) the date on which the Energy Equipment listed in this Schedule is accepted by Lessee in the manner described in Section 5.01 of the Agreement, as evidenced by the Final Acceptance Certificate executed by Lessee and substantially in the form of *Exhibit E* attached to the Agreement, and (ii) the date on which sufficient moneys to acquire and install the Energy Equipment listed in this Schedule are deposited for that purpose with an Escrow Agent pursuant to Section 3.04(c) of the Agreement (the earlier of such two dates being herein referred to as the “*Commencement Date*”).

(b) *Prepayment Price Schedule.* The Prepayment Price on each Rental Payment Date shall be the amount set forth for such Rental Payment Date in the “Prepayment Price” column of the Rental Payment Schedule attached to this Schedule. The Prepayment Price is in addition to all Rental Payments then due under this Schedule (including the Rental Payment shown on the same line in the Rental Payment Schedule).

4. *Representations, Warranties and Covenants.* Lessee hereby represents, warrants and covenants that its representations, warranties and covenants set forth in the Agreement (particularly Section 2.01 thereof) are true and correct as though made on the Commencement Date. Lessee further represents and warrants that (a) no Material Adverse Change has occurred since the dated date of the Agreement; (b) no Event of Default has occurred and is continuing under any Lease currently in effect; (c) no Event of Non-appropriation under any Lease currently in effect is threatened; (d) no Lease has been terminated as the result of the occurrence of an Event of Default or an Event of Non-appropriation; (e) the governing body of Lessee has authorized the execution and delivery of the Agreement and the Leases pursuant to [Resolution No. _____], approved on _____, 20__; (f) the Energy Equipment listed in this Schedule is essential to the functions of Lessee or to the services Lessee provides its citizens; (g) Lessee has an immediate need for, and expects to make immediate use of, substantially all such Energy Equipment, which will be used by Lessee only for the purpose of performing one or more of Lessee's governmental or proprietary functions consistent with the permissible scope of its authority; and (h) Lessee expects and anticipates adequate funds to be available for all future payments or rent due after the current budgetary period.

5. *The Lease.* The terms and provisions of the Agreement (other than to the extent that they relate solely to other Schedules or Energy Equipment listed on other Schedules) are hereby incorporated into this Schedule by reference and made a part hereof.

[OPTION: IF ESCROW AGREEMENT IS USED:

6. *Lease Proceeds.* The Lease Proceeds that Lessor shall pay to the Escrow Agent in connection with this Schedule is \$ _____, which \$ _____ is for deposit into the Escrow Fund. It is expected that by [six (6)] [twelve (12)] [eighteen (18)] months from the date of this Schedule No. _____, Lessee will have taken possession of all items of Energy Equipment shown above and that the Lessee's final Disbursement Request pursuant to the Escrow Agreement will be signed by Lessee, approved by Lessor and delivered to the Escrow Agent on or before [six (6)] [twelve (12)] [eighteen (18)] months from the date of this Schedule.

OR IF ENERGY SERVICES VENDOR PAID DIRECTLY USE:

6. *Acquisition Amount.* The Acquisition Amount for the Energy Equipment listed in this Schedule to be paid to the Vendor (or reimbursed to Lessee) is \$ _____.]

[OPTION: IF ESCROW AGREEMENT IS USED:

7. *Acquisition Period.* The Acquisition Period applicable to this Schedule shall end at the conclusion of the _____ month following the date hereof.]

[7][8]. *Lease Term.* The Lease Term shall consist of the Original Term and _____ consecutive Renewal Terms, with the final Renewal Term ending on _____, subject to earlier termination pursuant to the Agreement.

[8][9]. *Prepayment Option Commencement Date.* For purposes of Section 10.01 of the Agreement, the Prepayment Option Commencement Date is _____.

[9][10]. *Contract Rate; Taxable Rate.* This Lease constitutes a tax-exempt Lease. The Contract Rate for this Schedule is _____% per annum. The Taxable Rate for this Schedule is _____% per annum.

[10][11]. [OPTION: IF ENERGY EQUIPMENT BEING FINANCED MAY CONSTITUTE FIXTURES: *Fixture Filing.* Lessee hereby represents and warrants for the benefit of Lessor that Lessee is the fee owner of the real estate where the Energy Equipment is and will be located and has good and marketable title thereto, and there exists no mortgage, pledge, lien, security interest, charge or other encumbrance of any nature whatsoever on or with respect to such real estate.]

[Remainder of page intentionally left blank; signature page follows]

Dated: _____

LESSOR:

BANC OF AMERICA PUBLIC CAPITAL CORP
555 California Street, 4th Floor
San Francisco, California 94104
Attention: Contract Administration

LESSEE:

UNIVERSITY OF MAINE SYSTEM
5703 Alumni Hall, Suite 101
Orono, ME 04469-5703
Attention: Controller's Office

By: _____

Name: _____

Title: _____

By: _____

Name: _____

Title: _____

Counterpart No. _____ of _____ manually executed and serially numbered counterparts. To the extent that the Lease created hereby constitutes chattel paper (as defined in the applicable Uniform Commercial Code), no security or ownership interest herein may be created through the transfer or possession of any Counterpart other than Counterpart No. 1.

EXHIBIT A-2

(Taxable Lease)

FORM OF SCHEDULE OF PROPERTY NO. _____

Re: Amended and Restated Master Equipment Lease/Purchase Agreement, dated as of May 1, 2018, as amended by the First Amendment to Amended and Restated Master Equipment Lease/Purchase Agreement, dated _____, 2019, between Banc of America Public Capital Corp, as Lessor, and University of Maine System, as Lessee

1. *Defined Terms.* Unless otherwise defined herein, all terms used herein have the meanings ascribed to them in the above-referenced Amended and Restated Master Equipment Lease/Purchase Agreement, as amended and supplemented from time to time (the "Agreement"). This Schedule constitutes a "Lease" for all purposes under the Agreement, and is by and between the Lessee and Banc of America Leasing & Capital, LLC, a Delaware limited liability company, as Lessor (the "Lessor"), an affiliate of Banc of America Public Capital Corp, a Kansas corporation ("BAPCC"). For all purposes under or with respect to this Schedule and any documents or instruments executed and delivered in connection herewith, each reference to "Lessor" contained herein and in the Agreement shall be deemed to be a reference to Banc of America Leasing & Capital, LLC, as Lessor hereunder. Lessee acknowledges and agrees that the occurrence of an Event of Default under any Lease with Lessor or BAPCC shall constitute an Event of Default under all Leases subject to the Agreement.

2. *Energy Equipment.* The following items of Energy Equipment are hereby included in the Lease: [describe Energy Equipment], as more particularly described in [energy services contract].

3. *Payment Schedule.*

(a) *Rental Payments; Commencement Date.* The Rental Payments shall be in such amounts and payable on such Rental Payment Dates as set forth in the Rental Payment Schedule attached to this Schedule as *Exhibit B* and incorporated herein by this reference. Lessee's obligation to pay Rental Payments under the Lease created hereby shall commence on the earlier of (i) the date on which the Energy Equipment listed in this Schedule is accepted by Lessee in the manner described in Section 5.01 of the Agreement, as evidenced by the Final Acceptance Certificate executed by Lessee and substantially in the form of *Exhibit E* attached to the Agreement, and (ii) the date on which sufficient moneys to acquire and install the Energy Equipment listed in this Schedule are deposited for that purpose with an Escrow Agent pursuant to Section 3.04(c) of the Agreement (the earlier of such two dates being herein referred to as the "*Commencement Date*").

(b) *Prepayment Price Schedule.* The Prepayment Price on each Rental Payment Date shall be the amount set forth for such Rental Payment Date in the "Prepayment Price" column of the Rental Payment Schedule attached to this Schedule. The Prepayment Price is in addition to all Rental Payments then due under this Schedule (including the Rental Payment shown on the same line in the Rental Payment Schedule).

4. *Representations, Warranties and Covenants.* Lessee hereby represents, warrants and covenants that its representations, warranties and covenants set forth in the Agreement (particularly Section 2.01 thereof) are true and correct as though made on the Commencement Date. Lessee further represents and warrants that (a) no Material Adverse Change has occurred since the dated date of the Agreement; (b) no Event of Default has occurred and is continuing under any Lease currently in effect; (c) no Event of Non-appropriation under any Lease currently in effect is threatened; (d) no Lease has been terminated as the result of the occurrence of an Event of Default or an Event of Non-appropriation; (e) the governing body of Lessee has authorized the execution and delivery of the Agreement and the Leases pursuant to [Resolution No. _____], approved on _____, 20__; (f) the Energy Equipment listed in this Schedule is essential to the functions of Lessee or to the services Lessee provides its citizens; (g) Lessee has an immediate need for, and expects to make immediate use of, substantially all such Energy Equipment; and (h) Lessee expects and anticipates adequate funds to be available for all future payments or rent due after the current budgetary period.

5. *The Lease.* The terms and provisions of the Agreement (other than to the extent that they relate solely to other Schedules or Energy Equipment listed on other Schedules) are hereby incorporated into this Schedule by reference and made a part hereof.

[OPTION: IF ESCROW AGREEMENT IS USED:

6. *Lease Proceeds.* The Lease Proceeds that Lessor shall pay to the Escrow Agent in connection with this Schedule is \$ _____, which \$ _____ is for deposit into the Escrow Fund. It is expected that by [six (6)] [twelve (12)] [eighteen (18)] months from the date of this Schedule No. _____, Lessee will have taken possession of all items of Energy Equipment shown above and that the Lessee's final Disbursement Request pursuant to the Escrow Agreement will be signed by Lessee, approved by Lessor and delivered to the Escrow Agent on or before [six (6)] [twelve (12)] [eighteen (18)] months from the date of this Schedule.

OR IF VENDOR PAID DIRECTLY USE:

6. *Acquisition Amount.* The Acquisition Amount for the Energy Equipment listed in this Schedule to be paid to the Vendor (or reimbursed to Lessee) is \$ _____.]

[OPTION: IF ESCROW AGREEMENT IS USED:

7. *Acquisition Period.* The Acquisition Period applicable to this Schedule shall end at the conclusion of the _____ month following the date hereof.]

[7][8]. *Lease Term.* The Lease Term shall consist of the Original Term and ____ consecutive Renewal Terms, with the final Renewal Term ending on _____, subject to earlier termination pursuant to the Agreement.

[8][9]. *Prepayment Option Commencement Date.* For purposes of Section 10.01 of the Agreement, the Prepayment Option Commencement Date is _____.

[9][10]. *Contract Rate; Taxable Rate.* The Contract Rate and the Taxable Rate for this Schedule is _____% per annum.

[10][11]. *Taxable.* Lessee and Lessor agree that the interest component of the Rental Payments to be made hereunder shall be included in the gross income of the Lessor for purposes of the Internal Revenue Code of 1986, as amended (the "Code"). Any references in the Master Energy Equipment Lease to an Event of Taxability shall not be applicable to this Schedule.

[11][12]. [OPTION: IF ENERGY EQUIPMENT BEING FINANCED MAY CONSTITUTE FIXTURES: *Fixture Filing.* Lessee hereby represents and warrants for the benefit of Lessor that Lessee is the fee owner of the real estate where the Energy Equipment is and will be located and has good and marketable title thereto, and there exists no mortgage, pledge, lien, security interest, charge or other encumbrance of any nature whatsoever on or with respect to such real estate.]

[Remainder of page intentionally left blank; signature page follows]

Dated: _____

LESSOR:
BANC OF AMERICA LEASING & CAPITAL LLC
555 California Street, 4th Floor
San Francisco, California 94104
Attention: Contract Administration

LESSEE:
UNIVERSITY OF MAINE SYSTEM
5703 Alumni Hall, Suite 101
Orono, ME 04469-5703
Attention: Controller's Office

By: _____
Name: _____
Title: _____

By: _____
Name: _____
Title: _____

Counterpart No. _____ of _____ manually executed and serially numbered counterparts. To the extent that the Lease created hereby constitutes chattel paper (as defined in the applicable Uniform Commercial Code), no security or ownership interest herein may be created through the transfer or possession of any Counterpart other than Counterpart No. 1.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** ESCO Authorization Request, USM
2. **INITIATED BY:** Karl W. Turner, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Enhance fiscal positioning **BOARD POLICY:** 701 – Operating and Capital Budgets
712 – Debt Policy
5. **BACKGROUND:**

The University of Maine System acting through the University of Southern Maine requests authorization to enter into a public, private partnership (P3) to pursue an energy savings performance contract to save energy, reduce energy costs, reduce carbon emissions, improve selected facilities and improve the learning environment for students in a manner that is cost neutral.

The total expected financial impact of this request is up to \$1.9 million to be repaid from savings achieved by the improvements.

This request is pursuant to Board policy 701 which requires Board approval for projects with a value of \$500,000 or greater. Also, Board Policy 712 applies as it states that UMS “will consider off-balance sheet financing (e.g., public/private partnerships) when it is desirable to work with a third party...”

A specialized consultant, Celtic Energy, was previously hired to provide expertise in considering this project. Celtic, over approximately the past year, assisted in determining the feasibility, potential scope and costs of an Energy Savings Performance Contract. The consultant worked with a committee including key players from USM’s Facilities Management office, the Office of Sustainability, faculty, administration and others.

Based on this work and study, the University is now seeking to solicit an Energy Service Company (ESCO) to carry out a two-phase project. This would involve providing an investment grade audit, making energy saving improvements in two buildings on the Gorham campus and measuring and reporting on the results. The project is expected to include the University, the ESCO and a financier of the project working in collaboration. Phase I of the project is before Trustees for consideration currently.

10/22/2018

The planned improvements will focus on two buildings heavily used by students totaling approximately 173,000 square feet: Anderson Hall (a residential building) and Bailey Hall (a classroom building with a library, café, and offices). Bailey Hall is the most heavily used classroom building on campus, hosting more than 350 classes per year.

Anderson Hall has a Sightlines renovation age of 54 years with a Net Asset Value of 27%. Bailey Hall, including both the original building and the library addition, has an average renovation age of 54 years and Net Asset Value of approximately 41%. This data is indicative of facilities that warrant substantial restoration and investment.

The energy costs for these two buildings was approximately \$229,000 in fiscal year 2018. The project is expected to reduce energy use in these facilities by 25 to 35 percent. At current market rates, that would be an estimated annual savings of \$28,000 to \$40,000. The actual savings will depend not only on the actual avoided energy consumption but also on changes in the market and contract rates for energy. The contract is expected to be in range of 10 to 20 years in order to recoup the investment costs after which time additional savings would be the University's alone. If the savings proves insufficient to cover those costs, USM would be obligated for the expenses, with those details and exact terms to be settled in the solicitation.

If approval is granted to proceed, the University intends to limit its risk initially to the cost of an investment grade audit. This would be a key first deliverable resulting from the solicitation. The audit would underpin the subsequent investments and the overall first phase. The audit is expected to cost approximately \$25,000. If the project proceeds, that cost becomes part of the overall fiscal package. If the University elects to walk away or the parties can not otherwise agree, the University expects it would bear that cost.

Whether the University would work with already existing financing options or would conduct a solicitation specific to financing of the ESCO remains to be determined, but this request today is intended to include that approval if it subsequently is determined to be warranted. USM/UMS will collaborate closely with UMS Controller and Treasurer regarding any financing. Celtic Energy will help the University through all of these steps, including final advisement on final negotiations with the ESCO and financier.

A successful project will see improvements being made in 2020 starting as soon as approximately 14-18 months from now.

This project is in keeping with USM's pending master plan, which calls for a partnership with an ESCO as one of the primary mechanisms for addressing capital infrastructure improvements in existing buildings that are not planned for demolition.

If Phase I proves as successful as expected, the University also has a Phase II queued up. It is not seeking approval for that second phase at this time, but it does intend to include that information in the solicitation and will indicate in the solicitation that Phase II is contingent on the success of Phase I and further Trustee approval of Phase II. The second phase could include as much as an additional 900,000 square feet of facility space across 12 additional facilities and an investment of another \$7.5 million beyond Phase I. Again, only Phase I is before Trustees currently. Phase II would require additional future consideration and approval.

10/22/2018

6. TEXT OF PROPOSED RESOLUTION:

4

That the Finance, Facilities and Technology Committee forward this item to the Consent Agenda at the November 18-19, 2018, Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees authorizes the University of Maine System acting through the University of Southern Maine to issue the solicitation as may be warranted and enter into the necessary agreements to pursue a public, private partnership to provide energy saving improvements at the Gorham campus with a total potential financial impact of up to \$1,900,000, subject to approval of all final terms and conditions by General Counsel and the University Treasurer.

APPROVED BY FFT COMMITTEE
OCTOBER 31, 2018

APPROVED BY THE BOARD
NOVEMBER 19, 2018

10/22/2018

Phase 1 Scope of ESCO Project

Cost (Savings) for Bailey & Anderson Prepared by Celtic as of 8-21-18

Full ESCO Scope Utility Cost Annually before Project (\$)	\$1,415,684
(3-year avg baseline of electric, gas, and fuel oil costs- not including water- for full ESCO scope's square footage)	
Ratio of Phase 1 Scope's Utility Costs Compared to Full Scope (%)	16%
(Sq ft of phase 1 scope divided by full ESCO scope's sq ft)	
FY18 Utility Cost of Identified Buildings for Phase 1 (\$)	\$229,728
(Derived by multiplying the sq ft % of phase 1 project scope by full ESCO project scope's annual utility consumption)	
Savings Goal Percentage - LOW (%)	25%
(Based on facility walk throughs and evaluating existing systems, Celtic can confidently say there is at least 25% savings available of the utility consumption covered by the phase 1 of the project)	
Savings Goal Dollar Amount - LOW (\$)	\$57,432
(Derived by multiplying the LOW savings percentage by the utility consumption covered by phase 1 of the project)	
Savings Goal Percentage - HIGH (%)	35%
(Based on facility walk throughs and evaluating existing systems, Celtic thinks as much as 35% savings is possible out of the utility spend covered by phase 1 of the project)	
Savings Goal Dollar Amount - HIGH (\$)	\$80,405
(Derived by multiplying the HIGH savings percentage by the utility spend covered by the phase 1 of the project)	
Expected Inflation for Energy Costs (%)	2.00%
(Based on the Escalation Rate from EERC, which blends electric & natural gas, includes forecasts for rising energy rates and general inflation)	
Total Estimated Contract Value for Phase 1- LOW (\$)	\$1,021,913
(Annual Payment/Savings from Year 1 to Year 15)	
Total Estimated Contract Value for Phase 2- HIGH (\$)	\$1,430,678
(Annual Payment/Savings from Year 1 to Year 15)	

ESCO Phase 1 Cash Flow Prepared by Celtic as of 8-21-18

Performance Year	FY	Estimated Annual Payment and/or Savings (\$) LOW	Estimated Annual Payment and/or Savings (\$) HIGH	Description
-	2018	-	0	Preliminary Assessment
-	2020	-	0	IGA Development
0	2022	28,716	40,202	Design & Construction
1	2023	57,432	80,405	Performance
2	2024	58,581	82,013	Performance
3	2025	59,752	83,653	Performance
4	2026	60,947	85,326	Performance
5	2027	62,166	87,033	Performance
6	2028	63,410	88,774	Performance
7	2029	64,678	90,549	Performance
8	2030	65,971	92,360	Performance
9	2031	67,291	94,207	Performance
10	2032	68,637	96,091	Performance
11	2033	70,009	98,013	Performance
12	2034	71,410	99,973	Performance
13	2035	72,838	101,973	Performance
14	2036	74,295	104,012	Performance
15	2037	75,780	106,093	Performance

Technical Facility Profile for Selected Buildings

Technical Facility Profile

USM currently operates approximately 2.23M square feet of facilities between the two campuses, 1.06M square feet of which is currently being evaluated and considered to include in a performance contract. The following information documents the building scope and possible energy efficiency measures that will be included in phase 1 of the ESPC. The ESCO is responsible for further verifying the accuracy of all information furnished herein.

Gorham Campus

1) Bailey Hall: The building is a 6-story academic facility constructed in 1958 with additions/major renovations being completed through 1970. The general space is mainly comprised of faculty offices and classrooms. The building has approximately 144,000 square feet of conditioned space and is generally occupied following the schedule below:

- 100% occupied for 249 fall/winter/spring days per year, with the following schedule:
 - o Sundays 12 pm-11 pm
 - o Monday-Thursday 7:45 am-11:00 pm
 - o Friday 7:45 am-8:00 pm
 - o Saturday 11:00 am-7:00 pm
- 64% occupied for 109 summer days, with the following schedule:
 - o Sundays Closed
 - o Monday-Thursday 7:45 am-7:00 pm
 - o Friday 7:45 am-6:00 pm
 - o Saturday 10:00 am-6:00 pm

Below is a list of technical details related to the building:

General Building Condition: Fair to poor.

Envelope: Masonry brick/block with EPDM roof and a combination of single and double-paned windows.

HVAC: The building is on the central heating hot water loop. Hot water is distributed from the central heating plant to a shell & tube heat exchanger. From there, distribution pumps equipped with variable frequency drives provide hot water to baseboard fin-tube radiators in offices, unit ventilators in

classrooms, air-handling units on each floor serving hallways (which also have glycol heat recovery coils), and an air handling unit in the penthouse which serves the library.

Cooling is only provided to certain parts of the building in with offices and lecture halls which are served by mini-split DX systems and a Daiken variable-refrigerant flow cooling unit that serves fan coil units (installed in 2012). This unit is reportedly very troublesome to operate and has difficulty maintaining appropriate space temperature set points which affects occupant comfort.

Lighting: Mainly T8 fluorescent lighting systems with 25, 28, and 32-watt lamps and electronic ballasts. Compact fluorescent lighting also exists in specific areas. Certain sections of the building have also been upgraded to LED technology. There are currently no controls for the lighting system.

Energy Management System: The HVAC system is all currently on the Delta DDC system.

Domestic Hot Water Heating: During the heating season, a heat exchanger is used to provide DHW to the building. During the cooling season, a separate electric hot water boiler is used for DHW loads.

Renewable/Alternative Energy: None.

Past Improvement Efforts:

Date	Improvement
2011	Energy Efficiency Bond Funds – lighting, HVAC, and controls upgrades.
2012-2015	Window replacement projects.
2014	Major laboratory renovations and upgrades project.
2018	Roof replacement.

Potential ECMs:

1. Full upgrade of lighting systems to new LED technology.
2. Install lighting occupancy controls and daylight harvesting controls.
3. Convert constant volume AHUs to a variable-air volume system.
4. Evaluate Daiken VRF unit/system for repair or replacement.

5. Investigate alternatives to electric summer time DHW system.
6. Retro-commission existing DDC system.
7. Optimize overall HVAC sequence of operations.
8. Building envelope improvements/weather stripping.
9. Energy efficient transformers.

2) **Anderson Hall:** The building is a 5-story dormitory facility constructed in 1963. The general space is mainly comprised of student dorm rooms and student gathering spaces. The building has approximately 29,000 square feet of conditioned space and is generally 100% occupied for 24 hours/day for the fall/winter/spring months for 214 days, then 62% occupied for 53 days in the summer.

Below is a list of technical details related to the building:

General Building Condition: Fair to poor.

Envelope: Masonry brick/block with EPDM roof and a combination of single and double-paned windows.

HVAC: The building is on the central heating hot water loop. Hot water is distributed from the central heating plant to a shell & tube heat exchanger. From there, distribution pumps provide hot water to fin-tube radiation units (with a basic wheel dampers) in the dorm rooms and shared spaces.

Anderson Hall currently does not have any cooling systems.

Lighting: Mainly T8 fluorescent lighting systems with 28-watt and 32-watt lamps and electronic ballasts as well as compact fluorescent lighting exist in the dormitory building. There are currently no controls for the lighting system.

Energy Management System: The HVAC system is all currently on the Delta DDC system.

Domestic Hot Water Heating: During the heating season, a heat exchanger is used to provide DHW to the building. During the cooling season, a separate electric hot water boiler is used for DHW loads.

Renewable/Alternative Energy: None.

4.2

Past Improvement Efforts:

Date	Improvement
2009	Upgrade BAS graphics interface.
2011	Window replacements and glazing improvements.
2016	Hot water tank replacement.

Potential ECMs:

1. Upgrade lighting systems to new LED technology.
2. Install lighting occupancy controls and daylight harvesting controls.
3. Install variable frequency drives on hot water distribution pumps.
4. Improve ventilation system and strategy for dormitories.
5. Retro-commission existing DDC system.
6. Optimize overall HVAC sequence of operations.
7. Building envelope improvements/weather stripping.
8. Energy efficient transformers.

USM ESCO Project Timeline***Celtic is not yet under contract for items in red**

Overall Project Phase	Celtic's Phase	Step	Definition	Status	Deadline	Notes
1	1	Evaluate	Evaluate potential for ESCO	Completed	February 28 th , 2018	
1	2	Scope of Work	Create list of possible projects & ballpark estimate of project size	Completed	June 30 th , 2018	Determined to be 1.1 million sq. ft. & between \$6.8-\$9.5 million cost
1	3	Write RFP	To solicit proposals, so we can find a qualified ESCO Company	Pending	October 15 th , 2018	USM can back out with no penalty. Include pilot scope and full scope in the RFP, with the pilot being first step
1	3	Get Approval from Board of Trustees	Seek their approval to release ESCO RFP	Pending	FFT Meeting- October 31st, 2018; Full Board- November 18 th & 19th	
1	3	Release RFP & Begin Collecting Responses	5-15 ESCOs will likely submit proposals	Pending	November 26 th , 2018	USM can back out with no penalty
1	3	Decide on ESCO Company to Hire	RFP Committee of Facilities staff, guided by Strategic Procurement, will decide on winning company	Pending	January 15 th , 2019	USM can back out with no penalty
1	3	Contract with ESCO Company	Winning company earns right to contract with us, if we can come to a mutually beneficial deal	Pending	March 15 th , 2019	USM commits to a \$25k "walk-away fee" from ESCO if we back out in the next stage
1	4	ESCO Conducts "Investment Grade Audit"	USM signs "IGA Agreement" and ESCO begins measuring energy & examining equipment in order to calculate specific anticipated savings	Pending	September 15 th , 2019	\$25k "walk-away fee" now in effect if we back out
1	5	Write & Collect Financial RFP Responses	To identify a 3 rd party financier to back the project	Pending	January 31st, 2020	

1	5	Negotiate with ESCO & Financer on Final Project Scope & Cost	We enter into 15-year agreement	Pending	January 31st, 2020	If contract negotiations fail, then we pay ESCO \$25k fee. Lease of space and/or equipment will need to be discussed.
1	6	ESCO Starts Construction	15-year term begins after everything is installed	Pending	March, 2020	Need to sign a new contract with Celtic to continue helping through construction phase and for periodic measurement & verification (M&V) reviews over 15 years
1	7	ESCO Finishes Construction and M&V Activities Begin		Pending	March, 2021	
2	8	USM Reviews Performance, Seeks Board Approval for Phase 2 & Begins Negotiation with ESCO to Complete Full Scope		Pending	June, 2022	USM reviews first annual M&V report to gauge performance
2	9	ESCO Conducts "Investment Grade Audit" on the Rest of the Scope		Pending	June, 2023	
2	10	USM Modifies Contract with ESCO to Incorporate the Rest of the Scope		Pending	August, 2023	
2	11	ESCO Conducts Construction on Full Scope		Pending	October, 2024	
2	12	Celtic assists with Ongoing M&V Activities for 15 years		Pending	October, 2024	



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Short-Term Housing Lease Amendment, UMA
2. **INITIATED BY:** Karl W. Turner, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Increase Enrollment
 Improve Student Success
 and Completion
 801 – Acquisition of Real Property
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine at Augusta (UMA) requests approval to amend the lease with Mastway Development, LLC (also known as SC-One, LLC and SC-Erskine, LLC) to add as many as 48 additional beds for student housing in the Erskine Building located at 2 Coos Lane, Hallowell, Maine.

Demand for an initial launch of 39 beds previously approved by the Board of Trustees already has exceeded that available supply, with 70 applications and 25 deposits now in place for the initial 33 non-staff beds available this fall. Twenty-four students are currently on the waiting list. The lease amendment costs for the proposed new beds, as with the initial beds, are to be paid by the University from student housing fees from residents of the facility and from tuition revenue associated with increases in credit hours resulting from the availability of the expanded number of beds.

This request is pursuant to Board of Trustee Policy 801, which requires Board of Trustee approval for any real property lease of more than five years' duration and \$100,000 in value. The proposed lease amendment would have a cost in the range of \$1,987,200 (\$690 per bed) and \$2,044,800 (\$710 per bed) over an initial duration of up to five years and would commence immediately upon signing. While the parties may agree to extensions beyond that initial term subject to mutual agreement, any such extensions will be contingent on further and future Board of Trustee consideration.

This effort is consistent with the priority outcomes set forth by the Board of Trustees to increase enrollment and improve student success and completion. In particular, the lease amendment provides expanded student residential housing for UMA's Augusta campus, and is intended to support enrollment growth in key academic programs including Aviation, Architecture, Music, and Nursing.

For example, assuming a 95 percent occupancy rate with 20 percent out-of-state students, this initiative is projected to yield an incremental 1,188 credit hours and approximately \$350,000 in tuition revenue annually.

This request is also before the Board of Trustees in connection with the increase in space at UMA, albeit privately-owned leased space with termination options for the University and not an increase in permanent University-owned space. The proposed lease would involve a three-story, brick masonry, 16,400 square-foot building (including basement) in a historic district and is located next to current UMA student housing in Stevens Hall.

The lease amendment would make available an additional 18 furnished student residential units containing a total of 48 beds within the Erskine Building at the Stevens Commons, which is the former Stevens School Campus just off Winthrop Street in Hallowell. All beds will be available for Fall 2020 occupancy.

The original student housing proposal was the result of a public, competitive solicitation (RFP2018-81) which was advertised by the University on May 24, 2018, and to which multiple responses were received. An award to Mastway Development, LLC, contingent on Board of Trustee approval and other considerations, was issued on August 10, 2018. The Board of Trustees approved the lease award at the September 16-17, 2018 meeting, which included a total of 39 beds located in Steven Hall. That prior agenda sheet is attached for reference.

This particular proposal emerged as the top-scoring proposal in that public, competitive process. The facility is in close proximity to Augusta's I-95 interchanges and only 5 miles to the University of Maine at Augusta, with an average drive time of 10-12 minutes. The Kennebec Explorer also regularly stops within walking distance of Stevens Commons and also stops at the UMA Augusta campus.

In addition to the lease amendment commitment, the University has made an initial installment of \$40,520 to Mastway Development, LLC, for an exclusive option to lease the Erskine Building for a period of 90 days beginning May 2, 2019 and for the preparation of building and site plans to determine the building fit out and to finalize the construction budgets. The University will also invest approximately \$15,000 to furnish a common student lounge.

6. TEXT OF PROPOSED RESOLUTION:

That the Finance, Facilities and Technology Committee forwards this item to the Consent Agenda at the July 15, 2019 Board of Trustees meeting for the following resolution:

That the Board of Trustees authorizes the University of Maine System acting through the University of Maine at Augusta to enter a lease amendment for approximately 16,400 additional square feet of student residential space with Mastway Development, LLC or its successor organization for a duration in the range of five years and a cost of up to \$2,044,800 subject to review and approval of the final terms and conditions by the University's General Counsel and Treasurer.

University of Maine at Augusta			
SHORT TERM HOUSING, UMA			
Benefit/Cost Analysis -- Annual Financial Impact			
11-Jun-19			
	Stevens	Erskine	
	Hall	Hall	Comments
KEY ASSUMPTIONS			
Total # of Beds	39	48	
Occupancy Rate	95%	95%	
% Var - Instruc Cost	67%	67%	
% Incr Credit Hrs	90%	90%	Housing will generate strong incremental CH
% Out of State	25%	25%	Housing will attract a component of out-of-state students
Annual CH/ Bed	30	30	Housing supports FT students earning 30 CH annually
Semester Room Fee	\$3,750	\$3,750	
<u>Administrative Support</u>			
# of RA's	2	2	Room for 4 RA's is worth: \$30,000
# Prof. Staff in Residence	0.5	0.5	Total compensation cost is: \$60,667 plus housing worth \$7,500
Stipends for Non Faculty	6,000	6,000	Total compensation cost is: \$18,384 split between two buildings
SUMMARY P&L	Annual	Annual	Notes
Rental Revenue	255,000	315,000	
Tuition and Fee Revenue	337,041	411,939	90% of credit hours are assumed incremental (includes the RA's)
Less: Discount	(33,704)	(41,194)	Per UMS tuition discount report
Total Revenue	558,337	685,745	
<u>Memo: Incremental Credit Hours</u>	972	1,188	90% of credit hours incremental
<u>Costs</u>			
Facility Rental	307,800	408,960	Per contract pricing
Activities & Programming	9,000	11,000	Assumes \$250 per occupied bed annually
Instructional Cost	141,295	172,694	Assumes instructional costs are 67% variable
Staff Support	46,566	46,566	(Doesn't include housing benefit)
Security	40,814	40,814	Security contract cost is split between two buildings
Total Costs	545,475	680,034	
Surplus/ (Deficit)	12,862	5,711	18,573 Total
SENSITIVITY ANALYSIS			
<i>Result of Varying Each Assumption Separately</i>			
	KEY ASSUMPTIONS		
	Low	Base	High
Assumption	Downside	Case	Upside
% Var - Instruc Cost	100%	67%	33%
% Incr Credit Hrs	80%	90%	100%
% Out of State	10%	25%	33%
Annual CH/ Bed	24	30	33
Occupancy Rate%	90%	95%	100%
Rate per Semester	3,500	3,750	4,000
	SURPLUS/ (DEFICIT)		
	Low	Base	High
Assumption	Downside	Case	Upside
% Var - Instruc Cost	(136,078)	18,573	177,911
% Incr Credit Hrs	(56,325)	18,573	93,471
% Out of State	(77,946)	18,573	70,050
Annual CH/ Bed	(53,445)	18,573	54,582
Occupancy Rate%	(28,431)	18,573	77,329
Rate per Semester	(19,427)	18,573	56,573

UNIVERSITY OF MAINE SYSTEM

A SUMMARY OF PROCESS CONSIDERATIONS AND FRAMEWORK FOR PURSUING UNIFIED ACCREDITATION

Chancellor Dannel P. Malloy

In consultation with and including contributions from

UMS Presidents • UMS Chief Academic Officers
James B. Thelen • Ryan Low • Chip Gavin
Beatrice Fevry • Robert Placido • Kay Kimball
Rosa Redonnett • Greg Fahy • Jeff St. John
Kathy Yardley • Kim-Marie Jenkins
Dominic Barraclough • Sara Mlynarchek

November 2019

INTRODUCTION

At the July 2019 meeting, University of Maine System Board Chair James Erwin stated that it was the Board's sense that, in order for UMS to move forward with and attain the strategic goals established in the December 2018 *Declaration of Strategic Priorities to Address Critical State Needs*,¹ UMS needs to be able to deliver significantly more collaborative, market-relevant cross-campus programming. In recent years, however, there have been significant challenges to developing, delivering, and managing such programs at the scope, scale, and pace the Board determines to be necessary to meet Maine's higher education attainment needs, some of which stem from the fact that each UMS university is accredited separately from other universities in the System.

Recognizing these challenges, Chair Erwin asked UMS Chancellor Dannel Malloy to review UMS's accreditation status and provide recommendations for what accreditation structure would be most likely to permit UMS to achieve its strategic goals and best serve the higher education needs of its students and the State of Maine.

In his September 2019 report to the Board, detailing historical consideration of a System-wide accreditation back more than three decades, Chancellor Malloy recommended that UMS universities begin a process to unify their accreditations to a statewide accreditation within the University of Maine System based on a series of Guiding Principles that were developed by the Chancellor, the UMS Presidents, and Senior System Staff and reviewed by staff at UMS's regional accreditor, the New England Commission of Higher Education (NECHE).² Accepting that report on September 16, the Board directed the Chancellor to:

- Visit UMS campuses to gather input from key academic leaders and staff to determine how to successfully implement unified accreditation according to the Guiding Principles developed with UMS Presidents;
- Continue discussions with staff at NECHE and the U.S. Department of Education as necessary to ensure UMS planning and actions incorporate relevant input from those entities; and
- Develop, with input from System Presidents and campuses, "a process, plan, and timeline to seek unified accreditation from NECHE that could successfully transition UMS to a statewide accreditation model," to be presented at the November 17-18, 2019 Board meeting.

¹ "Declaration of Strategic Priorities to Address Critical State Needs," December 2018 (UMS Board of Trustees Office).

² See [Guiding Principles](#), Appendix A.

SUMMARY OF UNIFIED ACCREDITATION ENGAGEMENT TO DATE

Since the Board's September 2019 meeting, and by the time of this report's publication, the Chancellor and System leadership staff have visited all seven UMS universities twice except for a single visit to Machias, conducting 33 total meetings over that six-week span. Of these, the Chancellor has led "town hall"-styled open forum discussions and answered questions about his unified accreditation recommendation at all seven universities, met with six of the seven UMS faculty assemblies or senates (Machias is scheduled for November 20, two days following the Board's November 17-18 meeting at Farmington), as well as all seven Boards of Visitors and additional select faculty at all seven universities.

Throughout that time, UMS hosted an online survey about unified accreditation, inviting questions and comments about both the benefits of and concerns about unified accreditation from the perspective of survey responders. As of November 6, 67 responses, with more than 325 individual comments, have been logged and reviewed. Nearly half of responses came from faculty (46 percent), with staff equally responsive. Half of all respondents stated that they have either written for or participated in an accreditation review previously. Respondents identified themselves as associated with a particular UMS university as follows:

- UM Fort Kent (40 percent of respondents)
- USM (17 percent)
- UM Farmington (14 percent)
- UM (8 percent)
- UM Augusta (8 percent)
- UM Machias (6 percent)
- UM Presque Isle (3 percent)

As the online survey remains open through November 8, individual comments provided in response to the online survey remain under review and will be organized and presented thematically for the Board at its meeting on November 18, 2019. As a general matter, the overall nature of individual comments provided in the online survey are thematically similar to those offered by the Board faculty representatives (which are referenced further below and included here as Appendix B).

On October 9, at a joint meeting of all UMS Presidents and Chief Academic Officers with the Chancellor and senior System staff, along with additional academic leaders from the University of Maine, the University of Maine at Augusta, and the University of Maine at Farmington, the Chancellor invited NECHE President Barbara Brittingham to discuss NECHE's perspective on the expected near- and longer-term interaction UMS will have with NECHE should the Board of Trustees direct UMS leaders to pursue a transition to unified accreditation. Additional discussion about the issues addressed in this report occurred with UMS Presidents on November 4.

In advance of the Board's Academic and Student Affairs Committee meeting on October 28, Board of Trustees Faculty Representatives informally surveyed their faculty colleagues around the System and compiled a list of written comments, concerns, and questions about unified accreditation. Faculty representatives submitted the two-page document for the ASA's public agenda. The Chancellor and System staff developed a written "FAQ" document that responded to the faculty's questions and concerns and other general issues about unified accreditation, reviewed the answers with NECHE President Barbara Brittingham for alignment with NECHE staff expectations, and posted both [the faculty concerns and FAQ online](#) on October 29 (see Appendix B, which is available as well through the hyperlink embedded here).

Representatives from the UMS faculty union – the Associated Faculties of the Universities of Maine, known as AFUM – posed questions about the impact, relative to unified accreditation, of newly-negotiated contract language that permits faculty to work in cooperating departments between UMS universities who each offer their own degree programs. UMS leaders consulted with NECHE regarding these matters and transparently introduced the AFUM leaders to NECHE staff to ask further questions, though it should be clearly understood that NECHE's accreditation assessments are not bound or governed by the AFUM contract.

Nearly two dozen people across UMS – Presidents, Chief Academic Officers, other university academic leaders, and System staff – were consulted about or provided content for developing this report. An outline of issues to be addressed in the report was circulated to this group in early October, to which comments were invited. In parallel to the direct university community engagement meetings led by the Chancellor and described above, numerous meetings, discussions, and emails occurred to finalize the topics covered and content provided in this report. These same UMS leaders, as well as NECHE staff, provided comment to the final draft of this report before its publication.

UNIFIED ACCREDITATION PROCESS CONSIDERATIONS

NECHE

In answer to the Board's September 2019 charge to develop "a process, plan, and timeline to seek unified accreditation from NECHE that could successfully transition UMS to a statewide accreditation model," UMS proposes to prepare for and manage a transition to a System-wide unified accreditation by following essentially the same process as its universities do in maintaining their own separate NECHE institutional accreditations now.

It is thus helpful to first review how UMS universities currently manage their accreditations.

How UMS Universities Manage the Current NECHE Accreditation Review Process

UMS universities have each developed processes and relatively standardized practices for independently fulfilling their accreditation requirements and for completing the required reports and self-study documents. In some cases, for significant periods of time, large portions of one or more faculty or staff member's time are dedicated to writing or responding to NECHE correspondence and preparing for site team visits or Commission appearances. The number of faculty and staff shouldering these responsibilities vary widely by UMS university, ranging from 10 to 110 and consuming literally thousands of hours of time. While the University of Maine and USM each have a Vice Provost position whose duties include, among other things, managing the respective university's accreditation reviews and continuous improvement attendant in the accreditation process generally, in all other cases work on accreditation matters is additive to the involved faculty or staff member's regular duties, sometimes resulting in non-accreditation-related work being delayed or set aside.

Typically, though actual staffing varies by university, the responsibility for completing the work of preparing accreditation reports and correspondence falls to a designated Accreditation Liaison Officer – who can but need not be the institution's Chief Academic Officer – and Chief Business Officer at each university, and they work together with other faculty and staff as necessary, including notably institutional research staff who provide data for outcomes analysis and assessment. The work leading up to preparing the documents and database for a ten-year review can start as early as two-and-a-half years in advance of the NECHE team's visit, and preparing for five-year reports generally begins nine months to one year ahead of time. The estimated salaries associated with the identified time burden range from \$10,000 for a five-year review to 182,500 for a ten-year review, depending on the university at issue.

With all this said, accreditation should not be understood or viewed as a burden. Quite to the contrary, it is nearly universally agreed in the academy that there is great value in accreditation through the self-study process and interaction with NECHE to regularly assess and continually improve institutional quality and outcomes. Through these accreditation processes, the accredited institution reflects on what it is doing well, where it wants to improve, and how it

will prioritize improvement efforts. The multi-year comprehensive evaluation process, done well, brings together a university community to look beyond the institution's individual parts and consider instead how, and how well, the institution *as a whole* meets widely accepted academic and institutional quality standards in higher education,³ with additional constructive outside peer perspectives offered by the visiting team as well.

NECHE staff have committed to helping ensure that the value of accreditation remains at least as strong for the whole of UMS under a unified accreditation.

Appendix C provides examples of how the University of Maine and University of Maine at Machias prepared for and managed their nearly complete ten-year comprehensive review, how the University of Southern Maine is organizing to prepare for its Spring 2021 ten-year comprehensive review, how the University of Maine at Augusta prepared for and managed its nearly complete five-year review, and how the University of Maine at Fort Kent and the University of Maine at Presque Isle individually and together prepared for and managed their recent combined focused site visit and appearance before the Commission, as well as their five-year reviews, respectively.

The second half of Appendix D summarizes NECHE's review policies and procedures associated with the five- and ten-year institutional accreditation reviews.

Summary of the Proposed and Expected Process for a Unified Accreditation Transition

In written correspondence to former UMS Chancellor James Page in early 2019, which was cited in Chancellor Malloy's September 2019 Unified Accreditation Recommendation Report, NECHE summarized the process UMS would follow to initiate a transition from six separate NECHE institutional accreditations to one unified System-level institutional accreditation covering all seven UMS universities.⁴ In sum, should the Board authorize and direct UMS to transition to a unified accreditation, UMS would submit a substantive change⁵ application to NECHE sometime in Spring 2020, demonstrating that it meets NECHE's Standards as a whole and requesting that its separate university accreditations be unified into a System-wide accreditation.

³ It was this very idea of reviewing the quality of and extent to which the University of Maine System met its state-wide mission *as a whole* that first inspired the 1985 Visiting Committee recommendations and February 1986 UMS Board vote to seek a System-wide accreditation. See Malloy, D. and J. Thelen, [University of Maine System Unified Accreditation Recommendation](#), discussion at pp. 3-4 (UMS Board Office, September 2019).

⁴ See David Quigley letters to James H. Page, Ph.D., [March 13, 2019](#) and [May 10, 2019](#), respectively (UMS Chancellor's Office).

⁵ U.S. Department of Education regulations require that regional institutional accreditors, such as NECHE, require the institutions they accredit to submit an application for review in advance of any substantive change to the institution's educational mission or programs. Relevant here, federal regulations provide that NECHE must require UMS to submit to its substantive change process if there is to be any change in the established mission or objectives of the institution or to its legal status, form of control, or ownership. See [34 C.F.R. §§ 602.22\(a\)\(1\), 602.22\(a\)\(2\)\(i, ii\)](#).

As explained in more detail in Appendix D, in the content of its substantive change application, UMS would state its request to unify the currently separate university accreditations under the System, provide a detailed description and analysis of the proposed change, including the purpose of the change and how it is consistent with the institution's mission, and summarily describe how it meets the Standards in a unified way. UMS would also identify which of NECHE's Standards for Accreditation it wished the Commission to focus attention on in its initial consideration of the unified accreditation request and NECHE would schedule a confirming visit within six months. Unified accreditation would be granted when NECHE acted to approve the substantive change request, subject to any conditions imposed at that time.

If the substantive change request is approved, NECHE will then schedule a comprehensive evaluation for approximately two years later. In this two-year period, UMS would prepare a comprehensive self-study that addresses how it meets all NECHE standards in a unified way, and NECHE will send a visiting team to meet with System and university representatives, with members of the team visiting every university, to review and assess the self-study and UMS's unified compliance with NECHE's Standards.

A major element of the necessary work in this two-year period will be ensuring that the right structures, resources, policies, and groups are in place to make and implement whatever changes the universities will need to execute to fully comply with NECHE's Standards for Accreditation in a unified way.

It bears noting here that UMS is not yet proposing either the material content of a unified accreditation substantive change request or the identity of the faculty, staff, and other academic leaders from UMS's universities who would participate in that effort. Indeed, these matters are not for the Chancellor to dictate prior to Board action on the unified accreditation recommendation. But should the Board provide such a mandate, the process and effort should be chartered by the Chancellor immediately thereafter and then developed in coordination with UMS Presidents, their Provosts and Chief Academic and Business Officers, UMS university faculty senates and assemblies, and NECHE staff.

To prepare a unified accreditation substantive change request, consideration should be given to the following possibilities:

- Substantive Change Steering Committee – the Chancellor will charter an appropriately sized representative steering committee of UMS Presidents or their delegates, System staff, and appropriate university representatives as determined by their Presidents and faculty senates/assemblies to be responsible for a unified accreditation substantive change request. Firm deadlines will be established in coordination with NECHE staff for (i) developing an outline of issues to be addressed in the substantive change request, (ii) assessing what the implications and needed resources would be for addressing the issues at individual universities, along with UMS staff and the Board as necessary, and (iii) drafting and submitting the substantive change report in time for consideration by

NECHE according to a schedule agreed upon between NECHE staff and UMS. The Board would be kept informed of this progress as appropriate given its fiduciary governance obligations.

- Given UMS's expectation that NECHE will require consideration of faculty-led System-wide academic and curricular governance processes for any System-wide academic program areas in the substantive change request, and in keeping with both UMS Shared Governance principles and NECHE Standards that require that "[f]aculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise," UMS faculty senates and assemblies would be chartered to nominate representatives to an academic governance working group to propose options that will both meet NECHE Standards for institutional academic governance while preserving university-level governance as appropriate, in coordination with and subject to the same deadlines as the Substantive Change Steering Committee.

These teams will coordinate with the Chancellor and UMS Presidents to prepare for a NECHE confirming visit within six months of NECHE's consideration of the unified accreditation substantive change request.

- Unified accreditation implementation teams would be chartered by the Chancellor to prepare for a comprehensive evaluation by NECHE, which would occur approximately two years following approval of the substantive change request. These teams would be responsible for implementing new approaches, changes in organization, and communicating appropriately about the needed actions to ensure that, within two years, the UMS self-study will confirm unified compliance with NECHE's Standards as appropriate, in combination with or through substantial delegation back to UMS universities, or managed under some new approach determined to meet the Standards better.

Representatives from the implementation teams would be convened to lead the development of UMS's comprehensive evaluation report that demonstrates unified compliance with NECHE's Standards for Accreditation.

The Chancellor will lead appearances before the NECHE Commission as required regarding UMS's unified accreditation, joined by UMS Presidents directly as appropriate or as requested by NECHE. Additional UMS representatives would be chosen in consultation with UMS Presidents and subject to NECHE's directives about any areas of special focus in the appearance(s).

NECHE and UMS will determine how each university can inform the public that it remains fully accredited under a unified accreditation model, including by listing UMS's universities individually on NECHE's roster of accredited institutions. The matter could be simply addressed,

for example, by stating publicly that “The University of Maine (or the University of Maine at Augusta, etc.) holds NECHE institutional accreditation.”

UMS should seek external resources, including grant funding, to support the unified accreditation effort.⁶ National organizations that have expressed interest in the effort should be engaged as well, such as the American Council on Education and the Council for Higher Education Accreditation. UMS may also benefit from dedicated project and change management expertise to monitor and maintain progress on the effort.

U.S. DEPARTMENT OF EDUCATION RECOGNITION

If NECHE accredits the University of Maine System as an institution of higher education consisting of Maine’s existing seven public universities, UMS would thereafter seek recognition from the U.S. Department of Education as an institution of higher education under federal law, maintaining every UMS university’s participation in all federal financial aid programs that are conditioned on such recognition.

If recognized as the accredited institution of higher education under federal law, UMS’s intention, in keeping with Principle Five of the [Guiding Principles](#), is to follow the model for financial aid administration with the U.S. Department of Education already established for the University of Maine-University of Maine at Machias primary partnership relationship. There, with UMM maintaining separate IPEDS reporting while being accredited as part of the University of Maine, UMM also locally manages its financial aid programs.

To be sure, following NECHE unified accreditation of UMS as a single institution comprised of Maine’s seven public universities, U.S. Department of Education institution of higher education recognition would transition from UMS’s separate universities to UMS itself as an entity. Such recognition is subject to comprehensive federal regulation over federal financial aid programs. UMS has established contact with Tracy Nave and Scott Schramm, representatives of the Federal Student Aid – Program Compliance office in the Department’s New York/Boston School Participation Division, for this purpose. Given the imperative that UMS maintain eligibility for its

⁶ On a small scale, for example, UMS will consider applying for a \$10,000 grant through the Davis Educational Foundation’s Presidential Grant Program, which offers institutions the opportunity to apply for funding to “assist college and university leaders in laying the foundation to redesign ongoing practices with the intent to contain cost increases and improve college affordability.” Funding is available in two levels: up to \$2,500 for “first-step awareness building activities that broadly engage the campus community,” or up to \$10,000 for follow-up or longer-term initiatives. UMS could apply, for example, for the longer-term funding opportunity to help support travel and coordination of planning meetings connected to unified accreditation work during the 2019-2020 academic year. UMS could submit a larger Davis Educational Foundation implementation grant proposal in March or May 2020 to more fully support the broad, inter-university work to be done on the anticipated compilation of a self-study connected with pursuing a unified accreditation. The UMS last received a Davis Educational Foundation grant in 2012 connected with early work on the administrative review that resulted in the development of several shared service opportunities.

students to participate in federal financial aid programs through all of its universities, interaction with the U.S. Department of Education and coordination with NECHE will be critical to the success of the unified accreditation transition, and UMS will regularly update the Board on these matters.

If the Board approves unified accreditation, the Chancellor will charter a U.S. Department of Education recognition working group comprised of appropriately experienced UMS staff (e.g., Vice Chancellor for Finance and Administration and General Counsel or their delegates) and President-nominated university representatives with financial aid administration experience. The group's charter will direct that, following NECHE unified accreditation of UMS as an institution of higher education, UMS immediately pursue U.S. Department of Education recognition that permits UMS universities to administer their present federal financial aid programs locally. It may be beneficial for UMS to re-engage legal counsel Jay Urwitz, formerly of the U.S. Department of Education's legal counsel office, to assist and advise the UMS working group in managing the Department's recognition process to meet the objectives set in Principle Five of the [Guiding Principles](#).

IMPACT ON CURRENT INSTITUTIONAL ACCREDITATION STATUS AND REVIEW SCHEDULES

As has been noted in Principles Five and Seven of the [Guiding Principles](#) (see Appendix A below), should the Board direct UMS to pursue unified accreditation from NECHE and corresponding recognition from the U.S. Department of Education, UMS and its individual universities will coordinate their current separate accreditation statuses and review/reporting schedules with NECHE through the transition and their local (e.g., university-based) financial aid administration with UMS and appropriate U.S. Department of Education staff.

Absent a transition to unified accreditation, UMS itself and its universities would be subject to the following NECHE accreditation review and reporting schedule through Fall 2025:

NECHE Review and Reporting Schedule*	UMS University/NECHE Areas of Focus (See also Appendix C regarding reviews currently in progress)
Fall 2019	UMaine/UMM – Ten-Year Comprehensive Review expected to be complete following November 2019 NECHE Commission appearance UMPI/UMFK – Report on Focused Visit expected following September 2019 NECHE Commission appearance USM – Progress report submitted August 2019 (financial stability, use of assessment results, impact of One University collaborations); Commission action expected in November
Spring 2020	University of Maine System – Progress report due March 1, 2020 (if no progress toward unified accreditation, report on how multi-university academic programs comply with NECHE Standards with separate university accreditations, or focus on

	unified accreditation substantive change if Board acts to pursue transition) UMA – Fifth-Year Interim Report (retention/graduation, student loan default, metrics for student success, status of prison program) UMPI – Visit to Maine School of Science and Math instructional site
Fall 2020	UMFK – Fifth-Year Interim Report (combined President/Provost role, NACEP standards, cross-institutional programs with UMPI, deferred maintenance, shared student affairs officer with UMPI, distance education plan, communication, and update as necessary on unified accreditation) UMPI – Progress Report (update as necessary on unified accreditation or UMPI's own compliance with NECHE Standards, Proficiency-Based Education, retention/graduation, website)
Spring 2021	USM – Ten-Year Comprehensive Review (including focus on retention/graduation rates) UMA – Substantive Change Visit (courses offered in USM's Cybersecurity Master's Program)
Fall 2021	(no reviews scheduled at present)
Spring 2022	UMF – Ten-Year Comprehensive Review (including focus on financial stability, academic collaboration, general education, retention/graduation, assessment)
Fall 2022	(no reviews scheduled at present)
Spring 2023	(no reviews scheduled at present)
Fall 2023	UMPI – Ten-Year Comprehensive Review (no focus established yet)
Spring 2024	UMaine/UMM – Fifth-Year Interim Report (no focus established yet)
Fall 2024	(no reviews scheduled at present)
Spring 2025	UMA – Ten-Year Comprehensive Review (no focus established yet)
Fall 2025	UMFK – Ten-Year Comprehensive Review (no focus established yet)

** does not include NECHE consideration of substantive change requests that may be submitted by individual UMS universities*

It is reasonable to expect – though would need to be confirmed with NECHE – that NECHE reviews and reports scheduled from Fall 2020 and later would be adjusted to account for a Board-directed transition to unified accreditation. As such, it is expected, for example, that UMF, UMPI, UMA, and UMFK would not be required to undergo their currently-scheduled separate individual ten-year comprehensive reviews on their own – notwithstanding their local

focus on and attention to continuous improvement that is one of the hallmarks of the accreditation review cycle – but instead would be included in UMS’s comprehensive review two years following approval of a unified accreditation substantive change request, with one System-wide schedule set for a fifth-year interim and ten-year comprehensive review thereafter. Impact on USM’s presently scheduled Spring 2021 ten-year comprehensive review is less clear and would need to be clarified with NECHE as soon as possible to avoid potentially unnecessary work.⁷ And NECHE could of course request focused Progress Reports and focused visits to any UMS university or universities.

Similarly, the need for individual universities to submit substantive change requests to NECHE for collaborating with another UMS university to offer an academic program would be greatly reduced, if not eliminated altogether. NECHE has confirmed that unified accreditation would mean fewer reports to the Commission in that situation. One example is the substantive change report that the University of Maine at Augusta submitted to offer graduate courses in a cybersecurity program to be offered by the University of Southern Maine. If UMS were the accredited institution, NECHE President Barbara Brittingham confirmed, that report would not have been necessary. NECHE also reports anecdotally of a recent Commission meeting at which up to eight substantive change reports were proposed from several individual UMS universities, of which arguably only one or two would have been needed under unified accreditation.

Should the Board not approve a transition to UMS unified accreditation, the above schedule of separate NECHE reviews will remain in place and UMS will be required to report, by March 1, 2020, how its universities can continue to be separately accredited by NECHE while offering and managing a growing number of academic programs offered jointly by two or more UMS universities collaborating and sharing resources and governance. UMS’s individual universities would continue on their present accreditation review schedules, with NECHE paying particular attention to the significant resource and program sharing between UMFK and UMPI, as well as UMF’s individual financial stability, among other issues noted in the Table above and discussed in the Chancellor’s September 2019 Unified Accreditation Recommendation.

IMPACT ON CURRENT PROGRAM-LEVEL ACCREDITATIONS

Program-level accreditation is critically important to UMS universities for many reasons, including faculty and student recruitment, access to federal funding, certifications and professional credentials for students, and measures of reputation and quality. The Chancellor’s university engagement regarding unified accreditation has confirmed the importance of maintaining the program-level accreditations held across UMS’s universities. Thus, as has been established in Principle Eight of the [Guiding Principles](#) (see Appendix A below), UMS proposes that its universities retain their current program-level accreditations through a transition to unified institutional accreditation. In the future, if unified accreditation is pursued and attained, UMS intends that programs that continue to be offered by a single UMS university as well as

⁷ See Appendix C for USM’s discussion of its preparations for its currently scheduled Spring 2021 comprehensive review.

programs offered on a collaborative basis between two or more UMS universities will determine for themselves whether to maintain or seek new or different program-level accreditations.

For background and context, recall that there are two basic types of higher education accreditation:

1. Institutional accreditation conferred in New England by NECHE – this is the type of accreditation under discussion for the purposes of unified accreditation; and
2. “Specialized” or “programmatic” accreditation, referred to herein as “program-level accreditation”

Institutional accreditation, of course, applies to the entire institution – in the traditional sense, the “institution” has meant a single university, though in the case of unified accreditation, UMS as a whole becomes the accredited institution – indicating that each of an institution's parts is contributing to the achievement of the institution's objectives and mission as a whole. Regional and national accreditors perform institutional accreditation (e.g., NECHE in the six-state New England region).

Specialized or programmatic accreditation – program-level accreditation – normally applies to programs, departments, or schools that are parts of an institution. The program-accredited unit may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized or programmatic accreditors review units within an institution of higher education that is accredited by one of the regional or national accreditors (e.g., NECHE). However, certain accreditors also accredit professional schools and other specialized or vocational institutions of higher education that are freestanding in their operations – within UMS, for example, the American Bar Association accredits the University of Maine School of Law. Thus, a “specialized” or “programmatic” accreditor may also function in the capacity of an “institutional” accreditor in specific situations. Some of these “institutions” are found within non-educational settings too, such as hospitals.⁸

To illustrate, at the University of Maine, forty-five of the university’s academic programs, as well as two of the University of Maine at Machias’s academic programs, are accredited (variously) by thirteen professional accreditors, one national association, and the Maine Department of Education. Prominent accreditations at the University of Maine include AACSB (the Association to Advance Collegiate Schools of Business), which accredits the Maine Business School's undergraduate program and the Maine Graduate School of Business’s MBA program, now offered in conjunction with USM Graduate Business faculty through the University of Maine Graduate and Professional Center, and ABET (the Accreditation Board for Engineering and Technology), which accredits all six departments and the School of Engineering Technology in the College of Engineering.

⁸ See generally <https://www2.ed.gov/admins/finaid/accred/accreditation.html#Overview>.

In light of the Chancellor's unified accreditation recommendation and the Board's consideration of potential action on it in early 2020, at University of Maine Interim Provost Faye Gilbert's direction, University of Maine Deans collected feedback from their units about the potential impact(s) of unified accreditation on professional accreditations. While there are many instances in which unified accreditation will not disrupt or otherwise inhibit an academic program's ability to obtain or retain program-level accreditation at a single UMS university, UMS has not yet been able to confirm with all program-level accreditors what unified accreditation's impact may finally be.

For example, the University of Maine has been able to confirm that, upon application, AACSB may permit an ongoing unit-level (in other words, university level) program accreditation for the University's business programs. The university has also confirmed that transitioning to a unified System-level accreditation will not impact program-level accreditations from the International Society of Wood Science and Technology and the Society of American Foresters (for the School of Forest Resources' B.S. in Forest Operations, Bioproducts and Bioenergy), as well as the latter's program accreditation for the M.S. in Forestry and B.S in Parks, Recreation and Tourism. The University's engineering degree program accreditations, along with the engineering school's accreditation itself, all from the Accreditation Board for Engineering and Technology, will not be affected by a unified accreditation transition either, as ABET will permit separate, location-based/university-level program accreditation that is common at other multi-campus universities.

Similarly, the University of Maine at Farmington has confirmed that Council for the Accreditation of Educator Preparation program-level accreditation for teacher preparation programs will not be negatively affected if UMS transitions to a unified accreditation.

On the other hand, UMS has not yet been able to finally determine how the Council on Social Work Education's separate program-level accreditations for the three UMS universities that offer undergraduate (UMPI, USM, and UMaine) and graduate (USM and UMaine) Social Work degrees will be administered in a System-wide unified institutional accreditation model. And the program-level accreditation implications are as yet not entirely clear for Nursing either. All four UMS Nursing academic programs (UMaine, USM, UMA, and UMFk) are accredited, either by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN), but work remains to confirm how to continue such accreditations with UMS as the accredited institution, as the University of Maine encountered accreditation challenges in attempting to expand its Nursing curricula to Machias as part of the primary partnership between those universities.

As UMS universities are in the nascent stages of research on how each program accreditor will respond to unified accreditation, the matter merits continued attention. It is likely that, as long as UMS is accredited by NECHE, the majority of individual program accreditors will support continued program accreditation. UMS expects that the response of most individual program accreditors to unified accreditation will be that programs should continue operating as they have been. That said, following a transition to unified accreditation, some program accreditors

may require some change(s) to the process of reaccrediting individual programs. Finally, those accreditors that either accredit multiple programs across the UMS or who generally require that all similar programs at an institution be accredited will probably require additional conversation, explanation, and effort if UMS's individual universities are to maintain them.

UMS therefore recommends that it work with NECHE and the Council for Higher Education Accreditation to develop a joint letter from the Chancellor and UMS Presidents that would be sent to every professional/program-level accreditor that accredits one or more programs in the UMS academic program inventory. Ideally, the letter would include:

1. an overview of unified accreditation steps taken to date;
2. a clear statement of why the change is being pursued and what UMS universities collectively seek to achieve as a result;
3. assurances of our close working relationship with NECHE and the Board of Trustees in pursuing, achieving, and implementing unified accreditation;
4. a request for individual accreditors to identify any barriers to continued program-level accreditation by their organizations as a function of the UMS move to unified accreditation, along with the steps necessary to remove those barriers; and
5. a commitment to respond to any questions or concerns accreditors may have and keep them apprised of developments/timeline/outcomes in the process, etc.

After a transition to unified accreditation, those academic programs that are accredited will have to work individually with their accreditors to clarify expectations as to how to proceed under unified accreditation. UMS Academic Affairs can provide coordinated support to UMS universities to assist them with maintaining program-level accreditations. System-level coordination would be undertaken in a manner consistent with NECHE's Standards for Accreditation in a unified accreditation model, recognizing that a UMS university with an unaccredited program similar to one that is accredited at another UMS university, or vice versa, may require such coordination.

GOVERNANCE/POLICY CHANGES TO CONSIDER

Current UMS Board of Trustees Policy 308 states:

Accreditation is viewed as a necessary and valued means of quality assurance and self-improvement. Institutional accreditation should serve to ensure continuous self-review of mission, faculty, programs, resources, and support services, while specialized accreditation serves to improve professional education, prepare graduates for professional licensing, and protect the public. The University of Maine System supports the accreditation activities of its institutions.

If the Board directs UMS to seek unified accreditation for the System as a whole, considering the Guiding Principles, Policy 308 should be revised to reflect the change. The following proposed revision would reflect UMS's transition to unified institutional accreditation while recognizing the Guiding Principles and preserving university program-level and professional accreditations:

Institutional and programmatic accreditation are necessary and valued means of quality assurance and self-improvement for the University of Maine System and its universities. Institutional accreditation ensures continuous self-review of System and university mission, faculty, programs, resources, and support services, as well as providing UMS students eligibility for federal financial aid programs. Programmatic and professional accreditations ensure the quality and relevance of UMS degree-granting programs, including by providing graduates with eligibility for professional licensure where necessary and the public with assurances of program quality.

The University of Maine System will maintain a unified institutional accreditation for its universities through the New England Commission of Higher Education that ensures that all universities maintain federal financial aid eligibility, as well as their own local identities and missions, according to the UMS Guiding Principles established for unified accreditation.

It is the judgment of UMS General Counsel that UMS would remain in compliance with its legal charter by operating under a unified accreditation. But if unified accreditation is pursued, the Chancellor should charge the UMS General Counsel to review UMS governance policies and determine if any other policy changes should be made to ensure complete alignment of UMS governance and operations with NECHE's Standards for Accreditation, and such work should be undertaken in full coordination with a chartered Substantive Change Steering Committee as proposed above.

CONSIDERATION OF OTHER SYSTEM ACCREDITATIONS

In discussion at the Board's September 16, 2019 meeting at UMFK, Board members asked UMS representatives to provide information about other higher education institutions that have considered something analogous to the Chancellor's unified accreditation recommendation.

To provide comparative information to help inform Board members in their deliberations, three examples are summarized in Appendix E below: a state public university system consolidating their separate university accreditations (the University of South Florida), a state public university system that has merged universities together (the University System of Georgia), and a state public university system considering a unified accreditation due to a fiscal emergency (the University of Alaska System).

CONCLUSION

While this report discusses the general process considerations presently thought to be most relevant should the UMS Board direct a transition to System-wide unified accreditation, it bears repeating that, in an earlier time, after its Educational Policy Committee “applauded” the “novel and intriguing concept” of unified System-level accreditation as “an excellent opportunity to pioneer in the pursuit of excellence,” the UMS Board of Trustees voted in 1986 to “seek accreditation for the System in an appropriate time frame.”⁹

Now, more than three decades on – as higher education faces disruptions unknown in its history, and as Maine faces needs that UMS cannot afford to meet with the status quo – the opportunity to pioneer remains. Indeed, innovation is no longer optional, *but required* for institutions trying to advance their mission, to ensure their future viability and success, or to achieve their aspirational goals.¹⁰

Within UMS, some collaborative multi-campus programs are under way. More are in the works. There are some joint faculty appointments between campuses. More are needed if all UMS universities are to survive and thrive where they are, meeting the State of Maine’s public mission for higher education. System universities have launched partnerships and new initiatives together, and are exploring new credentials and certificates. Maine needs more. UMS connections with Maine businesses are growing, and its academic programs reflect more market relevance, sending engaged citizens into Maine communities to stay and raise families and fill the jobs of tomorrow.

At this time, unified accreditation is a necessary innovation to permit and foster more collaboration among UMS universities to do more of everything that Maine needs from UMS, meeting its tripartite mission of education, research, and service in spite of the challenges presented by Maine’s rural nature and economic and attainment challenges. Now is indeed “an appropriate time” for Maine’s public universities to unify their accreditations in the University of Maine System.

⁹ Malloy, D. and J. Thelen, [University of Maine System Unified Accreditation Recommendation](#), footnotes 11-12 and accompanying discussion at p. 4 (UMS Board Office, September 2019).

¹⁰ Id. (citing AGB Board of Directors’ Statement on Innovation in Higher Education, at 2 (2017)).

APPENDIX A

GUIDING PRINCIPLES FOR UNIFIED ACCREDITATION

Recognizing that greater coordination and integration among UMS universities, access to more collaborative, multi-campus programs, and the preservation of all UMS campuses where they are will maximize the benefit Maine students and the State realize under the UMS Board of Trustees' Strategic Priorities, while acknowledging the practical burdens that separate university accreditations impose on achieving these goals at the scope, scale, and pace necessary to meet the educational and workforce needs of the citizens of this State, UMS universities will unify their NECHE accreditations following a robust period of campus engagement led by the UMS Chancellor and System Presidents.

Principle One

UMS's primary goals are to:

- realize, to the fullest extent possible, the purpose and benefits the University of Maine System's formation was meant to achieve, which unified accreditation is expected to catalyze and foster;
- preserve the academic, financial, and administrative operations of UMS universities that best serve the interests of UMS students and the State and provide the highest quality educational experience; and
- relieve individual campuses of the burden of each fully complying on their own with all NECHE standards.

Principle Two

Pursuant to UMS Board Policy 212 and the UMS Statement on Shared Governance, faculty will retain all rights to academic freedom and shared governance to develop academic policy, curriculum, and faculty appointment and promotion and tenure standards on their campuses and as necessary for multi-campus programs developed under a unified accreditation.

Principle Three

UMS will follow existing collective bargaining agreements and bargain in good faith with its employees' representatives as necessary to achieve unified accreditation.

Principle Four

UMS universities will remain where they are as provided in 20-A MRS §10901-A, preserving all existing multi-campus arrangements (e.g., UMaine-UMM Primary Partnership, USM partnership in UMaine Graduate and Professional Center, etc.) and not merging or closing campuses to achieve unified accreditation. UMS Presidents will preside over their respective universities and

be responsible for the day-to-day operation and development of their university's academic, research, service, and extracurricular programs within limits defined by the Board of Trustees and Chancellor. UMS will continue to operate under its existing Charter, with Presidents accountable to the UMS Chancellor and Board as leaders of their universities and the Chancellor serving as UMS's Chief Executive Officer.

Principle Five

UMS will maintain, to the maximum degree possible, the current independent IPEDS reporting and financial aid eligibility and administration at each university (an example for which is the University of Maine at Machias IPEDS reporting separately from the University of Maine). Although UMS will be responsible for complying with NECHE standards, it will delegate substantial authority back to its universities for coordinated, unified compliance with NECHE standards where doing so improves the educational experience and student outcomes and maximizes efficiencies.

Principle Six

UMS will pursue unified accreditation transparently, making official written correspondence between UMS, NECHE, and the U.S. Department of Education and related materials publicly available without request, including past communications and records showing historical consideration of single and unified accreditation.

Principle Seven

UMS University Presidents will maintain and manage their current accreditations and correspondence with NECHE related to them and work with the UMS Chancellor to determine appropriate transition plans for unified accreditation. The Chancellor (and his designees) and UMS Presidents (and their designees) will develop and prepare all material UMS unified accreditation applications, reports, and correspondence, and Presidents will be copied on all records, reports, and correspondence received related to unified accreditation.

Principle Eight

The University of Maine will retain its land, sea, and space grant statuses, and each University will retain its Carnegie and related national classification and association status and individual program and professional accreditations according to all appropriate and relevant standards. All UMS universities will work to achieve strategic complementarity to ensure the success of unified accreditation. Each will retain, to the maximum extent possible within the higher education public policy of the State, its distinctive academic, research, athletic (including conference and division affiliations) and extracurricular programs.

APPENDIX B

October 22, 2019

TO: Academic and Student Affairs subcommittee of the UMS BoT
FROM: Faculty Representatives to the BoT
Lisa Leduc (UMPI); Patti Miles (UM); Heather Ball (UMM); Tim Surette (UMA);
Clyde Mitchell (UMF); Matthew Bampton (USM)
RE: Faculty feedback regarding Unified Accreditation planning

As part of our role as liaisons between our faculty constituents and the BoT and this subcommittee, faculty representatives have been gathering feedback on the planning documents for moving toward Unified Accreditation.

We very much appreciate the Chancellors' efforts of visiting campuses and meeting with faculty in different forums and venues to discuss the principles and objectives and get feedback. The information we present here is not meant in any way to usurp or demean those vital communications. What we want to present is what we are hearing from our colleagues; positive feedback as well as questions and concerns.

The following information has been gathered on our various campuses through personal conversations, closed faculty meetings, anonymous surveys, as well as on-the-record faculty governance statements/documents. It does not necessarily represent the views and opinions of the individual faculty representatives themselves. We do believe however that we should be offering an alternative vehicle for faculty input to be on the record with the BoT.

Positive feedback on the plan to move towards Unified Accreditation (UA) was a minority of the feedback we received. Common comments included:

- 1) This may save some money and make smaller campuses more viable
- 2) If we truly share all of the larger campuses resources (ie library), as would be required under UA that could be a benefit to smaller campuses
- 3) Currently NECHE has concerns with instances where a campus relies on outside entities for courses and services; a single accreditation umbrella would alleviate those concerns
- 4) It would be nice to get Institutional Research (IR) support

However, the majority of feedback we have received has been about concerns and questions. We will summarize these themes here:

CONCERNS

- 5) Small campuses will lose their voice
- 6) We will lose mission differentiation of smaller campuses

- 7) Small campuses will become satellite/feeder campuses to larger ones and will only get the less prepared students
- 8) There are big implications on the peer review process – we have different standards across campuses (research vs teaching vs service)
- 9) This may limit campus based curriculum development if all similar programs across the system must collaborate
- 10) We have ongoing serious trust issues with any BoT/Chancellor/UMS office initiatives because of bad experiences in the past with top down change
- 11) Assessments of course and program outcomes are difficult as is, it would be unmanageable for an entire system. We would lose the granular information
- 12) Individual accredited programs being forced to combine/collaborate with other non/differently accredited programs on other campuses
- 13) Resources across campuses are not equal (ie library) – NECHE will be looking at that
- 14) One serious issue in one program or one campus could hold up accreditation for all
- 15) Not enough clarity of leadership and decision-making between UMS and campuses
- 16) Have not had the best experiences with centralized IT and HR – do not see how centralized accreditation would be any better
- 17) This is too rushed and poorly defined
- 18) Only lip-service is given to shared governance – recent experiences (Academic Partnerships, Academic Integrity Policy, System Research Plan) tell us faculty will not really be included
- 19) Another UMS initiative that will require extensive investment of time and resources for what might possibly be an abandoned pursuit – resulting in lowered morale
- 20) The Trustees are probably not familiar with the complexity and nuances of the academic accreditation process, it does not make sense to have them be making this decision just based on recommendations from the Chancellors office

QUESTIONS

- 21) If UA takes 2-3 years to develop, what about current timelines for each campus within their own re-accreditation schedule?
- 22) Will we have unified Financial Aid?
- 23) How will UA affect the general education – will it become unified?
- 24) What can be achieved by UA that we cannot do now by using Cooperating Departments (and MOUs if needed)? We can get collaborative programs this way. Also if we implemented the BoT cross-listing policy that would remove another roadblock to collaboration
- 25) Why not just have a centralized IR to help smaller campuses gather data for their own accreditation? Putting resources into IR would seem to be more cost effective and timely than pursuing UA
- 26) Is collaboration going to be mandated?
- 27) How will this impact campus budgets?
- 28) What is the actual cost savings?

- 29) Who will collect the accreditation data? Where will the voice of the small campuses be in that data collection?
- 30) How could NECHE do a visit?
- 31) How (specifically) will you reach the outcomes stated in the UA Recommendation document?
- 32) How will this end competition between programs and campuses?

Unified Accreditation FAQs (as of October 30, 2019)

The University of Maine System unites Maine's seven public universities with a mission of education, research, and service for the State of Maine's citizens, communities, and businesses. To provide our students and State with the highest quality academic programs and create knowledge through research and innovation, we need to consider all options that will allow us to act proactively and sustainably despite limited resources spread across a large rural state with a small population. Recognizing Maine's challenging demographics and their state-wide mission, Maine's public universities need to share resources and programs to maintain access to vital programs at every one of our universities and the local communities they serve, leveraging those resources and advances in technology across traditional university boundaries to increase access and attainment across the State.

Following his September 2019 recommendation to the UMS Board of Trustees that UMS universities unify their institutional accreditations, the Board directed Chancellor Malloy to develop a framework and planning process for Unified Accreditation for the University of Maine System and provide a report for the November Board meeting for how to successfully transition to a unified accreditation. The Board also directed the Chancellor to seek input from every campus to prepare the report, and to that end, the Chancellor committed to visiting each campus at least three times this semester and next. Starting September 30, the Chancellor and his team have visited each campus to discuss and gather feedback from faculty, staff, students, administrators, and Board of Visitor members about how to pursue Unified Accreditation to ensure that it allows Maine's public universities to work together to better meet their education, research, and service mission to the State of Maine and its citizens. All campus community members have been encouraged to respond to an online survey regarding unified accreditation as well.

The following list of "Frequently Asked Questions," with answers, is part of that effort. Faculty Representatives to the Board of Trustees compiled a list of Comments, Concerns, and Questions that were submitted to the Board's Academic and Student Affairs Committee for its October 28, 2019 meeting. This "FAQ" document responds to the Faculty Representatives' Concerns and Questions, noting each to which the answers below are responsive. The FAQ answers below also respond to questions posed during the Chancellor's campus visits, as well as to issues raised to date in the online unified accreditation survey.

Thank you to all university community members who raised the issues and asked the questions thus far, to which the following "FAQs" respond.

FAQs

1) What is “Unified Accreditation”?

The University of Maine System is a single legal institution and instrumentality of the State of Maine that is made up of the University of Maine, the University of Southern Maine, the University of Maine at Augusta, the University of Maine at Farmington, the University of Maine at Fort Kent, the University of Maine at Presque Isle, and the University of Maine at Machias. Maine’s seven public universities are not separate legal institutions themselves – no one university can own property or sign contracts by itself, for example – but they have historically each been separately accredited by the New England Commission of Higher Education (NECHE) and recognized as separate accredited institutions by the U.S. Department of Education for purposes of federal financial aid. Since July 1, 2018, the University of Maine at Machias is no longer separately accredited, but is nevertheless fully accredited as a regional campus of the University of Maine and encompassed in the University of Maine’s institutional accreditation.

Unified Accreditation will be exactly what the term “unified” means: *a unification of each UMS university’s separate accreditation into one state-wide institutional accreditation covering all UMS universities*. Unified accreditation does not require or result in any university losing its accreditation -- quite to the contrary, it means that all currently separate NECHE accreditations will be joined together at the System level, with the University of Maine System recognized by NECHE and the U.S. Department of Education as one accredited institution made up of the current seven UMS universities. NECHE has committed to listing the individual institutions on its roster.

The Guiding Principles set the parameters for how unified accreditation would be implemented and how UMS universities will retain their identities and missions. New programs and curriculum will continue to be driven by campuses and their faculties, singly and in collaboration with each other and under the coordination of System leadership through the Chief Academic Officers Council and Vice Chancellor for Academic Affairs.

NECHE and UMS will determine how each university can inform the public that it remains fully accredited under a unified accreditation model, including by listing the individual institutions on its roster.

Responsive to Concern 17 (This is too rushed and poorly defined)

2) How long has Unified Accreditation been under consideration?

A state-wide, System-level accreditation has been under consideration in one form or another since 1986, when the UMS Board of Trustees accepted an independent review panel’s recommendation and voted that UMS should “seek accreditation for the System in an appropriate time frame” as a way to “pioneer in the pursuit of excellence.”

UMS began serious discussions with NECHE in 2015 about how to transition to what was then called a “single accreditation,” except that at the time NECHE did not believe a state-wide system of several universities could be accredited and recognized by the U.S. Department of Education as an institution of higher education under federal law. Since then, with input from a former U.S. Department of Education attorney, NECHE and UMS have worked with the U.S. Department of Education, which has confirmed that the University of Maine System itself can be accredited and recognized on behalf of its universities as an institution of higher education under federal law.

All of the relevant correspondence between UMS, NECHE, and the U.S. Department of Education since 2015 can be found here: [Unified Accreditation Historical Documents](#).

Responsive to Concern 17 (this is too rushed and poorly defined)

3) How will Unified Accreditation benefit students?

With Unified Accreditation, UMS universities and their faculties will be able to work out seamless ways for students to take courses from other UMS universities without having to transfer them back in, with their financial aid following them when they do, and with the credits they earn from other UMS universities applying to their qualification for Dean’s list status. Over time, with UMS universities working out the details in coordination with System leadership, UMS students could have access to the full array of courses and programs across the entire System.

Many Maine families already think we are acting as one institution and become confused and frustrated by barriers that prevent us from fluidly serving students. Unified Accreditation will simplify processes and make them more transparent, bring greater opportunities, facilitate more timely degree completion, and remove key barriers to student success.

4) How will individual campuses retain their voice and standing under Unified Accreditation?

UMS Presidents and provosts will retain their roles, and will continue to serve on the existing Presidents Council and Chief Academic Officers Council, respectively. Campuses will retain their faculty and student representatives to the Board of Trustees, as well as their internal mechanisms for ongoing engagement. The Board will continue to rotate its meetings among the campuses, and individual Boards of Visitors will continue to both serve their universities and meet with each other and the Trustees as they do now.

UMS universities will retain their already-established missions in coordination with the state-wide System mission. In fact, Maine’s universities, whether large or small, coastal or inland, *should* retain their distinct personalities because that will benefit students and local campus communities, and lend distinction to the whole System.

Additionally, faculty would be encouraged to develop System-wide programs, certificates, or minors, along with multi-campus System-wide academic governance policies, in keeping with their existing shared governance responsibilities. New multi-university programs can reflect the tone and essence of the universities from which they draw, and will be created by those involved in coordination with System leadership.

While the Board maintains governance authority and fiduciary responsibility for the System as a whole, there will be no top-down directive or mandate from the System or Chancellor's office about how unified accreditation must be implemented. Working with the System's leadership, each UMS university and their faculty will help to determine the proper implementation over a two-year period that will lead to NECHE's first comprehensive visit to assess the implementation of unified accreditation.

Responsive to: Concerns 5 (small campuses will lose their voice), 6 (we will lose mission differentiation of smaller campuses), and 15 (not enough clarity of leadership and decision-making between UMS and campuses)

5) How will Unified Accreditation affect small campuses?

Regardless of size, in a Unified Accreditation model, any UMS university will be able to share resources, positions, and programs with any other UMS university without being forced by NECHE to merge with whatever other university it chooses to share resources or programs. This will allow UMS universities to increase their programmatic options, which would improve retention and graduation of their own students, as well as welcome students from across the state into their programs and courses. Programmatic and campus admissions standards may remain the same, unless the faculty and admissions staff decide to change them within parameters established by UMS Board policy. Furthermore, Unified Accreditation will provide some protections for campuses that may not be able to meet every one of the individual accreditation standards and their requirements on their own.

Responsive to Concern 7 (small campuses will become satellite/feeder campuses to larger ones and will only get the less prepared students)

6) Will all academic programs be expected to collaborate? How would we assess program outcomes?

Under our current model, with each university being separately accredited, NECHE cannot permit the scope and scale of truly collaborative programs offered jointly by two or more UMS universities that will be necessary to meet state needs. Unified Accreditation will allow more programs to collaborate for a number of reasons, including to achieve greater efficiency, share faculty expertise, respond creatively to advances in technology and the economy, reduce internal competition, preserve programs that may be too small at any one university, and provide more options for students. Programs offered individually by a single university that have sufficient enrollment and resources and quality outcomes will not be expected to combine

with another program at another university unless faculty and academic leaders at both the involved universities and System think that makes sense as an opportunity to provide some of the benefits listed above or dwindling resources dictate the necessity of doing so.

Programmatic collaboration is an option that will benefit students and better serve the state through sharing resources and reducing unnecessary duplication of effort. There may be cases where it is not needed or desirable, but there may be other situations where it is a way to safeguard vulnerable (e.g., under-enrolled or under-resourced) programs and diversify curricular offerings. Unified Accreditation eliminates the primary impediment to collaboration so that faculty and academic leaders can explore those options and take advantage of the opportunities they present more nimbly.

Collaborative multi-university programs may need to be assessed differently than single-university programs, and multi-campus representative teams of faculty and academic leaders, including the Vice Chancellor for Academic Affairs office, will determine how best to coordinate program assessment across the System's universities in coordination with standard practices already in place at every university and in light of the Programs for Examination policy and process as well. It may become desirable for program assessments to become more standardized over the next few years, but that will be determined in a fully consultative fashion over time for NECHE's first comprehensive evaluation visit under a unified accreditation.

Responsive to Concerns 9 (this may limit campus based curriculum development if all similar programs across the system must collaborate), 11 (assessments of course and program outcomes are difficult as is, it would be unmanageable for an entire system. We would lose the granular information), and 12 (individual accredited programs being forced to combine/collaborate with other non/differently accredited programs on other campuses), and to Question 26 (Is collaboration going to be mandated?)

7) How will Unified Accreditation affect the general education curriculum?

While we don't want general education requirements to create a barrier to student retention and achievement, there is no need to unify the current model at this time; a transition to unified accreditation does not require doing so. There is a block transfer agreement already in place that could form the basis of a shared general education curriculum if that is something the faculty believe would benefit UMS students.

Responsive to Question 23 (How will UA affect the general education – will it become unified?)

8) How will shared governance be maintained?

Shared governance is a core value of the System and its campuses, and faculty and staff have expressed their thoughts, ideas, and concerns on this and other major endeavors that affect the System. While the Board of Trustees has the deciding authority, Unified Accreditation is designed to be an open and transparent process throughout, with faculty having the same

input and voice from a System shared governance perspective as they do within their own universities now. As stated in the Guiding Principles, “faculty will retain all rights to academic freedom and shared governance to develop academic policy, curriculum, and faculty appointment and promotion and tenure standards on their campuses and as necessary for multi-campus programs developed under a unified accreditation.”

Any changes determined to be necessary to the University of Maine System’s shared governance policies to achieve a unified accreditation, such as multi-campus or system-wide curriculum committees, faculty bodies, or academic governance standards, will be determined by faculty system-wide and reviewed and approved by the Chief Academic Officers Council, Vice Chancellor for Academic Affairs, and UMS Board.

Responsive to Concern 18 (only lip-service is given to shared governance – recent experiences (Academic Partnerships, Academic Integrity Policy, System Research Plan) tell us faculty will not really be included)

9) What are the implications for the faculty peer review process?

We need faculty with multiple areas of expertise, including subject matter and teaching practices, aligned with university and student needs. There is no need to change the peer review process at the university level, which will remain flexible enough to recognize and honor distinctive faculty contributions. Subject to UMS policy and approval, faculty will themselves determine appropriate standards as deemed necessary on a System-wide basis for faculty engaged in programs offered by two or more universities.

Responsive to Concern 8 (There are big implications on the peer review process – we have different standards across campuses (research vs teaching vs service))

10) What happens with each campus’s current re-accreditation schedules and timelines?

Universities that are currently nearing completion of their 10-year re-accreditation review will continue those efforts. As stated in the Guiding Principles, UMS leadership, NECHE, and the involved universities will determine an appropriate unified accreditation transition schedule that takes into account the individual university’s accreditation status and schedule. Once a unified accreditation is achieved, UMS universities will not have to separately manage accreditation reviews on their own, although they will retain the opportunity to have NECHE teams visit their campuses as part of future System-wide accreditation reviews, and it is expected that NECHE teams will visit every university through the implementation of a unified accreditation model.

The current schedule of UMS university accreditation reviews can be seen [here](#).

Responsive to Question 21 (If UA takes 2-3 years to develop, what about current timelines for each campus within their own re-accreditation schedule?)

11) Who will be responsible for collecting the necessary data for accreditation? How would NECHE conduct its visits?

Both campuses and System staff will have a role to play. System IR will work closely with campus IR and experienced accreditation personnel to assure the self-study has sufficient data and other information for Unified Accreditation evaluations and reviews. Once NECHE has the self-study, we expect they would send a System-wide team, with sub-teams visiting individual universities. Individual universities can also request a visit, which NECHE will accommodate.

Responsive to Question 29 (Who will collect the accreditation data? Where will the voice of the small campuses be in that data collection?) and 30 (How could NECHE do a visit?)

12) Campuses have had some bad experiences in the past with the early stages of centralized services; why should they trust the System in this instance?

Trust is the foundation to any successful collaborative endeavor; to not invest time in building trust could negatively impact this work, which is so important to our future and that of our state. Transparency is also key, and the Chancellor has repeatedly stressed his commitment to transparency.

But Unified Accreditation is only the beginning. It is a mechanism by which to enhance campus-driven opportunities to work together to better serve our state, and, in cases where it makes sense, will allow interested provosts and faculty to partner on high-impact goals and multi-campus programs. The actual change, with Board approval, would take place over time by UMS universities working together to respond to their own needs in coordination with UMS leadership.

Responsive to Concern 10 (we have ongoing serious trust issues with any BoT/Chancellor/UMS office initiatives because of bad experiences in the past with top down change)

13) What can be achieved by Unified Accreditation that we cannot do now by cross-listing courses or by using MOUs? Why not just have centralized IR help smaller campuses gather data for their own accreditation?

Separate university NECHE accreditation is the main barrier to the scope and scale of meaningful collaborations that would allow us to best serve our mission and preserve all of our universities where they are. With separately accredited universities, NECHE will accept only a limited number of cross-listed courses and collaborative (multi-university) programs, as the accreditation process must hold the accredited institution accountable for the academic experiences of its students. Unified Accreditation removes that barrier so that faculty-driven programs and other academic collaborations across the system can be implemented to fully realize their potential and best meet our public mission all across the State.

The issue is more complex than the ability of any one university to get the data and related resources it needs for accreditation. Some of our universities, as they are currently configured, are in clear danger of not meeting all of the accreditation standards now. Because it draws on all of the resources of the entire System, and holds the entire System accountable and responsible, Unified Accreditation relieves those individual campuses of the burden for meeting each of the standards on their own, and reduces the expenses associated with undergoing individual accreditations.

Responsive to Questions 24 (What can be achieved by UA that we cannot do now by using Cooperating Departments (and MOU's if needed)? We can get collaborative programs this way. Also if we implemented the BoT cross-listing policy that would remove another roadblock to collaboration) and 25 (Why not just have a centralized IR to help smaller campuses gather data for their own accreditation? Putting resources into IR would seem to be more cost effective and timely than pursuing UA)

14) Could problems in one program or one campus hold up accreditation for all?

While the UMS will need to demonstrate system-wide compliance for each standard for continued unified accreditation, it will not depend on any individual program or university for doing so. Local problems will still need to be solved locally, but there will also be System and other university assistance and resources if needed, including adopting a collaborative program model if it makes sense to do so to preserve access to an otherwise under-resourced program. The preamble to NECHE's standards speaks to this: "Each of the Standards articulates a dimension of institutional quality. In applying the Standards, the Commission assesses and makes a determination *about the effectiveness of the institution as a whole...* The Commission recognizes that some aspects of an institution are always stronger than others. Meeting the Standards does not guarantee the quality of individual programs, courses, or graduates, but serious weaknesses in a particular area may threaten the institution's accreditation." (italics added)

Responsive to Concern 14 (one serious issue in one program or one campus could hold up accreditation for all)

15) Will Unified Accreditation save money? How will it impact campus budgets?

Some, as there will be savings in NECHE dues and the time and resources committed to preparing for six separate, uncoordinated university site visits and 5- and 10-year reviews. Unified Accreditation is not being pursued as a cost savings initiative. It is, first and foremost, a mechanism to allow the universities and the UMS to better serve the State of Maine, and as a way to protect programs and campuses by giving UMS universities the ability to develop and offer shared programs, which is not possible in the current separate accreditation model. That said, Unified Accreditation may well create opportunities for savings and efficiencies that would not otherwise exist and in light of the scarcity of resources available to invest in System and

campus needs, System and campus academic leadership will be expected to look for and take advantage of any such opportunities.

The UMS already has a unified budget process and allocation model in place, and campuses have benefited accordingly as they are gradually being brought into closer alignment with their peers. The implications of Unified Accreditation on individual budgets will vary depending on how each campus approaches the opportunities available to them in a unified accreditation model. At the very least, there will be some savings as campuses will no longer handle the full re-accreditation process and related expenses themselves.

Responsive to Question 28 (What is the actual cost savings?) and 27 (How will this impact campus budgets)

16) What impact will Unified Accreditation have on competition between UMS programs and campuses?

Right now, our universities are competing for the 30% of Maine high school college-going graduates who end up matriculating at one of UMS's universities. This ignores our more serious competition with some of the state's private schools, where most of the other 70% go. Collectively, with a unified accreditation, we can be more outwardly-focused and better coordinate our marketing and outreach efforts, thus reducing internal competition. We can also offer greater access to the System's academic portfolio no matter where a learner resides.

Responsive to Question 32 (How will this end competition between programs and campuses?)

17) What will the impact of Unified Accreditation be on Financial Aid?

Our Guiding Principles state that individual universities will continue to manage financial aid locally, and a UMS model for doing so already exists between the University of Maine and the University of Maine at Machias. Even though the Machias campus is accredited together with the University of Maine, the U.S. Department of Education has permitted UMM to continue to administer financial aid for its students.

Responsive to Question 22 (Will we have unified Financial Aid?)

18) We will be able to share library and other resources?

In a Unified Accreditation model, UMS expects to reduce the number of licenses required for library and IT materials so that these resources can be shared more broadly across our universities, rather than being forced to maintain separate licenses and subscriptions by separately accredited universities.

Responsive to Concern 13 (Resources across campuses are not equal (ie library) – NECHE will be looking at that.)

19) How prepared is the Board of Trustees for something of this magnitude?

The Board of Trustees has the legal and fiduciary responsibility to oversee the University of Maine System. Board and System leaders, including Presidents and Chief Academic Officers, have met with Dr. Barbara Brittingham, president of the New England Commission of Higher Education (NECHE), and understand their responsibilities in the context of the challenges the System's universities face. They may have a better perspective than those who have never participated in accreditation efforts, since they have engaged directly with NECHE on this question.

Responsive to Concern 20 (The Trustees are probably not familiar with the complexity and nuances of the academic accreditation process, it does not make sense to have them be making this decision just based on recommendations from the Chancellor's office)

20) How much time and effort will this take? Will it be worth it? How will we meet all the outcomes identified in the Chancellor's recommendation to the Board?

There is no doubt that this endeavor will require concerted effort and commitment from all of us. The Board has asked the Chancellor to submit a framework for moving this forward, and expects to vote on whether to pursue unified accreditation at its January 2020 meeting. The System would then submit a substantive change request to NECHE that the Commission would consider in late spring or early summer 2020. If the Commission accepts the request, the System as a whole would effectively become accredited at that point, would be subject to an initial implementation visit from NECHE (likely within 6 months), and would then have two years to prepare for NECHE's comprehensive evaluation visit, during which time faculty and academic leaders at UMS universities will determine with UMS leadership how best to satisfy NECHE's standards in a unified way and best permits UMS to meet its state-wide public mission.

UMS and university leaders will also work with U.S. Department of Education staff to ensure proper financial aid administration at each university in a unified accreditation model.

Not pursuing Unified Accreditation, however, may well result in the need to make some very hard decisions about eliminating unsustainable programs and practices. Given the known demographic threats, and the economic uncertainties we face, there may also be campus closures or reorganizations. If successfully realized, Unified Accreditation will allow us to better prepare for those challenges and, ideally, avoid them altogether.

At base, Unified Accreditation will give us the space and coordination we need to secure the futures of our smaller universities, respond more nimbly to market demands, serve the state more effectively, and, most importantly, better support our students and their success. It will require all of us working together to realize the potential of this initiative.

Responsive to Concern 19 (another UMS initiative that will require extensive investment of time and resources for what might possibly be an abandoned pursuit – resulting in lowered morale), and Question 31 (How (specifically) will you reach the outcomes stated in the UA Recommendation document?)

APPENDIX C

SUMMARIES OF SELECT UMS UNIVERSITY EXPERIENCE WITH NECHE FOCUSED VISITS AND FIVE- AND TEN-YEAR REVIEWS

UNIVERSITY OF MAINE/UNIVERSITY OF MAINE AT MACHIAS

Dr. Jeff St. John
Senior Associate Provost for Academic Affairs
University of Maine

The University of Maine and our regional campus, the University of Maine at Machias, are nearing completion of our ten-year accreditation review. We hosted a NECHE-appointed evaluation team in Orono and Machias in April 2019, received the team report in June 2019, and filed our response to the Commission in August 2019.

UMaine began preparing for its Spring 2019 evaluation in December 2016.

In early Spring 2017, we recruited writing teams attached to each of the NECHE standards. The 5-6 member teams comprised faculty, administrators, and staff. The teams produced drafts of the Self-Study's nine narrative sections in Summer-Fall 2017. (The most complicated and time-consuming draft— for Standard Seven: Institutional Resources—was completed in Spring 2018.) We assembled the first full draft of Orono's Self-Study material in Summer 2018, while a UMM writing team concurrently drafted Machias's contributions.

A six-member Steering Group comprising UMaine's Senior Associate Provost, Assistant Provost for Institutional Research and Assessment, Assessment Coordinator, and two faculty members, along with UMM's former Head of Campus, formed in August 2018. A subset of that group— a three-person writing team— combined and aligned the two Self-Study narratives in September 2018, made extensive revisions and additions throughout, added initial in-text data, and shared a working draft with NECHE Vice President Carol Anderson at her invitation.

Guided by Vice President Anderson's feedback, the writing team made further revisions and additions, embedded more data, and shared the updated document with the Steering Group, the President's Cabinet, and the Deans' Council in December 2018. The Self-Study underwent two further sets of revisions before taking final shape in early Spring 2019. With help from a number of UMS finance and data personnel, UMaine's Office of Institutional Research and Assessment compiled and validated all of the UMaine and UMM data appearing in the Self-Study.

The evaluation team chair made a preliminary visit to campus in December 2018 to meet with President Ferrini-Mundy and Orono and Machias administrators, faculty, and staff. The full team visited in Spring 2019. Team members met with campus leaders, faculty, staff, students,

Boards of Visitor members (Orono and Machias), the former UMS Chancellor and his senior staff, and members of the UMS Board of Trustees.

About 110 University of Maine and University of Maine at Machias faculty, staff, students, and administrators in Orono, Machias, and Portland have contributed to the ten-year accreditation review, with roughly 3100 hours of staff time invested in the process.

President Ferrini-Mundy will meet with the Commission and the team chair on November 21, 2019 to discuss the report, the response, and the actions we have taken (or are taking) to address the concerns shared with us. We expect to receive the Commission's "action letter"—assessing our evaluation and recommending areas of emphasis or improvement—in early 2020.

The university's next NECHE reporting obligation will be the (regular/standard) annual report we file for Orono and Machias in April 2020.

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UNIVERSITY OF SOUTHERN MAINE

Dr. Jeannine Uzzi

Provost and Vice President for Academic Affairs

Dr. Dominic Barraclough

Vice Provost for Mission and Accreditation

In Fall 2019, the University of Southern Maine (USM) began the process of completing the requirements for reaffirmation of accreditation by the New England Commission of Higher Education (NECHE). This process involves creating a one-hundred page institutional self-study with supporting evidence and “data first” forms that addresses not only the nine accreditation standards but also federal regulations and information about the institution’s finances and enrollment. The self-study is expected by the Commission to be the culmination of a significant campus-wide conversation, normally comprising at least eighteen months, on what the institution already does well and where it can improve.

At the time of this writing, the Provost has designated a larger Accreditation Steering Committee and a smaller Executive Steering Committee led by the Vice Provost for Mission and Accreditation. Compared to the process for the 2011 reaffirmation, which engaged more than 220 people across the university, USM’s 2021 process will be more efficient, while still allowing members of the community ample opportunity to contribute. The Executive Steering Committee has drafted a timeline of the process (see below), developed a structure for how working groups will interact, and begun soliciting individuals to take on leadership roles in the self-study process. Working groups will begin meeting regularly in the coming months in anticipation of holding focus groups and open forums in Spring 2020.

Sixty percent of the self-study is expected to convey to the review team, and to NECHE, an institution's appraisal of how well it meets each of NECHE's Standards for Accreditation. Because of this emphasis, USM expects that the work in the Spring will consist primarily of engaging the campus community in a forthright reflection on where the institution may be challenged. Writing will begin in late Spring or early Summer, with continued campus engagement in the Fall. The final product must be delivered to NECHE and the review team in March 2021, with a review team visit to campus scheduled for April 18-22, 2021.

University of Southern Maine NECHE Self-Study Timeline
(as of October 30, 2019)

Fall 2019 Semester

October

~~Self-Study Workshop~~

~~NECHE VP Visit~~

Weekly Meetings on Calendar

Alternate between Full and Exec

November

Assign Standard Advisory Chairs and Committee Members

Develop Technology Plan (File-sharing and website)

First Run at Data First Forms

Campus Notification from Glenn

Develop naming convention for evidence files

December

Standard Advisory Committees begin regular meetings

Review previous NECHE Concerns

2019 Progress Report Response from NECHE (Dec. 1)

Winterim 2020

January

Data First Forms Workshop (January 16, 2020)

Schedule Campus Forums

Spring 2020 Semester

February

Hold Campus Forums

Writer's Instructions Shared

Develop Narrative Theme(s)

March

Hold Campus Forums

DRAFT First Draft of Description Sections

May

DRAFT Last Draft of Description Sections

Summer 2020 Semester

June

DRAFT First Draft Appraisal Section (by August)

July

Self-Study Workshop II (July 28, 2020)

August

Schedule Appraisal-Projection Open Forums for September

Fall 2020 Semester

September

Hold Appraisal-Projection Open Forums

DRAFT First Draft Projection Sections

October

DRAFT Last Draft Appraisal Sections

DRAFT Last Draft Projections Sections

Review Team Chair Campus Visit with President

November

Send DRAFT Self-Study to NECHE for Review

Bring in Professional Writer (?)

Last Run on Data First Forms

DRAFT Introduction, Campus Overview & Appendices

Review Commission suggested Review Team Members

December

Revise DRAFT per NECHE Feedback

Check Narrative against Last Run on Data First Forms

Winterim 2021

January

Finalize DRAFT

Send Final Draft to Publications

Spring 2021 Semester

February

Coordinate with Team Chair on Visit Schedule, Accommodations, and tentative responsibilities

March

Final Self-Study sent to Review Team and NECHE (March 5, 2021)

Publish Invitation for Public Comments (March 15, 2021)

April

Comprehensive Review Team Visit (April 18-21, 2021)

Verbal Exit Report at Final Meeting (April 21, 2021)

POST-VISIT TIMELINE

Summer 2021 Semester

June

Review First Draft of Report for Factual accuracy

Submit Corrections (if any)

July

Review Final Review Team Report

Draft Response Letter

Submit Response Letter

Fall 2021 Semester

November

Attend Commission Meeting

Winterim 2022

January

Official Letter expected from NECHE on Accreditation Status

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UNIVERSITY OF MAINE AT AUGUSTA

Dr. Greg Fahy

Dean of the College of Arts & Sciences

UMA began the process of developing our five-year interim report in the spring semester of 2019, convening a group of eight faculty and staff from across the institution to draft a report. Over the summer of 2019, our Accreditation Liaison Officer and an English faculty member polished the draft document. In September, we sent the thirty-three page document out to the entire UMA community.

The document contains three substantive sections. These include: 1) updates on our focused visit themes: student success, student default rate and our Second Chance Pell program; 2) a reflective essay on student success at UMA and 3) updates since 2015 on each of the NECHE standards. We received feedback from dozens of individuals across campus and are working with a review team made up of faculty to provide more substantive suggestions for the document. There will be several iterations sent out to the community during this fall semester for a final draft sent to NECHE on January 20.

As part of our interim report, we also hosted a NECHE visitor at our Rumford Center to evaluate how we are serving our students who access our courses and services primarily at a center. That visit occurred October 7-8, and we developed a six-page report devoted to courses and services at centers. We received a very positive exit report from Dr. Maria Altobello and are awaiting her written report.

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UNIVERSITY OF MAINE AT FORT KENT/UNIVERSITY OF MAINE AT PRESQUE ISLE

*Dr. Tex Boggs, President and Provost
University of Maine at Fort Kent*

*Dr. Raymond Rice, President and Provost
University of Maine at Presque Isle*

In September 2018, NECHE recommended to President Rice and then-President John Short that a single evaluation team visit both the UMFK and UMPI campuses in Spring 2019 for the purpose of two year focused site visits that were required of each campus. UMFK was charged with providing documentation concerning (1) implementation of One University initiative and the academic integrity of the Rural U Early College program and (2) establishing UMPI as an instructional location for the University's nursing program. UMPI was charged with providing documentation concerning (1) implantation of its competency-based BA in Business Administration and (2) establishing UMFK as an instructional location for the University's education programs. As a result, although both institutions compiled individual reports, because the visit specifically examined elements of administrative service, staff, and academic collaboration, the reports were coordinated through a series of meetings between University leadership and the evaluation team chair.

UMFK and UMPI Site Visit Processes

At UMFK, prior to the generation of its report, the University Liaison Officer emailed the individual directly responsible for each of the areas (6 areas) identified by the Commission as requiring a response in preparation for the focused evaluation visit. In each email, the University Liaison Officer asked the responsible individual to prepare a response to the Commission's request for information. At UMPI, a similar process was followed, with the two

individuals responsible for the areas identified by the Commission identified to draft a response; the University Liaison Officer was identified as having provided the final editing and preparation of the document. The President/Provost serves as the Liaison officer at both UMPI and UMFK.

At UMFK, to ensure that there were no misunderstandings about the Commission's expectations, the University Liaison Officer cut and pasted the expectations directly from the August 7, 2018 letter prepared by Dr. David P. Angel. After receiving the responses for each section, the University Liaison Officer used them to prepare a draft report. The appropriate sections of the draft report were then returned to the responsible individuals for editing and correction of any errors of fact that had been introduced during the preparation of the draft. A similar process was followed at UMPI.

For the shared positions section of the report, an email was sent to each UMFK staff member reporting to an administrator in a shared position. Each staff member was asked to share with the University Liaison Officer the member's perspective of the effectiveness of the shared position. This information was used to further develop the draft report. A similar letter with a similar request was sent to each academic division chairs and their responses were considered in the preparation of the next draft. A similar process was followed at UMPI, with the academic Deans providing input to the draft.

Penultimate drafts were sent to institutional Presidents for review and edits. Drafts were also distributed to the members of the President's Cabinet, and to the University of Maine System Vice Chancellor of Academic Affairs for review. Final drafts were submitted to NECHE and the members of the Visiting Team.

The Visiting Team spent two full days during the April visit, one at each institution, and met with program leadership, program faculty and students, and presidents and select members of the cabinets. The Visiting Team delivered a draft of its report to UMFK and UMPI Presidents for factual accuracy and a final draft to each institution and NECHE following feedback. The single report addressed the NECHE considerations for each institution individually as well as providing commentary upon the One University initiative in common to both.

Finally, UMFK and UMPI provided testimony directly to the Commission in Massachusetts concerning the Site Visits and Visiting Team report in September 2019. Four individuals from UMPI and one from UMFK comprised the specific teams (which met with the Commission in back-to-back sessions). This required two full days of additional compensation time for each member of the institutional teams. UMPI received verbal confirmation from the Commission to continue its CBE programming and its Education program delivery at UMFK; the institution is awaiting official NECHE correspondence concerning these findings. UMFK received verbal confirmation from the Commission to continue its Nursing program delivery at UMPI, and for its progress toward accreditation of its Early College program by the National Alliance of Concurrent Enrollment Partnerships.

Gathering information, preparing drafts for each of the areas of concern (5), seeking reviews and revisions from the individual contributors (6), circulating the initial draft, using responses to the initial draft to revise the report, and asking for higher level administrator review prior to submission required that the author devote approximately 4-5 hours of work per week at each institution for more than 4 months.

UMPI Fifth-Year Interim Report

UMPI submitted its Fifth-Year Interim Report in August 2019. UMPI was the first UMS institution to complete the fifth-year report under the revised guidelines, passed the previous spring, which included highly expanded assessment expectations (Standard Seven) and assurance of capacity/fiscal viability. UMPI responded explicitly to three areas of special emphasis as requested by NECHE correspondence from 2015: (1) the implementation of proficiency education pedagogy, (2) fiscal sustainability; and (3) implementing and evaluating university-wide strategic planning designed to inform decision-making and strengthening institutional effectiveness.

The report was directed by the University Liaison Officer and included input from multiple cabinet leaders and specific administrators and faculty holding administrative duties (i.e., the Director of Academic Planning and Program Assessment, Registrar, Executive Director of Enrollment Management, CBO, and Executive Director of University Advancement and External Affairs). Data gathering for approximately four weeks prior to the writing of the narrative required approximately 8 hours of work per week. The drafting of the narrative required approximately 30 hours of writing per week for 4 weeks for the University Liaison and 8 hours per week for 4 weeks in terms of aggregated work for other contributors.

UMFK Fifth-Year Interim Report

The University of Maine at Fort Kent began its Fifth-Year Interim Report process in Fall 2019 with submission of the Report due in Summer 2020. Concerns identified by the Commission that must be addressed in the Interim Report are UMFK's capacity to address the impact of major demographic shifts on enrollment, the stability of leadership, and the need to monitor majors and concentrations with low enrollments and few full time faculty while adequately serving students in accordance with the Standards for Accreditation.

APPENDIX D

SUMMARY OF NECHE SUBSTANTIVE CHANGE, EVALUATION VISIT, AND FIVE- AND TEN-YEAR REVIEW PROCESSES

Dr. Kathy Yardley

*Associate Provost and Dean of Education, Health and Rehabilitation
University of Maine at Farmington*

NECHE Substantive Change and Evaluation Visit

NECHE details many types of change that would require a substantive change request, including the joining of separate units into a single accreditable institution. A move to unified accreditation therefore requires a substantive change report and confirming visit.¹¹

Given its preliminary consideration of unified accreditation, UMS has already had exploratory discussions with NECHE about a potential substantive change.

If the University of Maine System decides to move ahead with unified accreditation, it must provide a report, typically 25-30 pages in length, to the Commission before the date of implementation. In addition to a cover sheet and introduction that summarizes the proposed change and timeline, as well as a brief institutional overview, the report must include the following:

- (1) A detailed description and analysis of the proposed change, including the purpose of the change and how it is consistent with the institution's mission. Each of the Standards for Accreditation must be addressed, and evidence must be provided to show how the institution will continue to meet each of the standards after the change;
- (2) A multi-year revenue and expense budget, including the assumptions underlying the projections as well as an indication of the fiscal and administrative capacity of the institution to oversee and assure the quality of the proposed change;
- (3) A projection of Future Developments.

NECHE expects institutions to include an assessment of institutional strengths, concerns, suggested responses to concerns identified previously, and long-range plans in the report.

After the Commission reviews the submitted report, it may choose from the following actions:

- (1) Approve the change without conditions;

¹¹ See NECHE's [Policy on Substantive Change](#).

- (2) Approve the change with conditions specified;
- (3) Defer consideration, pending receipt of additional information;
- (4) Disapprove the proposed change

The Commission may also:

- (5) Require a focused visit or other measures to assess implementation of the change
- (6) Require a comprehensive evaluation of the entire institution. The Commission may act to accelerate the date for the next comprehensive evaluation when there are extensive changes.

Under some circumstances, the Commission requires a site visit to assess the implementation of the proposed change.¹² The Commission selects a single evaluator or a team comprised of two to three individuals to visit the institution for a period of one to two days, depending on the complexity of the substantive change. The evaluator/team is responsible for validating the information provided in the institution's written update/report, evaluating the institution's success in implementing the substantive change, and preparing a report and recommendation for the Commission's consideration.

The institution's update/report includes a description of the steps taken to implement the proposed change, relevant enrollment and financial information, continued plans for implementation, plans for additional substantive changes, and any other information believed to be useful. This report, along with the original substantive change proposal, is sent to the evaluator/team at least four weeks prior to the evaluation visit.

Within a month of the completed evaluation visit, the evaluator/team prepares a five to six page report, which includes any strengths and concerns related to implementation of the change. The institution has the opportunity to review the report for factual accuracy and can write a substantive response to the team report.

The evaluator/team leaders also prepares a confidential recommendation for the Commission that contains the following elements:

- (1) The team's recommendation on whether the substantive change should be included in the institution's accreditation.
- (2) The team's recommendation on the timing and content of any follow-up reporting on the implementation of the substantive change.

¹² See NECHE's [Procedures for the Substantive Change Evaluation Visit](#).

- (3) The rationale for the recommendations.

The Commission considers the team report and confidential recommendation, as well as institutional materials and response, at its earliest meeting, and informs the institution of the action taken.

NECHE Interim Review (Five-Year Report)

Five years after a comprehensive evaluation, institutions are required to prepare an interim report that includes how the institution continues to meet the Commission's Standards for Accreditation, updates on work undertaken since the comprehensive review, and projected areas of focus for the next five years.¹³

In addition to a cover sheet, brief institutional overview, and introduction that describes the process followed and individuals involved in the report's preparation, the approximately fifty-page report must include the following:

- (1) Response to Areas Identified for Special Emphasis - Institutions are expected to discuss, analyze, and appraise actions taken in response to areas identified by the Commission in its notification letter, and include a projection of areas/issues needing continued attention.

- (2) Standards Narrative - Institutions are expected to respond briefly to Standards 1-7 and 9, addressing any significant changes since the comprehensive review and how the institution continues to meet each standard. The narrative must be supported with evidence, contextualized analysis, and appraisal.

- (3) Reflective Essay on Educational Effectiveness to Address Standard 8 - The essay is expected to address the following:

- a. What students gain as a result of their education
- b. Assessment of student learning; "what and how students are learning"
- c. Measures of student success, including retention and graduation
- d. Satisfactory levels of student achievement on mission-appropriate student outcomes.

The recommended format for addressing each area includes a description of how the institution measures its effectiveness, the incorporation of supporting data and summaries of data analyses, and an evaluation of current successes and plans for further progress in achieving educational effectiveness. Information collected in the E-Series forms is used as a foundation for the essay.

¹³ See NECHE's [Statement on Interim \(Fifth-Year\) Reports](#).

(4) Institutional Plans - Institutions are expected to summarize their most significant issues and initiatives for the next five years.

(5) Appendix - The appendix includes an affirmation of compliance with Federal Regulations Relating to Title IV, the institution's most recent audited financial statement, the auditor's management letter, interim report forms, and the E Series forms.

In addition to the narrative report, institutions complete two sets of data forms. E-series Forms (Making Assessment more Explicit) provide a template for institutions to share their basic approach to assessment and summarize improvements made as a result of their findings. Data First Forms provide a template for sharing basic information relative to each standard. Data First Forms for Standard 8, Educational Effectiveness, provide a template for reporting on progression, retention, and graduation rates; licensure passage and job placement rates; and other measures of success.

NECHE Comprehensive Evaluation (10-Year Review)

NECHE accredited institutions undergo a comprehensive evaluation at least every ten years. At the center of the evaluation is the institutional self-study, a roughly 100-page report in which the institution evaluates how and how well they meet the Commission's Standards for Accreditation. The self-study typically begins eighteen months to two years prior to the on-site evaluation team's visit, and is a means of providing quality assurance to external stakeholders while informing continuous institutional improvement.¹⁴

The on-site evaluation is led by a team of trained faculty and administrators from peer institutions. The team spends multiple days on campus reviewing documents and conducting interviews with faculty, staff, students, BOT, and other stakeholders as they seek to validate the self-study in light of the institution's mission. The Commission considers the self-study, the team report, the confidential recommendation of the team chair, the institution's response, the history of the Commission's action with respect to the institution, and public comments solicited by the Commission typically during the semester following the visit. The institution's president and team chair also participate in this interactive discussion.

In preparing for a comprehensive evaluation, an institution typically identifies a steering committee and a self-study chair or co-chairs. The institution also identifies the committee structure that will best serve the campus and advance the work of the self-study. Each committee is responsible for drafting a response to an assigned standard.

In addition to the Cover Page, Table of Contents, Institutional Characteristics Form, and a Table of NECHE Actions, Items of Special Attention or Concern, the self-study includes the following components:

¹⁴ See NECHE's [Statement on Comprehensive Evaluation](#).

(1) Introduction - a brief summary of the self-study process, participants, and goals, and identification of areas the institution was asked to focus on

(2) Institutional Overview, including a summary of the principal self-study findings

(3) Narrative - the 100-page narrative is organized in chapters according to the standard addressed. The analytical framework used to address each standard is Description-Appraisal-Projection.

a. Description - a realistic and objective presentation of the present status of the institution with respect to each standard.

b. Appraisal - a thorough analysis and evaluation of institutional practices in a given area, recognizing achievements and areas for improvement and informed by evidence. This section demonstrates accuracy of an institution's self-perception and integrity in identifying areas of growth.

c. Projection - specific commitments made by the institution to maintain and enhance strengths and address areas of concern.

(4) Data First Forms

(5) Appendix - includes the completed Affirmation of Compliance, the most recent year's audited financial statements, auditor's management letter, list of supporting documents available in the work room and/or URLs, and E Series forms.

Three to six months prior to the team visit, the team chair visits campus to familiarize him/herself with the institution's organization, touch base on the progress of the self-study, assist with the development of the visit schedule, and address logistical issues. The actual team visit typically occurs from Sunday afternoon until mid-day Wednesday.

APPENDIX E

CONSIDERATION OF OTHER SYSTEM ACCREDITATIONS

UNIVERSITY OF SOUTH FLORIDA¹⁵

Founded in 1956, USF is the fourth-largest public university in Florida, with an enrollment of 50,755 in the 2018–2019 academic year. USF has, since 2001, operated as a system of three separately accredited institutions: USF Tampa, USF St. Petersburg, and USF Sarasota-Manatee. Each of the three universities is currently accredited on its own by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

In March 2018, Florida Governor Rick Scott signed into law the Florida Excellence in Higher Education Act of 2018, requiring the USF system's three universities to consolidate their separate institutional accreditations into a single institutional accreditation. In March 2019, the USF Board of Trustees adopted [an implementation plan](#) that included, among other things:

- The process, steps and timeline to terminate the separate institutional accreditation of each USF campus by June 30, 2020 with no lapse in accreditation.
- An organizational chart that detailed a new administrative structure; Registrar and Student Records; Inter-campus transportation and campus access.
- A process that ensures students graduate in four (4) years.
- Consolidated Data Reporting to IPEDS beginning with the 2020-21 IPEDS Data Collection schedule.
- A vision for a three-campus university functioning seamlessly across the geographic boundaries of the campuses with limitless potential for local and global impact. A critical element to ensuring a successful environment post-consolidation will be the creation of opportunities to bridge the geographical distance between the campuses through increased communications, virtual connectivity, and online and blended learning opportunities.

As described, USF's accreditation implementation plan is not intended to achieve a full "switch-on" on July 1, 2020, but rather sets in motion a series of actions with prescribed timelines that ensure a consolidated, single accreditation on July 1, 2020 and continued development beyond that date. The USF Board proposes to achieve USF accreditation consolidation through a detailed plan that will establish and ensure academic and administrative structures consistent with that of a preeminent research university in the State and the requirements of SACSCOC accreditation, as well as university and academic administration that is responsible and efficient in unifying operations, ensuring alignment of accountability and authority across campuses while providing local leadership and immediacy of response.

¹⁵ Summarized by Beatrice Fevry, UMS Executive Director of Finance Policy and Special Projects.

A USF working group proposed [a detailed plan](#) to achieve USF consolidation and ensure, among other things:

- Uniformity of student admissions across the university while maintaining access, diversity and student success;
- Uniformity of learning outcomes for a degree program offered at multiple sites across the university irrespective of campus delivering the program; • Equitable access for students to services across the university;
- Faculty control of curriculum;
- Unified faculty governance across USF;
- Unified faculty tenure and promotion guidelines consistent with workload assignments; and
- Access to academic programs and infrastructure through digital and physical connections between campuses;

Speaking to the necessary culture change attendant with accreditation consolidation, USF intends that the unique identities and attributes of each campus in “a single university that is geographically distributed” can be expressed through the degree programs offered on each campus, and the related unique High Impact Practices, service learning and internships offered, research conducted, and community engagement activities promoted based on the local strengths of each campus. This is expected to enhance opportunities available to current and future students in a consolidated USF, while simultaneously promoting and celebrating local identity.

Additional information about the USF university accreditation consolidation is available [here](#).

UNIVERSITY SYSTEM OF GEORGIA¹⁶

Between 2012 and 2018, the University System of Georgia (USG) merged 18 of its original 35 institutions into nine through a Board of Regents- (BOR) approved consolidation process, resulting in USG’s current 26 institutions. In her article “Better Outcomes Without Increased Costs?”,¹⁷ Lauren Russell evaluated the effectiveness of the first five of those consolidations, which resulted in merging ten institutions into five between 2012 and 2015.

Before the mergers at issue, the BOR had identified six principles by which they would administer and assess the proposed consolidations:

- greater opportunities to increase student attainment levels;
- improved access and enhanced regional identities of the merged institutions;
- improved economies of scale and scope;

¹⁶ Summarized by Dr. Kay Kimball, UMS Deputy Vice Chancellor for Academic Affairs.

¹⁷ Russell, Lauren. (2018). Better Outcomes Without Increased Costs? Effects of Georgia’s University System Consolidations. *Economics of Education Review*. 68. 10.1016/j.econedurev.2018.12.006.

- enhanced regional economic development;
- streamlined administrative services without loss of quality; and
- reduced duplication of access to programs while enhancing access to instruction.

At the time of Russell's study, there were a combined total of 325,551 students in the System, 91 percent of whom were drawn from within Georgia as first-time, first-year students. Employing a "differences-within-differences" methodology, Russell explored the impact of those initial consolidations on student retention and graduation cohorts before and after consolidation, and in comparison with other, non-consolidated institutions within the USG. Russell found that, on the whole, consolidation resulted in improved outcomes for students without increased costs for them or for the institutions. Additionally, transfers within the USG, collaborations, pooled resources, policy revisions, and academic student supports were all enhanced or made easier through consolidation.

The retention rates at the USG non-consolidated institutions had been higher than those at the consolidated institutions prior to consolidation (82-84 percent vs. 73-75 percent), in part reflecting the need for consolidating the underperforming institutions. That gap narrowed by five percentage points following consolidation despite the lack of evidence that the consolidated universities were enrolling students who were any better prepared than they had been previously. Students who matriculated after consolidation were 2.3 percentage points more likely to re-enroll in a USG institution the following year compared to the non-consolidated universities, reducing the dropout rate at those consolidated institutions by 8 percent. Consolidation also reduced the three-year graduation rate for Associate's degrees by three percentage points, mostly due to students transferring into baccalaureate programs within the USG.

Analysis of student attainment in baccalaureate programs was based on persistence estimates since consolidation was too recent for the author to track graduation rates. Those data revealed that the percentage of students graduating in four years improved by four percentage points, an increase of 29 percent, which was greater than the 1.7 percentage-point improvement for first-to-second-year retention. Russell posits that consolidation improved the probability of on-time graduation for students who would not have dropped out after their first year. In fact, she found that the effects of consolidation were largest on students in the top quartile of predicted retention and on-time graduation distributions, but the effects were positive for students in all quartiles.

Russell also reviewed pre- and post-consolidation expenditures in instruction, academic supports, and student services, as well as total operating expenditures, in an effort to determine whether the economies of scale and related BOR principles were reached through consolidation. Although total spending was decreased by five percent relative to that of the non-consolidated universities, there was no statistically significant evidence of reduced instructional spending. There were, however, statistically significant shifts in academic supports and student services expenditures. In fact, consolidation reduced spending in administrative and student services by 18 percent, which allowed USG to invest those savings in enhancing

academic supports by increasing those expenditures by 47 percent. The investment in academic supports seems an obvious, if potential, source for the improvements in persistence.

The author supplemented her statistical analysis with interviews with institutional administrators, who acknowledged greater ability to be more innovative and flexible specific to revising policies and reorganizing offices. Consolidation enabled them to create a more seamless experience for students in a more academically supportive environment by allowing them to reduce duplicative positions in student services and academic administration and reinvest the realized savings in academic advising and support personnel. Additionally, while new academic advising systems were implemented across the USG, the consolidated institutions were able to do so more quickly and with more staff than the non-consolidated institutions.

Considering whether the mergers increased the costs for students, Russell concluded the data were “too noisy” to reveal clear significance, but she found no “robust evidence” that consolidation negatively impacted costs for students, and also found clear evidence that it reduced costs for the universities themselves, which allowed them to reduce unneeded duplicated student services and invest in academic support. As she states in her conclusion, “Taken as a whole, the evidence suggests that consolidations were quality improving and benefited students ... [and constitute] a promising policy option that merits further consideration.”

UNIVERSITY OF ALASKA SYSTEM

In early August 2019, as university leaders worked feverishly to manage a proposed \$135 million cut to their system's state appropriation, the University of Alaska System's Board voted overwhelmingly to pursue a transition from three separately-accredited universities to a single accredited institution with three locations. As reported, the proposal would have streamlined curricula and student services as well as created a single college for each major field of study throughout the university system.

By mid-September 2019, however, in response to smaller enacted state appropriation cuts – \$70 million over three years instead of \$135 million all at once – the University of Alaska Board of Regents approved a motion to consider both single- and multiple-university accreditation models.

Given the immediacy and scope of the budget crisis that motivated the University of Alaska System Board's consideration of unifying their university accreditations, it is difficult to draw parallels to UMS's motivations for pursuing a unified accreditation.

UNIVERSITY OF MAINE SYSTEM

GUIDING PRINCIPLES FOR UNIFIED ACCREDITATION

Recognizing that greater coordination and integration among UMS universities, access to more collaborative, multi-campus programs, and the preservation of all UMS campuses where they are will maximize the benefit Maine students and the State realize under the UMS Board of Trustees' Strategic Priorities, while acknowledging the practical burdens that separate university accreditations impose on achieving these goals at the scope, scale, and pace necessary to meet the educational and workforce needs of the citizens of this State, UMS universities will unify their NECHE accreditations following a robust period of campus engagement led by the UMS Chancellor and System Presidents.

Principle One

UMS's primary goals are to:

- realize, to the fullest extent possible, the purpose and benefits the University of Maine System's formation was meant to achieve, which unified accreditation is expected to catalyze and foster;
- preserve the academic, financial, and administrative operations of UMS universities that best serve the interests of UMS students and the State and provide the highest quality educational experience; and
- relieve individual campuses of the burden of each fully complying on their own with all NECHE standards.

Principle Two

Pursuant to UMS Board Policy 212 and the UMS Statement on Shared Governance, faculty will retain all rights to academic freedom and shared governance to develop academic policy, curriculum, and faculty appointment and promotion and tenure standards on their campuses and as necessary for multi-campus programs developed under a unified accreditation.

Principle Three

UMS will follow existing collective bargaining agreements and bargain in good faith with its employees' representatives as necessary to achieve unified accreditation.

Principle Four

UMS universities will remain where they are as provided in 20-A MRS §10901-A, preserving all existing multi-campus arrangements (e.g., UMaine-UMM Primary Partnership, USM partnership in UMaine Graduate and Professional Center, etc.) and not merging or closing campuses to achieve unified accreditation. UMS Presidents will preside over their respective universities and

be responsible for the day-to-day operation and development of their university's academic, research, service, and extracurricular programs within limits defined by the Board of Trustees and Chancellor. UMS will continue to operate under its existing Charter, with Presidents accountable to the UMS Chancellor and Board as leaders of their universities and the Chancellor serving as UMS's Chief Executive Officer.

Principle Five

UMS will maintain, to the maximum degree possible, the current independent IPEDS reporting and financial aid eligibility and administration at each university (an example for which is the University of Maine at Machias IPEDS reporting separately from the University of Maine). Although UMS will be responsible for complying with NECHE standards, it will delegate substantial authority back to its universities for coordinated, unified compliance with NECHE standards where doing so improves the educational experience and student outcomes and maximizes efficiencies.

Principle Six

UMS will pursue unified accreditation transparently, making official written correspondence between UMS, NECHE, and the U.S. Department of Education and related materials publicly available without request, including past communications and records showing historical consideration of single and unified accreditation.

Principle Seven

UMS University Presidents will maintain and manage their current accreditations and correspondence with NECHE related to them and work with the UMS Chancellor to determine appropriate transition plans for unified accreditation. The Chancellor (and his designees) and UMS Presidents (and their designees) will develop and prepare all material UMS unified accreditation applications, reports, and correspondence, and Presidents will be copied on all records, reports, and correspondence received related to unified accreditation.

Principle Eight

The University of Maine will retain its land, sea, and space grant statuses, and each University will retain its Carnegie and related national classification and association status and individual program and professional accreditations according to all appropriate and relevant standards. All UMS universities will work to achieve strategic complementarity to ensure the success of unified accreditation. Each will retain, to the maximum extent possible within the higher education public policy of the State, its distinctive academic, research, athletic (including conference and division affiliations) and extracurricular programs.



UMS UNIFIED ACCREDITATION SURVEY RESULTS

Organized by Theme

**Prepared by the
Office of Organizational Effectiveness**

ABOUT THE SURVEY

At the September, 2019 Board of Trustees' (BOT) Meeting, the Trustees charged Chancellor Malloy with visiting the seven universities of the University of Maine System three times during the fall of 2019 and the spring of 2020. The goal of the visits was to share what unified accreditation (UA) is and is not, to hear concerns, and to prioritize opportunities if UA is approved by the BOT.

The Office of Organizational Effectiveness published a survey that ran from September 30 to November 8, 2019, in parallel with several of the Chancellor's visits to campuses. The survey was designed to solicit feedback regarding Chancellor Malloy's recommendation that the University of Maine System should seek Unified Accreditation from its accrediting body NECHE.

The full results – by question – will be posted to the Unified Accreditation website as of Monday, November 18, 2019. Below you will find a summary of comments by theme.

Respondents

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

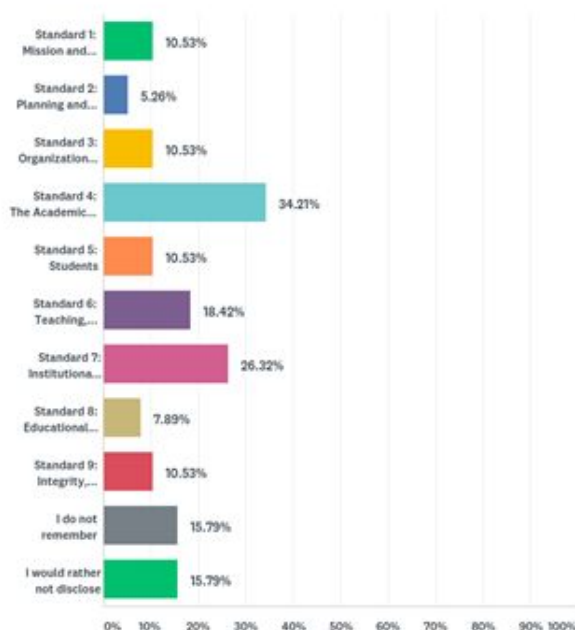
ANSWER CHOICES ▼	RESPONSES ▼	
▼ Full-time faculty	34.33%	23
▼ Part-time faculty	11.94%	8
▼ Full-time staff	46.27%	31
▼ Part-time staff	2.99%	2
▼ Undergraduate student	1.49%	1
▼ Graduate student	2.99%	2
▼ Board of Trustee	0.00%	0
▼ Board of Visitor	0.00%	0
▼ Foundation member	1.49%	1
▼ Alumni	5.97%	4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

SURVEY QUESTIONS

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



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



Other Questions (responses summarized by theme on following pages)

- What do you like about the Unified Accreditation recommendation?
- Please identify ways that you believe students could benefit with all UMS universities working together in a unified accreditation structure.
- What are some of the challenges to consider regarding unifying accreditation?
- What concerns and/or suggestions do you have about the Unified Accreditation recommendation?
- If the UMS Board approves the implementation plan and directs UMS to seek unified accreditation, what are the priority processes and/or policies we should examine in order to create the best experience for students?
- Any final comments or suggestions for the team and/or Board of Trustees regarding the final approval and implementation of Unified Accreditation?

MOVING FORWARD: Leadership and Process

Major Themes:

- Strong desire to keep campus autonomy
 - "Allow each school to thrive in a way that make sense to its geography, infrastructure and regional opportunities"
- It will be challenging to get everyone to work together/cooperate (both logistically and getting general buy-in)
- Encourages (requires) cross-campus collaboration and partnerships and simplifies processes

"There needs to be clarity around leadership for each campus and decision making. If there are systems level policies that affect everyone then how does each campus get a say? We are already seeing challenges with this process in the academic integrity policy. How will we identify ourselves, as just one organization or will we retain our identities?"

Concerns:

- Oversight at a distance
 - "Decision-making will shift even further to those who are less in touch with individual campuses, which is not usually beneficial to the individual campuses."
 - "May inhibit the small campus' ability to respond quickly and flexibly to changing conditions."
- "We will need more system employees, AND for those campuses operating with minimum staffing on the ground we will not be able to cut any without damaging functionality."
- Too many shared positions
- Reconciliation of policies and procedures
- Campus pushback
- Communication
- "I think one concern many have is that unified accreditation is simply a stepping stone that will eventually lead to consolidating all of the campuses into (a true) one university with satellite campuses. While some may suspect that and are not bothered by it, some pushback will likely come from some of the local communities in which these campuses are housed due to a perceived "lack of ownership" over campuses that are vital to the survival of said communities. As such, reassurance to the communities may be necessary several times throughout the process to assure community members that their campuses will still remain vital to their communities and their respective cultures."
- Power dynamics; larger campuses will take control
- Guiding Principles are too conceptual; not specific enough

"I believe your intentions are good in this effort, and I think you've communicated them to the faculty and staff, but I think you will have a bigger challenge communicating it effectively to the public, especially the communities around the smaller campuses."

MOVING FORWARD: Leadership and Process (continued)

Other Related Direct Quotes:

- "We should be having more guest/chancellor visual presentations that the UMS students can attend. Teleconference style"
- "Campuses with larger endowments should not be given preferential treatment to host lucrative programs."
- "There has been a remarkable amount of turnover among the faculty at UMFK in the last two years, and substantial changes in administrative structure. I hope we can give these a few years to come to fruition before we seriously assess what to keep on campus vs. "share" with other campuses."
- "Please do not forget Student Affairs- it is such an important part of the work. Please keep soliciting input and advice from folks as this process unfolds, and if possible, offer change management leadership or support for the institutions. Read "Dare to Lead" - it will inspire you and help you to think about how we engage in these conversations while helping folks to think through the actual operational-ization of our organizational values which is critical to the success of this initiative."
- "Working backwards from what success looks like for any number of students under a single accreditation may prove helpful...especially in overcoming the barriers that routinely put such organization-wide initiatives into potentially game-ending spirals."
- "Unified UMS diversity plan that's comprehensive under standard 5"
- "Follow-through so it doesn't just look good on the internet. An ombudsman program for a check on when something is wrong."
- "Residency requirements for each campus"

"What does a high level decision like this look like on the ground? The MBA merger is a good example: we have UM students on our campus but cannot really serve them locally in any meaningful way. Every service, every policy, every process, every everything needs to be reconsidered."

- "Gather verifiable data and engage truly independent assessors to determine costs and benefits."
- "Need to establishing clear governance/hierarchy"
- "Improved communication and technology tools along with communication implementation plan."
- "I would like to suggest the consideration of how the new Learning Management System could be used to leverage the use of new tools and learning analytics to approach NECHE with a modern solution for how we could better address accreditation with innovative approaches that could become new models for Higher Education."
- "Loss of momentum that accompanies territorial and provincial considerations...stall speed is all too possible which generates opposition just as a matter of course...so maintaining the initiative, capturing testimonial affirmation, presenting proof of performance, and demonstrating positive student outcomes to help drive the effort will be critical."
- "First do no harm. Don't decimate the campuses that work on a daily basis with students in order to increase the power of the System office. Learn from the failure of University College rather than repeat it. In terms of process, you have asked for our feedback and invited us to meetings. But you have also fired the UM provost. Please don't expect or represent your efforts as consultative. You have demonstrated that you silence all who have information which does not fit your plan."

- "The biggest challenge is probably MaineStreet followed closely by policies, procedures, and practices."
- "I have no confidence that the system's office under a chancellor and BOT with little to no higher ed experience will facilitate a workable, let alone a better, course of action."
- "Beyond the normal bumps and detours that come with change and new ways, we'll likely need to be careful to not run afoul of other, current accreditation systems that the many campuses are operating under. Athletics, professional organizations, etc. will need to be researched as work begins."

"The benefit needs to be really, really clear. And consequences, intended and unintended, need to be thought through and presented. There needs to be a compelling argument to move in this direction versus maintaining the status quo. Demographic urgency is real but the connection is unclear; what does unified accreditation solve in particular to combat that challenge?"

- "I think one concern many have is that unified accreditation is simply a stepping stone that will eventually lead to consolidating all of the campuses into (a true) one university with satellite campuses. While some may suspect that and are not bothered by it, some pushback will likely come from some of the local communities in which these campuses are housed due to a perceived "lack of ownership" over campuses that are vital to the survival of said communities. As such, reassurance to the communities may be necessary several times throughout the process to assure community members that their campuses will still remain vital to their communities and their respective cultures."
- "This effort should be directed by people with earned doctorates and a solid, sustained track record in higher education"
- "I would like to see the process "marketed" in a way that will inform the more reluctant stakeholders among us. In most cases, probably, the reluctance is born of fear, not so much of "change" but of what the personal consequences will be. If the process could be seen as a challenge rather than a threat, and one that provides faculty, staff, and administration the opportunity to participate in and guide the crafting of, I would hope that would invite the more reluctant among us to constructively and actively participate."
- "What makes us think that the system can actually manage a single accreditation? The members of the Board of Trustees lack academic expertise to guide them in decision making. No one has yet been able after 2+years to even define what a "regional" campus is."
- "The whole process seems designed to fix a flaw in the system that lies elsewhere."
- "Make a specific connection to unified accreditation and the issues facing the UMS and Maine. Fast forward to the day (assuming it happens) when unified accreditation happens. Then what? Explain to everyone what then occurs (generally and specifically). It is one thing to say that the current system is not working, is broken, or isn't benefiting students. It is another thing to say how system-wide accreditation fixes any of the supposed problems."
- "Too much of an aspirational "transformative" leadership approach out of the gate. Need to pace it, slow it down if possible, break it into incremental, attainable steps"
- "Working in student affairs, I have great concern that this area will not be attended to well. At this point in time, it appears that there is primary focus on the academic realm. However, there is so much work to do in student affairs - the intersection of different policies and practices greatly affects the student, including their success. We must keep in the forefront that retention is everyone's responsibility and that when students are not successful, research shows us that much of that is due to the institution and not the student's "complicated life" or level of preparation. We do little to assess student's dynamic needs as they enter the educational space, nor do we adequately communicate with them or connect them to resources. Many of the practices used by institutions such as SNHU should be developed here within our institutions- but we do not need to hire an

outside agency (Academic Partnerships) to do that work. Regular outreach, designated success coaches, etc. are absolutely essential and can be done in-house. My other concern is that there is going to continue to be a collaborative approach. While that sounds counter-intuitive, the bottom line is that we are not all always going to agree - and that we need to move forward anyway. I worry that there will continue to be a lack of direction from the top - many of us DO need specific (and required) pathways of action. Accountability needs to be built in along with assessment."

- UA avoids campus closures and jobs lost (including Presidents/Provosts/etc.)
- Guiding Principles hold us accountable

MOVING FORWARD: Governance

Major Theme:

- UA makes resources available to smaller campuses that they may not have been able to afford by themselves

Concerns:

- Increased conflict between campuses over authority in each discipline

"No one wants to be further under the thumb of the Orono campus. There will be a power imbalance between the campuses and most won't feel like they have any voice or control over their academic programs."

Other Related Direct Quotes:

- "I struggle with what that look likes administratively since each institution has the benefits of its own leaders right now. Who makes decisions about policies and addressing concerns? Each institution has its own identity and specialties so I am worried these will get lost or watered down. We do not all want to just be a branch of the Univ. of Maine (Orono). We have all our centers as well and I'm worried they are going to get lost again too."
- "The University of Maine System is already a marriage of convenience for the System and impractical and wasteful for those campuses which are sustainable. University of Maine students' tuition and fees already directly pay for services received by UMM students. The tuition and fees paid by the students enrolled at UM which go to the System disproportionately pay for System staff relative to the tuition dollars paid by students at UMM, UMFK, and UMPI. The centralization of IT and HR, for instance, have been failures from the perspective of services available to the faculty, students, and staff. That is to say, both organizations fail to provide basic services at the campuses that pay the most for them. The short-term financial benefits of the centralization of these functions has long past. Will this new unification effort degrade services in similar ways, though now focused on academic programs? The Systems track record for centralization is one of failure."
- "working together" is typically just nomenclature for Orono doing and taking whatever it wants. We tout 'one university' unless Orono wants a program that another campus already delivers, then Orono gets to do what it wants even if that means unnecessary duplication. Orono rents space on other campuses to deliver programs that are already offered by that campus! Ridiculous. Students don't benefit from that arrangement. Rather their money is just being used to prop up Orono's programs that can't exist solely being housed in Orono.'

MOVING FORWARD: Accreditation

Major Theme:

- NECHE report length/flexibility
 - "Writing only a 100 page report to NECHE to address each of the standards for 7 institutions"

"When each campus has its own NECHE report to do, depending on the standard, one has a set number of pages to write to meet the 100-page requirement. This is doable for a single campus (speaking for myself of course). Our section had five pages. My concern is if through a Unified Accreditation we are still limited to 100 pages, the five pages may not be enough for all seven campuses. The standards are also different now than they were, which means the part we would now have for what I previously helped write would be one or two sub-standards out of many of just one standard. This could mean a single paragraph for all seven campuses for our input. I don't think this is doable. I am one who loves a challenge, but this is beyond that. I hope that the report will have a larger limit than 100 pages."

Concerns:

- Maintaining data standards (collection and analysis)
- "Worried about confusion for students about how do students know where to apply for the majors they want if we are all one university."
- Hinders individual campuses from fulfilling their distinct missions which will have negative impact on students

Other Related Direct Quotes:

- "Accreditation is a huge undertaking even on a small campus, and the scope of the task for unified accreditation seems unmanageable. Things could easily be glossed over, skipped, or overlooked because of the sheer volume of information and work required. Specific campuses may also not get the depth of feedback that would help them improve, particularly smaller campuses. Although this might benefit the system, I feel it will be detrimental to individual campuses."
- "How to ensure consistency in meeting NECHE standards across all 7 campuses. Without careful planning of which programs are offered at which campus(es), it may create more competition and result in some of the smaller, more rural campuses, to lose enrollments."
- "A system-wide accreditation might relieve NECHE concerns over the financial stability of a single campus."

MOVING FORWARD: Students and Services

Major Themes:

- UA impact on course availability/accessibility
 - Impact on graduation rates; students can take the classes they need sooner
 - More hands-on opportunities
 - Less redundancies (unified course catalog)
 - More innovative programs available to all campuses (more programs in general to the students at rural campuses)
 - Allows the smaller campuses to keep their students while still offering the students courses at other campuses
- UA puts the student experience and their education above all else; less confusion; seamless support services
- First step to eliminating competition of funds/student enrollment between campuses which will help students long-term
- Moving to a unified accreditation should identify areas where there are barriers to students
- Students will benefit from across-the-board sharing of information and campuses working together
- Give students ability to leverage faculty expertise regardless of campus
- UA will hopefully provide:
 - Updated registration process that includes non-degree student access to education
 - A standardized student handbook.
 - Standardized procedures across campuses that differ. (career services, health resources, research/data tools, financial aid, advising models, fee schedules, etc.)
 - Academic policy alignment; addressing the need for "away" forms"
 - A system-level Dean's list

"Students will likely appreciate a simpler, more transparent process for enrolling in courses and earning degree credits across campuses. That aspect should be more fully investigated, especially as it relates to potential creation of cross-campus majors and emerging fields of study. I'm not sure that students will care so much about how the accreditation is accomplished, provided each campus is accredited."

Other Related Direct Quotes:

- "Establish uniform policies for taking online vs live campus' so that students do not simply shop around for the easiest option"
- "Increase the remote connectivity to between campuses with investments in teleconferencing hardware--the type of equipment that gets as close as possible to sitting in the classroom in real time, with the ability to ask questions."
- "My hope is that by combining as one through accreditation and the One University that we will eventually be able to eliminate tuition altogether. Yes, my dreams may be considered pipe dreams, but think about retention and recruitment if all they have to pay for is fees and room/board?"

MOVING FORWARD: Programs & Curricula

Major Themes:

- Degree program availability to all students regardless of campus
 - More choices for students with cross listed courses
 - Class availability
 - Particularly good for small campuses to improve options/flexibility
 - Could potentially lead to unified general education requirements
 - More coherency and less redundancy across campuses; will allow consolidation where appropriate
- Consistent quality (academic and curricular) standards will be key
- Improve/streamline transfer credit process; will be major benefit to students

"Need to figure out how to maintain quality of programs and faculty, how programs will be managed across institutions, and having more policy consistency across all institutions so that we are all doing things the same way."

Concerns:

- "Campus mission differentiation, resources and lack thereof and marginalizing campuses that are not UM. USM, the second largest campus in the system, were forced to lose their accredited MBA so UMS could have only one MBA - rather than 2 distinct MBAs in UMS - taught by UM on the USM campus. Unifying seems to reduce student choice and access."
- "That tenure will still probably exist. I think that is a significant drawback - not because of the length of appointment term but instead because we seem to not be able to build in accountability controls. Faculty who haven't updated their curriculum/courses for a decade should not still be teaching them. Even in the most stable fields (i.e. math), there have been significant improvements in pedagogy and approach to teaching in that time - yet people are able to just teach the same information with zero accountability. The greatest challenge will be people's resistance. I think there needs to be dedicated support for people to engage in meaningful, tough conversations - and change management specialists to help train folks how to do this as it is not something we do well yet."
- "Four credit to three credit contrast"
 - "One university uses a 4 credit system, whereas the other universities in the system uses a 3 credit system. Faculty already are very concerned about their positions and departments. Does unification mean that faculty and staff will be fired?"

Other Related Direct Quotes:

- "Gives Mainers better access to the best UMS has to offer"
- "Use of learning analytics in the new LMS to provide real-time accurate reporting of Learning Outcomes from the UMS system level all the way down to individual course assessments."
- "I think that you need to select specific campuses to offer programs to ensure that each will get some minimum of enrollments and reduce competition - e.g. nursing only offered at UMFK and UMA, which would meet this program need in two different regions of the state. We need to ensure, especially with campuses that are in closer proximity to each other, that they are not offering similar programs, which will negatively impact enrollments at both institutions."
- "Degrees should require a certain amount of in-person contact hours."

- "Unifying gen eds will be challenging"
- "It is remarkable that the University of Maine System seems unaware of history, economics, and data. Specifically, the former president of Princeton, William Bowen, in the 1960s teamed up to describe what is now known as the Baumol's cost disease or the Baumol effect. This effect describes industries, such as education and medicine, which rely on interactions in time that cannot be compressed to realize greater efficiency. The University of Maine System seems to treat teaching and learning as economically indistinguishable from tasks such as grass cutting or snow removal. While you can buy faster lawnmowers and snow blowers, you are much more limited when it comes to speeding up student learning. Professors speaking faster will not lead to students learning faster. Putting cameras in classrooms and sharing the videos with remote students may seem like efficiency, but this has a negative impact on student learning."
- "Must avoid the temptation to cancel programs of moderate enrollment that do not meet the standards for programs for examination. If those standards remain the same, I have no problem. But we can't go cancelling biology programs on five of the campuses because USM and UMaine have great programs on their campuses."

Cross-listing of courses across campuses requires approval through each campus' process; where a single accreditation might include a system-wide "curriculum committee" to facilitate course cross-listing.

MOVING FORWARD: Faculty

Major Themes:

- Fear of losing programs/control of programs
- Fear of jobs lost due to redundancy of positions (faculty but also eventually for positions like Registrar, Provost, President, etc.)

Concerns:

- "Where is the faculty's voice in any of this??? I don't see any accreditor giving you the green light if you don't get some shared governance happening yesterday. Talking to governance boards isn't sufficient and, ultimately, won't get you where you need to be to make this thing fly. Faculty need to take the lead, not boards. If you want programs to come together, then ask the faculty to help do it. Asking the leading campus in each area (i.e., biggest program and/or best ranked program) to facilitate this discussion is the best way to do this. If you continue to only talk to presidents (who are also almost as new as you are) and board members (who are mostly business leaders and community members) you're missing out on the folks on the ground who will actually have to do the work of making it work. You're alienating people and replicating the problems that plagued you in CT. Please don't start out this way here in Maine."
- "Faculty time for collaboration and curriculum revisions"

"Faculty and staff morale. Many are concerned that this will result in cuts. It is hard to get behind something that seems to end in cuts to staff. Based on my reading of the guiding principles, it is hard to see how anything changes at any of the campuses in terms of academic programs or governance. If that is the case, what purpose does this serve?"

Other Related Direct Quotes:

- "Better treatment and respect for adjuncts; opportunities for them to become full-time"
- "If more online courses become available to meet campus needs there should be PAID training for adjuncts, and adjuncts developing courses"
- "Faculty identity and employment--can we move back and forth among institutions without applying for tenure again? there are unequal standards among and between different academic units"
- "The assumption is that an online class serves the population as well as a face-to-face class. As an online institution, I am not sure we can compete nationally."

"When it comes to creating syllabi for each degree program, I believe that each instructor should have a part in making this process run smoothly, as well as to feel as if what they say matters."

MOVING FORWARD: Financial

Major Themes:

- UA will save the campuses money; less campus resources dedicated to NECHE reporting
- Simplifying administration could reduce costs
- Consolidated marketing to UMS

Concerns:

- The massive costs will outweigh the benefits
- Vast difference in resources from small campuses to larger campuses
- Faculty & staff pay disparities
 - "If we continue with the language of faculty of the whole, due diligence with pay equity is necessary. Differences in tuition rates by campus will also need to disappear to truly support students needing to take courses at different campuses."

"It will be very expensive. The System will have to establish an accreditation office with several employees. Unless all programs are forced to be standardized, I am not sure how much it will help with transfer credits. Mandating standardization will be difficult. Cultures on each campus are different and faculty are often inflexible. I am not trying to be negative but I fail to understand the benefits except for demonstrating financial stability."

Other Related Direct Quotes:

- "Important to informing students on impact UA could have on their cost (if any?)"
- "Tuition disparities for students taking classes at different campuses. Benchmarks for campus performance that don't encourage competition rather than cooperation."
- "Financial aid structures are so different campus-to-campus, with each built in the best interest of the campuses, I think it's going to be a challenge to "be one" without damage."
- "\$\$; so what institution pays the instructor for collaborative course; what tuition does the student pay; where does the tuition dollars stay; institutions still keeping their distinct mission/identity; athletic conferences"

- "Stop this expensive exercise in paper pushing and talk to faculty, staff and students about what they need."
- "It seems like an inordinate waste of resources for very little to no benefit. It could lead to a lot of online/distance education which dilutes quality and limits hands on practice and experience."
- "How financial aid from the state or federal government is divvied up. I heard from someone who works in financial aid that the formula for dividing up among campuses is based on a long-ago date, when UMFK had less numbers than UMPI. Because of this UMPI is more competitive and can offer more in financial aid for some students, and we do lose students who will go to another campus if they receive better financial aid packages."

"First and foremost, beyond aligning all campus programs to the same academic standards, would be simplifying the costs involved in students taking classes across multiple campuses. Tuition and fee rates should be aligned so the per-credit cost is the same at all campuses, and students shouldn't have to pay the same fees twice because of having classes through multiple campuses. Having the same tuition rates would also help reduce competition between campuses as no one campus would have a greater advantage over another in terms of offering the same program at a cheaper rate. Further, the degree all students in all programs receive should come either from the University of Maine System (as opposed to individual campuses), or otherwise have the degree come from the institution they attended rather than the "parent campus" of their degree program (like it currently is with shared programs like education and nursing -- a nursing student at UMA or UMPI gets a UMFK degree, or an education major at UMFK gets an UMPI degree despite attending UMFK as their home campus). If degrees are to still come from the individual institutions, then the student should receive their degree from the campus they attend, regardless of the campus originating/offering the degree program. There is a lot of pride in one's institution as an alumnus/alumna, and no student should feel like they aren't truly part of their institution's alumni because their degree comes from a different campus."

- "Most important - examine student affordability through not just known financial methods such as tuition and fees, affordable housing, and food plans, but also through out-of-the-box methods such as Open Educational Resources (OER). Make OER a system-wide initiative. This will push back against rising textbook costs, help faculty find reliable resources for their classes, help students pass their classes, and have the University of Maine System join other colleges and universities across the US who are adopting OER as a priority. Collaborate more with the cooperative extensions across the system and scale up the emergence of greenhouses on campuses creating system-wide greenhouse initiative growing food for 30% or more of the student populations, while also composting and teaching future growers, farmers, and/or individuals. There are bound to be a plethora of ideas out there that lend themselves to more affordable education for our students, and I bet grants to help support these ideas. The phrase "if you build it, they will come" refers to making what we have desirable enough so that students will want to come to our universities. Rather than trying to get them to come before you build it, which in some cases is what is happening with recruitment and retention, let's relook at our system from the ground up and "build it" to where retention and recruitment will no longer have to be the focus."

QUESTIONS

- "What are the chances the state legislature will change the law concerning 7 campuses? Is there a recommendation pending from the BOT to ask to change the law?"
- "Who pays for marketing?"
- "Wouldn't every degree program need to change? Major requirements, teaching format, credits given...not to mention financial issues, student aid, class sizes, etc.. The massive amount of change seems incomprehensible."
- "How will course ownership by campus be determined?"
- "There is much talk about students moving among and between campuses. But I have no experience of such students. How many students in the last 2+/- years have taken classes at multiple Maine Universities that this effort would meaningfully serve? Please provide real data rather than hand waving."
- "Can I participate in delivery of a graduate curriculum housed in Orono since I don't have a grad program to teaching in in my subject area here at USM?"
- "How will reappointment, promotion, and tenure be handled in a unified structure? Will universities that offer CAEP accredited programs still be allowed to seek those accreditations? If a program is closed at a campus, will tenured faculty from that campus be retrenched at another campus, particularly when adjuncts are used at the other campus?"
- "This whole effort seems to be based on an unsubstantiated assumption that there is efficiency to be gained by combining seven unique institutions into one whole. The published principles claim to honor what is unique about each institution, but no evidence is offered to demonstrate that you have any understanding of what this means. How, for example, will an accredited business program at one campus merge with an unaccredited business program at another? What will it cost to raise all boats? Or will we lower all boats? What are the actual costs and benefits? Data-informed assessment is shockingly absent from all materials."
- "I appreciated the FAQs posted at the end of October, but have a question about data AND about strategy. FAQ #16 says: "Right now, our universities are competing for the 30% of Maine high school college-going graduates who end up matriculating at one of UMS's universities. This ignores our more serious competition with some of the state's private schools, where most of the other 70% go." a) I was surprised to read that we are trying to compete with the state's private schools - as opposed to the NEW ENGLAND REGION's public AND private institutions -and b) that 70% of Maine college bound students go to Maine private schools. So I tried to find other data and this was all I could find, from 2014. Please explain where your data are from - hopefully they are more recent than what's presented in this report, but as this statement in the FAQ is written, I'm not sure. <http://mitchellinstitute.org/wp-content/uploads/2014/01/MaineCollegeGoing2015.pdf>"

OTHER COMMENTS

Major Themes

- UA is one step closer to One University; all the campuses will be stronger together
- UA is more collegial & cooperative; eliminate competition between campuses
- UA will allow us to adapt to changing labor market

General Concerns

- "Change in convention/tradition"
- "All of the unknowns -- report doesn't provide enough detail"
- "Fear of the unknown"
- "AFUM! They will likely fight this as they do anything progressive."

Other Direct Quotes

- "Diversity and equity should be paramount in all our approaches - to include gender, race, ability/disability, age, non-traditional status, etc."
- "This effort seems driven by individuals with no experience with teaching and limited understanding of how students learn. It is imperative that the Maine Educational System make decisions about education that are informed by research in learning and data. Abstract business principles apply to abstract businesses. Our students are not abstract."
- "I really don't believe any change to accreditation addresses the main issue. That is, as a "public" university we fall short in public investment in our universities. Without increased funding (which may involve tax increases) I don't see how the most significant issue (funding) gets addressed."
- "Individual campus accreditation is an important asset of a campus, it embodies the campus sovereignty and identity. A single system accreditation would allow the BOT to homogenize the campuses."
- "The System CIO has explained in an open campus meeting that it will cost the System up to \$6 million dollars to reconfigure or replace PeopleSoft to accommodate a single accreditation. That does not include the non-IT staff hours to make these changes, learn a new system, change the systems that rely on data from PeopleSoft, etc. On the other hand, press releases from the System celebrate an estimated \$800K savings over ten years if all seven campuses are accredited together. Please be upfront and honest about the full cost of re-tooling the Universities for a single accreditation. For instance, engage an independent entity to assess the impact on both enrollment and tuition dollars received. Do a full business impact assessment, rather than a public relations stunt."
- "The materials thus far presented demonstrated only the most shallow of thinking. How and who will undertake the careful and thorough work to make this a success? Will this be done by System staff who have an employment interest in removing autonomy from the campus or will neutral, third parties be engaged?"
- "Challenges" is an understatement. I see a number of insurmountable obstacles, including the loss of campus individuality, the undermining of local efficiency and governance, and a huge reduction in student choice."
- "It is unclear how students might benefit. It does not seem like many students enroll in a lot of courses across universities. Some students take online courses from another university in the system during the summer, but it is rare during the academic year."
- "I do not think that all students would benefit from a single accreditation. Students would benefit most by receiving the education that challenges them at the appropriate level. They would benefit by learning among a cohort of other students who challenge them. They will benefit by having choices. They will not benefit by reducing the overall quality of education available at public universities in Maine to the lowest common denominator. The System has brought about a situation in which three campuses cannot be independently accredited (UMM, UMFK, and UMPI). If the System continues on its current track, I fear that students who are dedicated to learning will be driven away from Maine. In time, will the quality of the education available have decreased to such a level that Maine will no longer have universities? I appreciate that a portion of the country does not value education. But we should."
- "Come up with a better name/idea to make it a little more appealing to students."
- "Kudos to the current Chancellor and Board for being willing to move so quickly on this."
- "No longer pursue unified accreditation. Deal with the unique needs of each university appropriately."

- "This is a solution in search of a problem and if BOT and the Chancellor were serious about transparency, the campus tours and asking for input in single accreditation would have happened before the Chancellor presented it and BOT approved it."
- The individual campus accreditation is a barrier to a fully shared set of library resources. (Complete access for all students to all library resources would also require a unified budget.) However this may require more of a "One University" approach
- UA encourages greater collaboration between individuals with difference; diversity in thoughts/approach
- "I like the idea that UMS would be more of a "system" and, ultimately, that the satellite campuses like UMFK would be more accountable"

ALTERNATE OPTIONS/IDEAS

- "Instead of immediately unify all the 7 accreditations, could the System obtain an accreditation status to oversee collaborative programs and credit transfers and keep the existing institutional accreditations?"
- "Stop and get faculty involved"
- "Stop process until faculty is involved"
- "At this point, the students should be made aware of what changes are to come, and get their feedback as well. We are doing this for them, so they should be a part of it."
- "I think there needs to be input from adjunct teachers who work on more than one campus, they have a lot to offer and can tell you what works and doesn't work for each place. There needs to be more opportunity for adjuncts to go full time as well especially with the number of classes they teach."
- "The small campuses, UMPI, UMFK, and UMM are unable independently to achieve accreditation. These campuses as well as UMA should join with the Maine Community College System. They are unable to recruit and retain enough 4-year college students and are independently unable to provide a sustainable number of 4-yr degrees. The remaining three campuses have distinct missions, each of which is valuable independently. Please don't continue to cannibalize viable campuses with sustainable educational models in order to temporarily delay the closure of those that are already neither viable nor sustainable."



Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: October 17, 2019

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Dr. Robert Placido, VCAA

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

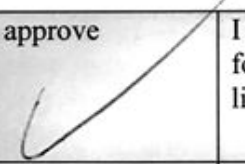
University of Maine
at Presque Isle


University of
Southern Maine

Regarding: USM and UMPI Academic Program Proposal: M.S. in Athletic Training

Please find the attached program proposal from the University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) to offer a M.S. in Athletic Training (MSAT). The attached material includes a recent letter of support from President Glen Cummings from USM, Provost Jeannine Uzzi from USM, Dean Barbara Blackstone from UMPI, as well as the original PIF proposal and program proposal. This is a collaborative program between USM and UMPI that is necessary due to the changes in accreditation and standards in the Athletic Training field.

The proposed MSAT was reviewed and subsequently recommended by the Chief Academic Officers Council (CAOC) as a Program Innovation Fund proposal. The CAOC reviewed the proposal again on October 17, 2019. Thus I am pleased to also recommend this collaborative program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
			Approval of USM UMPI MSAT


Chancellor Dannel Malloy

Oct 17, 2019
Date



Office of the President

May 23, 2019

Dr. Robert Neely
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Neely:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

A collaborative workgroup of Athletic Training faculty from the University of Southern Maine (USM) and University of Maine at Presque Isle (UMPI) have developed a graduate level athletic training program in the University of Maine System that supports a system wide approach to graduate education. This proposal is in response to the growing demand for Athletic Trainers in health care. The Bachelor's program at USM has been successful in attracting students and producing distinguished alumni.

The enclosed Program Proposal has been unanimously recommended by the Faculty Senate and has the full support of Provost Jeannine Uzzi.

The Program Proposal for the Masters of Science in Athletic Training at USM has my unequivocal support.

I request that the enclosed Program Proposal move to the next step of the approval process, the external review and comments and review by the Chief Academic Officers.

Sincerely,

A handwritten signature in black ink, appearing to read "Glenn A. Cummings".

Glenn A. Cummings
President

ENC.

CC: Provost Uzzi
Dean Qualls
Professor Dominique Ross
File

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A member of the University of Maine System



UNIVERSITY OF
SOUTHERN MAINE

Provost and Vice President
for Academic Affairs

May 23, 2019

Dr. Glenn Cummings
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Cummings:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The Athletic training faculty at the University of Southern Maine (USM) and the University of Maine Presque Isle (UMPI) have developed a collaborative program proposal for an M.S. in Athletic Training with distance learning opportunities at the University of Maine at Presque Isle (UMPI).

At USM, the initial phase of any new degree program is the Intent to Plan phase. As this is a collaborative program proposal with the University of Maine at Presque Isle (UMPI), we were given permission by the Vice Chancellor to proceed right to the Program Proposal stage.

The enclosed Program Proposal has been unanimously recommended by the Graduate Council and Faculty Senate.

I am pleased to forward this Master of Science in Athletic Training Program Proposal to you with my full support.

Sincerely,



Dr. Jeannine D. Uzzi
Provost and Vice President for Academic Affairs

ENC.

cc: Dean Qualls
Professor Dominique Ross
File



MASTER OF SCIENCE IN ATHLETIC TRAINING

University of Maine System Program Proposal

University of Southern Maine
In collaboration with
University of Maine at Presque Isle

January, 2019

PROGRAM PROPOSAL:

MASTER OF SCIENCE IN ATHLETIC TRAINING

PROGRAM OBJECTIVES

RATIONALE

The Commission on Accreditation of Athletic Training Education (CAATE) has mandated that all professional programs must result in the granting of a master's degree; programs may not admit students into an undergraduate Athletic Training Program after the fall start of 2022. For the University of Maine System to continue to offer athletic training education, the program must be delivered at the graduate level and align with the 2020 Standards for Accreditation of Professional Athletic Training Programs (Appendix A).

The purpose of this proposal is to present a CAATE compliant, collaborative Master of Science in Athletic Training (MSAT) offered through the University of Southern Maine (USM) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). Additionally, the only collaborative graduate level athletic training program in the University of Maine System, this degree program would support a system wide approach to graduate education.

This program has been designed and proposed by a collaborative workgroup with representation from USM and UMPI.

PROGRAM GOALS & OUTCOMES

The goals and outcome of the MSAT were developed collaboratively by faculty from USM and UMPI to best serve students throughout the state of Maine who seek to earn a graduate degree and eligibility for certification in athletic training. These goals and outcomes must be assessed and reported annually to maintain good standing with the CAATE (Appendix A).

1. Students will be prepared for certification and employment upon graduation.
 - o All students successfully completing the program will be eligible for the BOC exam.
 - o Students will be gainfully employed or enrolled in an advanced academic program in athletic training or related field.
2. Students will be active and contributing members of their communities.
 - o Students will engage with the athletic training and local communities.
3. The program will provide high quality athletic training education.
 - o Contemporary didactic and laboratory education will be delivered by qualified faculty.
 - o Clinical education will include diverse settings and experiences, supervised by trained preceptors with a variety of expertise.
 - o The program will include interprofessional practice and education that will focus on collaboration and improving health outcomes.
 - o Students and faculty will engage in scholarship and creative activity.
4. The program will cultivate professional behaviors and a culture of inquiry.

- The program will provide students with skills and foundational behaviors to successfully transition to practice.
- Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

EVIDENCE OF PROGRAM NEED

Athletic trainers (AT) are certified medical professionals who specialize in the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions (<https://www.nata.org/about/athletic-training>). ATs are traditionally found in the sports medicine setting, providing care for individuals participating in all levels of athletics. However, as access to qualified health professionals grows increasingly challenging, the practice setting of ATs has expanded to accommodate the growing demand. Current practice settings now include military, public safety, performing arts, and occupational health. In addition, physician practices, and hospital and clinic settings hire ATs to assist in patient care. National, regional, and state employment data predict a growing need for ATs in healthcare setting. Furthermore, growth and change analyses within the profession were conducted by the CAATE to determine that moving to an advanced degree would ensure better healthcare as well as the viability of athletic training.

Based on these data and mandate from the CAATE, the USM Athletic Training Program is seeking to transition from a Bachelor's degree program to the Master's degree level.

ACCREDITATION REQUIREMENTS

As a recognized healthcare profession by the American Medical Association (AMA), the athletic training profession requires its academic programs to receive and maintain accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Maintaining accreditation through the CAATE is compulsory for all athletic training programs as accreditation is required in order to be eligible for recognition as an Athletic Trainer through the profession's Board of Certification (BOC). BOC certification and graduation from a CAATE accredited program qualifies individuals for licensure as an athletic training practitioner through the state of Maine's Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. This allows the Athletic Trainer to legally work as a healthcare professional in the state(s) he/she becomes licensed.

The University of Southern Maine (USM) has offered an undergraduate major in Athletic Training since 1997. The current Bachelor of Science in Athletic Training (BSAT) successfully received its initial five-year programmatic accreditation in 2002, a subsequent 10 year reaccreditation in 2007, and its current five-year reaccreditation status through the CAATE in 2017.

However, on May 20, 2015, the CAATE passed a resolution stating that individuals desiring to enter the profession must earn a graduate degree from a CAATE accredited program. This resolution means that a Master's degree will become the entry-level degree required for those pursuing a career in Athletic Training. The decision to move to an entry-level graduate degree is on par with similar allied healthcare professions with which Athletic Training benchmarks itself, such as Physical Therapy, Occupational Therapy, and Physician Assistant. USM currently offers graduate degrees in healthcare professions such as Occupational Therapy and Nursing, providing opportunities for interprofessional education and collaboration. Given the current state of higher education and healthcare, transitioning Athletic Training

education to the Master's level is essential to ensure that future Athletic Trainers are able to meet the expectations of evolving healthcare teams, to improve patient outcomes, and to keep the future of the profession sustainable.

STATUS OF GRADUATE PROGRAMS IN ATHLETIC TRAINING

Currently, there are 138 CAATE-accredited athletic training programs nationwide at the professional master's level, or that are seeking to transition from the baccalaureate level to the master's level. In New England there are only eight institutions that sponsor a CAATE accredited entry-level master's program athletic training programs t or are seeking to transition from the baccalaureate level to the master's level (University of New England, Plymouth State University, Sacred Heart University, Boston University, Bridgewater State College, Merrimack College, University of Vermont, Castleton University). The University of New England is the only institution in the State of Maine which currently offers a CAATE accredited entry-level master's program in athletic training (<https://caate.net/search-for-accredited-program/>, accessed 9/7/2018). Within the University of Maine System, three undergraduate degree programs exist, including The University of Maine (UMaine), The University of Maine at Presque Isle (UMPI), and the University of Southern Maine (USM). UMaine is eligible to re-accredit their undergraduate level program in 2019 and, if desired, will be able to accept a final undergraduate cohort in the fall of 2022. UMPI is in the teach-out phase and will graduate their final undergraduate athletic training cohort in Spring 2019. The intent of the proposed graduate program is for USM to serve the students of Maine by establishing locations at USM and UMPI.

ENROLLMENT FIGURES

Total Enrollment Figures for USM's BSAT – Fall Semester

2015	2016	2017	2018
82	81	88	77

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Academic_Plan_Fall_2018.pdf)

Fall Five Year New Student Enrollment Figures (Freshmen and Transfer) for USM's BSAT

2014	2015	2016	2017	2018
24	28	21	28	25

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Adm_by_Plan_Undergrad_Fall_2018.pdf)

The Department of Exercise, Health, and Sport Sciences (EHSS) recently conducted an internal survey to determine the percentage of the Department's Health Science and Exercise Science students (the two other baccalaureate degrees offered by EHSS) who would be interested in enrolling in a Master's degree program and, subsequently, the percentage of those students who would be interested in pursuing an

MSAT specifically. Out of a response rate of 29%, 17% of the respondents stated they would pursue a MSAT at USM. Given that the total number of graduates in both Exercise Science and Health Science during the past three years has averaged 75 students per year, it is reasonable to assume that approximately 10 to 12 students per year who are already enrolled at USM would consider enrolling in the MSAT program. These potential students would be in addition to those students external to USM who would be recruited to enroll in the program.

ENROLLMENT PROJECTIONS

The USM athletic training program will be simultaneously teaching-out the undergraduate level athletic training program while simultaneously matriculating graduate level students. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

UG Enrollment Projections

Academic Year	Students Graduating	Attrition*	Total UG Enrollment	
2019-2020			80	4 UG cohorts
2020-21	13	12	55	3 UG cohorts
2021-22	13	12	30	2 UG cohorts
2022-23	13	4	13	final UG cohort

*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total AT Program Enrollment Projection (Grad and UG)

Academic Year	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2020-21	55	10	10	65
2021-22	30	14	24	54
2022-23	13	18	32	45
2023-24	0	20	38	38
2024-25	0	20	40	40

NATIONAL EMPLOYMENT DATA

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the the Bureau's definition of average growth rate

(<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

REGIONAL EMPLOYMENT DATA

From 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

MAINE EMPLOYMENT DATA

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations. (https://www.maine.gov/labor/cwri/publications/pdf/Maine_Workforce_Outlook_2012_to_2022.pdf, accessed 1/30/2019).

PROGRAM CONTENT

PREREQUISITES & ENTRY INTO THE PROGRAM

Program prerequisite courses were established to ensure foundational knowledge upon entry into the program and to align with the CAATE 2020 Standards (Appendix A).

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)
- Psychology- 1 semester (minimum 3 credits)

- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

Program Entry

The MSAT program has two proposed methods of entry:

- 3+2 accelerated pathway
 - Students from USM and UMPI who complete prerequisite courses may apply to the MSAT in the fall of their junior year. Upon acceptance, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students to complete the accelerated pathway (Appendix B)
- Traditional graduate admittance
 - Students with the recommended prerequisites could apply to the MSAT program after completing an undergraduate degree.

PROGRAM OFFERING

As a new graduate level program, faculty of USM and UMPI have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, laboratory experiences, and clinical education and experiences. The graduate program totals 64 credit hours for completion. An academic plan is provided in Appendix C. New course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)
- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)

- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

Additionally, the Athletic Training faculty are exploring interprofessional education opportunities with Nursing and Occupational Therapy.

RESEARCH & EVIDENCE BASED PRACTICE

Students in the MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research & evidence based practice requirement.

CLINICAL EXPERIENCE

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician.; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM and UMPI have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education (Appendix D). In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

IMPACT ON EXISTING PROGRAMS

University of Southern Maine

The USM Athletic Training program will accept its last undergraduate cohort in the Fall of 2019 with an anticipated graduation of May, 2023. The first graduate cohort will be accepted in the Summer of 2020 with an anticipated graduation of May, 2022. There will be a three year overlap in programs to complete the teach-out for the undergraduate degree program and initiate the MSAT. The program (UG and Grad) will need to meet accreditation requirements in order to maintain good standing with the CAATE. During this overlap, the Athletic Training program will need a minimum of two core faculty to support the

undergraduate program and two core faculty to support the graduate program. These faculty are represented in the personnel and financial consideration sections of this proposal.

We anticipate that the addition of a pre-athletic training track to the Health Science and Exercise Science degrees may result in a slight increase in enrollment once the undergraduate Athletic Training program no longer admits students. These undergraduate programs may serve as an alternative major for high school seniors seeking an Athletic Training degree while also acting as a pathway into the MSAT. USM offers all prerequisite courses and both the Health Science and Exercise Science programs can be adjusted to accommodate these additional courses.

University of Maine at Presque Isle

UMPI is currently in the teach-out phase and will graduate the last undergraduate athletic training cohort in the Spring of 2019. Their Exercise Science degree with a concentration in Pre-Health will serve as a pathway for students to enter the MSAT. All proposed prerequisites are currently offered at UMPI.

TIMELINE

The timeline below illustrates the overlap in teaching-out the undergraduate program at USM while simultaneously initiating the graduate program. From the Fall of 2020 to the Spring of 2023, the Athletic Training program must support both undergraduate and graduate level degree programs. The CAATE requires that there be a minimum of two core Athletic Training faculty for each degree level. This necessitates that a minimum of four Athletic Training faculty be employed during the overlapping years.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UG CLASS OF 2023	FINAL UG COHORT BEGINS	UG YEAR 2	UG YEAR 3	FINAL UG COHORT GRADUATES	
GRAD CLASS OF 2022		1ST GRAD COHORT BEGINS	FIRST GRAD COHORT GRADUATES		
GRAD CLASS OF 2023			2ND GRAD COHORT BEGINS	2ND GRAD COHORT GRADUATES	
GRAD CLASS OF 2024				3RD GRAD COHORT BEGINS	3RD GRAD COHORT GRADUATES
NOTES	4 UG COHORTS	3 UG COHORTS, 1 GRADUATE COHORT	2 UG COHORTS, 2 GRADUATE COHORTS	1 UG COHORT, 2 GRADUATE COHORTS	2 GRADUATE COHORTS (INCLUDES GRAD 4)

PROGRAM RESOURCES

PERSONNEL

University of Southern MaineCore Athletic Training Faculty

Dominique M. Ross, PhD, ATC

Noel Neptune, MEd, ATC

Meredith Madden, EdD, ATC*

Associated Faculty

Brian Toy, PhD, ATC

Chris Scott, PhD

Jeff Murphy, PhD

Shay Daily, PhD

Jay Graves, PhD

University of Maine at Presque Isle

Barbara Blackstone, MS, ATC

Aaron Marston, MS, ATC

Curriculum Vitae of faculty are included in Appendix E

*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2018-2019.

At the launch of the graduate program, there will be three years in which the program has both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, Appendix A). To support this transition and the health of the graduate program, we request an additional tenure-track faculty line. We envision that the fixed-length position may dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program.

USM Faculty:

- Existing positions
 - Program Director: Full-Time Tenure Track
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
- New positions
 - Faculty: Full-Time Lecturer (Fall 2019- Spring 2023 to support teach-out)

- Faculty: Full-Time Tenure Track
- Site Coordinator at University of Maine at Presque Isle: Full- Time Clinical Lecturer

Administrative Support

- New positions
 - Administrative Assistant: Full time

LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the MSAT program.

EQUIPMENT

USM and UMPI have existing undergraduate Athletic Training programs that are supplied with the necessary modalities to meet the CAATE accreditation requirements. Additional equipment is being requested to support relocating and graduate research within human movement, concussion, and injury prevention. A comprehensive list of the equipment will be detailed under the “financial considerations” section.

FACILITIES & SPACE REQUIREMENT

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. This move supports the growing space needs of the Department, provides opportunities to develop teaching and research laboratories, and is easily accessible to commuting students. Additionally, relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to conduct research.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. Additionally, faculty teaching within the MSAT at USM in- Portland and UMPI will need dedicated office space to meet with students and complete administrative responsibilities. A space will also need to be allocated for an administrative assistant to support the athletic training program and interprofessional education.

The allocated space in Portland requires renovation, furniture and equipment updates. These projected expenses are provided under “financial considerations”. UMPI currently has existing facilities and

equipment to support an accredited Athletic Training program, but will need to be equipped with appropriate technology.

Prior to moving to the Portland location, the Athletic Training program will need:

- Educational lab space
- Research lab space
- 4 Faculty offices
- 1 staff office
- Available classroom space

COOPERATING PROGRAMS

University of Southern Maine

- Health Science
- Exercise Science
- Occupational Therapy
- Nursing

University of Maine at Presque Isle

- Exercise Science
- Nursing

FINANCIAL CONSIDERATIONS

REVENUE PROJECTIONS

AY 2020-2021			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	45	In-State	\$ 271.00
Spring	45	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	93		
Student Count		Total Revenue Undergraduate	
IS	41	\$ 1,780,020.00	
OS	7		
RSP/Can	7		
Total	55		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	12	In-State	\$ 407.00
Spring	12	Out of State	\$ 1,100.00
Summer	6	NEBHE/Canadian	\$ 651.00
Total	30		
Student Count		Total Revenue Graduate	
IS	8	\$ 150,210.00	
OS	1		
NEBHE/Can	1		
Total	10		
		Total Program Revenue 20-21	
		\$ 1,930,230.00	

AY 2021-2022			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	30	In-State	\$ 271.00
Spring	30	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	63		
Student Count		Total Revenue Undergraduate	
IS	23	\$ 654,381.00	
OS	4		
RSP/Can	3		
Total	30		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	18	\$ 754,740.00	
OS	3		
NEBHE/Can	3		
Total	24		
		Total Program Revenue 20-21	
		\$ 1,409,121.00	

AY 2022-2023			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	15	In-State	\$ 271.00
Spring	15	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	30		
Student Count		Total Revenue Undergraduate	
IS	10	\$ 137,100.00	
OS	2		
RSP/Can	1		
Total	13		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	24	\$ 1,006,320.00	
OS	4		
NEBHE/Can	4		
Total	32		
		Total Program Revenue 20-21	
		\$ 1,143,420.00	

AY 2023-2024			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$ -	
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	30	\$ 1,152,840.00	
OS	4		
NEBHE/Can	4		
Total	38		
		Total Program Revenue 20-21	
		\$ 1,152,840.00	

AY 2024-2025			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	32	\$	1,201,680.00
OS	4	Total Program Revenue 20-21	
NEBHE/Can	4	\$	1,201,680.00
Total	40		

Revenue is based on enrollment projections of athletic training students at the Bachelor's level and enrollment of MSAT graduate students.

PERSONNEL

Personnel Cost	Salary	Benefits	Total
FT Tenure 1 (Program Director)	\$ 65,000.00	\$ 34,450.00	\$ 99,450.00
FT Tenure 2	\$ 60,000.00	\$ 31,800.00	\$ 91,800.00
Lecturer 1	\$ 50,000.00	\$ 26,500.00	\$ 76,500.00
Lecturer 2	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Site Coordinator 1	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Administrative	\$ 35,000.00	\$ 18,550.00	\$ 53,550.00
Total (2020-2023)			\$ 528,600.00
Total (2023-2025)			\$ 452,100.00
PD Summer Stipend (1/9th salary)			\$7,000
CEC Summer Stipend (1/9th salary)			\$6,000
PD Admin Stipend Academic Yr			\$6,000
Summer Teaching Stipends (18 credits)			\$20,000
Total			\$39,000

As previously mentioned, the Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at

each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

OPERATIONAL BUDGET

Operational Budget	
Faculty License, Credentialing	\$3,700.00
Student Clinical Supplies	\$3,000.00
Accreditation Fees	\$10,000.00
Professional Development	\$8,750.00
ePortfolio System	\$5,000.00
Travel & Meals (In-State)	\$3,000.00
Equipment Calibration &	\$1,500.00
Lab & Educational Supplies	\$10,000.00
Office Supplies	\$500.00
Software	\$10,000.00
BOC Approved Provider	\$250.00
Event/ Symposium	\$500.00
Special Events	\$500.00
Facilities and Admin Cost to	\$250,000.00
Total	\$306,700.00

PROGRAM EXPENSES AND REVENUE

Expenses			
	Operational	Personnel	Total
20-21	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
21-22	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
22-23	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
23-24	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
24-25	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
Revenue			
	Undergraduate	Graduate	Total
20-21	\$ 1,780,020.00	\$ 150,210.00	\$ 1,930,230.00
21-22	\$ 654,381.00	\$ 754,740.00	\$ 1,409,121.00
22-23	\$ 137,100.00	\$ 1,006,320.00	\$ 1,143,420.00
23-24	\$ -	\$ 1,152,840.00	\$ 1,152,840.00
24-25	\$ -	\$ 1,201,680.00	\$ 1,201,680.00
AY Net			
20-21	\$ 1,094,930.00		
21-22	\$ 573,821.00		
22-23	\$ 308,120.00		
23-24	\$ 394,040.00		
24-25	\$ 442,880.00		

ADDITIONAL START-UP COSTS

Portland Space Needs	Cost
Taping Station	\$ 6,000.00
Treatment Tables	\$ 24,000.00
Classroom Furniture	\$ 7,000.00
Whirlpool	\$ 6,600.00
Rolling Stools	\$ 2,000.00
Ice Machine	\$ 6,200.00
High-low adjustable table	\$ 6,000.00
Treadmill	\$ 5,500.00
Plyobox Set	\$ 400.00
Skeletons	\$ 2,600.00
DARI Human Movement	\$ 60,000.00
PolyCom	\$ 50,000.00
Total	\$ 176,300.00

The MSAT workgroup has been invited by the CAOC to submit a full Program Innovation Fund Proposal to assist in funding the MSAT initiative. We will request funding to support a multi-campus collaboration along with many of the equipment requests for the MSAT (Appendix F).

PROGRAM EVALUATION

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. The timing of the analysis will align with the first graduate cohort academic year. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, the program will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Director will collaborate with the Dean and Provost to maintain compliance.

SIGNATURES

Submitted By:

Dominique Ross, Ph.D., ATC
Program Director, Athletic Training
University of Southern Maine

Date

Barbara Blackstone, M.S., ATC
Dean, College of Professional Programs;
Dean, College of Education;
Coordinator of Athletic Training Education
University of Maine at Presque Isle

Date

James Graves, Ph.D.
Chair, Department of Exercise, Health and Sports Science
University of Southern Maine

Date

Jeremy Qualls, Ph.D.
Dean, College of Science, Technology and Health
University of Southern Maine

Date

Approved By:

Jeannine Diddle Uzzi, Ph.D.
Provost and Vice President for Academic Affairs
University of Southern Maine

Date

Glenn Cummings, Ed.D.
President
University of Southern Maine

Date

APPENDICES

APPENDIX A: COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION, 2020 STANDARDS FOR
ACCREDITATION OF PROFESSIONAL ATHLETIC TRAINING PROGRAMS

Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic Training Programs
Master's Degree Programs Adoption date: January 9, 2018
Effective date: July 1, 2020 SECTION I: PROGRAM DESIGN AND QUALITY

Standard 1 The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.

Annotation Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.

Standard 2 The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.

Annotation This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The framework is evaluated and refined on an ongoing basis.

The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.

Standard 3 Development, implementation, and evaluation of the **framework** engage all **core faculty** and include other stakeholders as determined by the program.

Annotation All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.

Standard 4 The results of the program's assessment plan are used for continued program improvement.

Annotation The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

Standard 5 The program collects student achievement measures on an annual basis.

Annotation The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**

- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

Standard 6 The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

Annotation Procedures for review and action on this standard are described in the CAATE policies and procedures manual.

Standard 7 Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an **action plan for correction of BOC-examination pass-rate deficiency**.

Annotation This standard only applies in the event that a program is not compliant with Standard 6.

SECTION II PROGRAM DELIVERY

Standard 8 Planned **interprofessional education** is incorporated within the **professional program**.

Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.

Standard 9 All courses used to fulfill **athletic training clinical experience** requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.

Standard 10 Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation Fulfillment of clinical experience requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. Clinical experiences must occur throughout the professional program.*

Standard 11 The program uses clearly written syllabi for all courses that are part of the professional program.

Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.

Standard 12 Course credits are consistent with institutional policy or institutional practice.

Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, clinical experience courses).

Standard 13 The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.

Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in clinical experiences, are not excessive.

Standard 14 A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

Standard 15 A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Annotation To meet this standard, the program must describe the following:

- *The criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience*
- *The process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population*
- *How clinical experiences are designed to progress the student toward autonomous practice*
- *The methods used to ensure that the clinical experience and the style of preceptor supervision and feedback are developmentally appropriate for each student based on his or her progression in the program*

Standard 16 The **clinical education** component is planned to include at least one **immersive clinical experience**.

Annotation An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an immersive clinical experience.

Standard 17 A program's **clinical education** component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- **throughout the lifespan (for example, pediatric, adult, elderly),**
- **of different sexes,**
- **with different socioeconomic statuses,**
- **of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),**
- **who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).**

Annotation These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use simulation to meet portions of this standard. Students must have adequate real client/patient interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with a variety of patient populations.

Standard 18 Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

Annotation Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use simulation to meet portions of this standard. Students must have adequate patient/client interactions (athletic training clinical experiences) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard 19 The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to

provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.

Standard 20 Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.

Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

Annotation The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this standard.

Standard 22 All sites where students are involved in **clinical education** (excluding the sponsoring institution) have a current **affiliation agreement** or **memorandum of understanding** that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

*Annotation When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any experience the student completes to meet **clinical education** requirements as an athletic training student must have an agreement. Credit and noncredit **athletic training clinical experiences** or **supplemental clinical experiences**, including internships, must have **affiliation agreements** or memoranda of understanding.*

Standard 23 The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- 23A Academic dishonesty policy
- 23B Grievance policy
- 23C Matriculation requirements
- 23D Nondiscrimination policies
- 23E Policies for student withdrawal and refund of tuition and fees
- 23F Technical standards or essential functions

Annotation: Policies and procedures may be institutional and not specific to the athletic training program.

Standard 24 Prospective and enrolled students are provided with relevant and accurate information about the institution and program. Available information must include the following:

- 24A Academic calendars
- 24B Academic curriculum and course sequence
- 24C Admissions process (including prerequisite courses)
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing

24E	Catalogs
24F	Criminal background check policies
24G	Degree requirements
24H	Financial aid
24I	Grade policies
24J	Immunization requirements
24K	Information about clinical experiences, including travel expectations to clinical sites
24L	Matriculation requirements
24M	Nondiscrimination policies
24N	Procedures governing the award of available funding for scholarships
24O	Program mission, goals, and expected outcomes
24P	Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
24Q	Technical standards or essential functions

Annotation: Information may be institutional and not specific to the athletic training program.

Standard 25 The program posts data detailing its student achievement measures.

Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:

26A	A mechanism by which clients/patients can differentiate students from credentialed providers
26B	A requirement for all students to have emergency cardiac care training before engaging in clinical experiences
26C	Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
26D	Calibration and maintenance of equipment according to manufacturer guidelines
26E	Communicable and infectious disease transmission
26F	Immunization requirements for students
26G	Patient/client privacy protection (FERPA and HIPAA)
26H	Radiation exposure (as applicable)
26I	Sanitation precautions, including ability to clean hands before and after patient encounters
26J	Venue-specific training expectations (as required)
26K	Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.

Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:

27A	Program admissions applications
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27B	Progression through the curriculum
27C	Disciplinary actions (if applicable)
27D	Clinical placements
27E	Verification of annual blood-borne pathogen training
27F	Verification of compliance with the program's technical standards requirements
27G	Verification of completed criminal background checks (if applicable)
27H	Verification of privacy training (for example, HIPAA and FERPA, as applicable)
27I	Verification of notification of communicable/infectious disease transmission policy and postexposure plan
27J	Compliance with immunization policies
27K	Verification that the program's students are protected by professional liability insurance

Standard 28 Admission of students to the professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.

Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.

Standard 29 The program ensures that each student is oriented to the policies and procedures of their clinical site.

Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for clinical experiences must include (but is not limited to) the following:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30 Educational opportunities and placements are not prejudicial or discriminatory

Standard 31 Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

Annotation: Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.

Standard 32 Regular and ongoing communication occurs between the program and each preceptor.

Annotation All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.

Standard 33 All active clinical sites are evaluated by the program on an annual basis.

Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.

Standard 34 All program policies, procedures, and practices are applied consistently and equitably.

Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:

- Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures
- Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates
- Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.

Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- An earned doctoral degree
- **Contemporary expertise** in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- **Scholarship**
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

Standard 38 The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- Program planning and operation, including development of the framework
- Program evaluation
- Maintenance of accreditation
- Input into budget management
- Input on the selection of **program personnel**
- Input on the evaluation of **program personnel**

Standard 39 The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- **Contemporary expertise** in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

Standard 40 The coordinator of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
- **Clinical site** evaluation
- Student evaluation
- Regular communication with **preceptors**
- Professional development of **preceptors**
- **Preceptor** selection and evaluation

Annotation: Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.

Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty**.

Annotation Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.

Standard 42 The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

Standard 43 The program director, coordinator of clinical education, and other **core faculty** have assigned load that is sufficient to meet the needs of the program.

Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.

Standard 44 All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified.

Standard 45 **Preceptors** are health care providers whose experience and qualifications include the following:

- Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a **preceptor**
- **Contemporary expertise**

Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.

Standard 46 **Preceptors** function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. **Preceptors** who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Standard 47 The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.

Standard 48 Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.

Standard 49 The program has a **medical director** who is actively involved in the program.

Annotation: The medical director supports the program director in ensuring that both didactic instruction and clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.

Standard 50 The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.

Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

51A Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.

51B Necessary equipment required for teaching a contemporary athletic training curriculum is provided.

51C Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.

51D The available technology is adequate to support effective teaching and learning.

Annotation If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.

Standard 52 The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

Annotation Availability of student support services at remote locations (for example, during clinical experiences) must be comparable to those for students located on campus.

Standard 53 Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.

Annotation: Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and Foundational Knowledge

Standard 54 The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Annotation The program determines the classes that meets these standards and supports the program's curricular plan. Additional prerequisite coursework may be required as determined by the program.

Standard 55 Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Annotation Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.

The professional program content will prepare the graduate to do the following:

Core Competencies

Core Competencies: **Patient-Centered Care**

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

Standard 57 Identify health care delivery strategies that account for health literacy and a variety of **social determinants of health.**

Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 60 Use the **International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.**

Core Competencies: Interprofessional Practice and Interprofessional Education

Standard 61 Practice in collaboration with other health care and wellness professionals.

Core Competencies: Evidence-Based Practice

Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.

Annotation: Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.

Core Competencies: Quality Improvement

Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: Health Care Informatics

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines.

Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68 Advocate for the profession.

Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.

Patient/Client Care

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia

- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's

clinical presentation:

- Cardiovascular system (including auscultation)
- Endocrine system
- Eyes, ears, nose, throat, mouth, and teeth
- Gastrointestinal system
- Genitourinary system
- Integumentary system
- Mental status
- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Annotation These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- **Durable medical equipment**
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87 Select and use **biometrics and **physiological monitoring systems** and translate the data into effective preventive measures, clinical interventions, and performance enhancement.**

Health Care Administration

Standard 88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating physician.

Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment"

under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.”¹

Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Annotation Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.

Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Action plan for correction of BOC examination pass-rate deficiency:

- A. A review and analysis of the program's previously submitted action plans. This should include
 1. any assessment data used to evaluate the previous action plan,
 2. a discussion of strategies that have and have not worked, and
 3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
 1. the number of students enrolled in the program in each of the past three years,
 2. the number of students who have attempted the exam in each of the past three years,
 3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
 4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program's anticipated exam outcomes for next year.

This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include

1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

1. developing targeted goals and action plans to achieve the desired outcomes,
 2. stating the time lines for reaching the outcomes, and
 3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also Memorandum of understanding.*

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission**, **goals**, and **outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainers: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. *See also* **Clinical education**.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.²

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.³

Faculty: *See* **Adjunct faculty**; **Associated faculty**; **Core faculty**.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three

years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.⁴

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.⁵

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.⁶

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.⁷

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.⁹

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁰

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following **academic year**. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.¹¹ Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and

simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.¹²

Scholarship: Scholarly contributions that are broadly defined in four categories.¹³

- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.¹⁴ *See also* **Clinical education.**

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.¹⁵

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.¹⁶

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. *See also* **Clinical education.**

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.¹⁷

References

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APPENDIX B: HEALTH SCIENCE- PRE ATHLETIC TRAINING

Bachelor of Science in Health Sciences – Pre Athletic Training Track

Fall Semester			Spring Semester		
First Year			First Year		
EYE	Entry Year Experience (not Required after 24+ credits)	3		Cultural Interpretation	3
ENG 100	College Writing	3	HRD/SBS 200	Socio-cultural Analysis	3
			BIO 101/102	Biological Foundations	4
MAT 120/PSY 201	Quantitative Reasoning	3-4	PSY 100	General Psychology	3
SPM 100 (if < 30 cr. hr.)	Intro to Exercise, Health and Sports Sciences	3		Creative Expression	3
SPM 219	Lifetime Physical Fitness and Wellness	3			
15-16			16		
Second Year			Second Year		
BIO 111/112	Human Anat & Phys I	4.5	BIO 113/114	Human Anat & Phys II	4.5
PSY 200+	(Upper Level Psychology elective)	3	SPM XXX	Core Elective	3
			CHY 113	Principles of Chemistry I	3
PHY 111/114	Science Exploration	5	CON 356 or SBS/SCI 336	Concepts of Community Health/ Introduction to Public Health	3
SPM XXX	Core Elective	3	SPM 230	Psychology of Physical Activity and Sport (offered Fall/Spring/Summer)	3
15.5			16.5		
Third Year			Third Year		
SPM 350	Health Promotion Programs (offered Fall/Spring/Summer)	3		Diversity	3
CON 252	Human Nutrition	3		Ethical Inquiry (EISRC)	3
	International	3	CON 321	Health Related Research	3
SPM 330	Physiology of Exercise	3	SPM 381	Kinesiology	3
SPM XXX	Core Elective	3		General Elective	3
15			15		
Fourth Year			Fourth Year		

Students accepted into the MSAT will begin taking MSAT Courses in the Summer leading into their fourth year. The first 30 credits of the program will satisfy the remaining track credits of the BS in Health Science.

APPENDIX C: MSAT ACADEMIC PLAN

Year 1		36 cr	Year 2		27cr
Summer 1	Credits		Summer 2	Credits	
Foundations (Intro to grad school, behaviors)	1	Clinical F2F Hybrid Online	Therapeutic Interventions II	4	
Prevention (taping, bracing, etc...)	1		Pharmacology	2	
Acute Care	3				
Human Anatomy	2				
			Clinical Education (Medical/IPE)	2	
Acute Care Simulation Lab	1		Preseason Clinical Experience (Immersive)	2	
	8			10	
Fall 1	Credits		Fall 2	Credits	
Examination & Diagnosis I	4		Research & Stats (15 weeks)	3	
Health Promotion & Human Performance 1 (epidemiology)	4		Health Care Administration (7 weeks)	2	
General Medical	4		Administration and Leadership (7 weeks)	2	
Clinical Experience	2		Clinical Experience (7 wk, continuation of preseason)	2	
	14			9	
Winter 1			Winter 2	Credits	
	0		BOC prep	1	
	0			1	
Spring 1	Credits		Spring 2	Credits	
Examination & Diagnosis II	4		Capstone	3	
Interventions I	4		Transition to Practice	2	
Health Promotion & Human Performance 2	4				
Clinical Experience	2		Clinical Education (career goals)	3	
	14			8	
Total Credits					64

APPENDIX D: PRECEPTORS & CLINICAL AFFILIATIONS

University of Southern Maine

Name: Department of Athletics, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Matt Gerken, MS, ATC

Title: Head Athletic Trainer

Name: University Health and Counseling Services, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Lisa Belanger

Title: Director, University Health and Counseling Services

Name: Kennebunk High School

Address: 89 Fletcher St., Kennebunk, ME 04043

Individual Contact: Arlene Veere, ATC

Title: Athletic Trainer

Name: Windham High School

Address: 406 Gray Rd., Windham, ME 04062

Individual Contact: Casey Sinclair, ATC

Title: Athletic Trainer

Name: Maine Medical Partners Sports Medicine

Address: 119 Gannett Dr. South Portland, ME 04016

Individual Contact: Neil Carroll, ATC

Title: Director of Athletic Training Residency

Name: Deering High School

Address: 370 Stevens Ave., Portland, ME 04103

Individual Contact: Greg Tosi, ATC

Title: Athletic Trainer

Name: Sanford High School

Address: 52 Sanford High Blvd., Sanford, ME 04073

Individual Contact: Jessica Hobgood, ATC

Title: Athletic Trainer

Name: Scarborough High School

Address: 11 Municipal Dr., Scarborough, ME 04074

Individual Contact: Joe Davis, ATC

Title: Athletic Trainer

Name: South Portland High School

Address: 637 Highland Ave., South Portland, ME 04106

Individual Contact: John Ryan, ATC

Title: Athletic Trainer

Name: Cheverus High School

Address: 267 Ocean Ave., Portland, ME 04103

Individual Contact: Katie McCarthy, ATC

Title: Athletic Trainer

Name: Southern Maine Community College

Address: 2 Fort Rd., South Portland, ME 04106

Individual Contact: Sarah Daniels, ATC

Title: Athletic Trainer

Name: Cape Elizabeth High School

Address: 345 Ocean House Rd., Cape Elizabeth, ME 04107

Individual Contact: Lisa Mims, ATC

Title: Athletic Trainer

Name: University of Maine- Orono

Address: Orono, ME 04469

Individual Contact: Ryan Taylor, ATC

Title: Head Athletic Trainer

Name: Portland High School

Address: 284 Cumberland Ave., Portland, ME 04101

Individual Contact: Ryan Lucas, ATC

Title: Athletic Trainer

Name: Saint Joseph's College

Address: 278 Whites Bridge Rd., Standish, ME 04084

Individual Contact: Tiffany Gagnon, ATC

Title: Athletic Trainer

Name: Colby College

Address: 4800 Mayflower HI, Waterville, ME 04901

Individual Contact: Tim Weston, ATC

Title: Head Athletic Trainer

Name: Thornton Academy

Address: 438 Main St., Saco, ME 04072

Individual Contact: Tony Giordano, ATC

Title: Athletic Trainer

Name: Gorham High School

Address: 41 Morrill Ave., Gorham, ME 04038

Individual Contact: Tyler Delaney, ATC

Title: Athletic Trainer

Name: United Medical Gym

Address: 125 John Roberts Rd., South Portland, ME 04106

Individual Contact: Matthew Marcoux

Title: Athletic Trainer

Name: Saco Bay Physical Therapy

Address: 45 Western Ave., South Portland, ME 04106

Individual Contact: Nick Adrience, PT, ATC

Title: Physical Therapist

Name: Orthopedic Associates

Address: 15 Lund Rd., Saco, ME 04076

Individual Contact: Jon Olesen, ATC

Title: Athletic Trainer

Name: Saco Bay Physical Therapy

Address: 400 North St. Suite 2., Saco, ME 04072

Individual Contact: Scott Lavalley, PT

Title: Physical Therapist

Name: Cape Integrative Health

Address: 8-10 Hill Way, Cape Elizabeth, ME 04107

Individual Contact: Zev Myerowitz, DC

Title: Chiropractor

Name: Rock Steady Boxing

Address: YMCA 24 Venture Ave., Brunswick, ME 04011

Individual Contact: Jennifer Anderson

Title: Physical Therapist

Name: Maine Medical Center Family Practice Sports Medicine Division

Address: 272 Congress Street, Portland, ME 04101

Individual Contact: William Dexter, MD

Title: Director

APPENDIX E: CURRICULUM VITAE OF CURRENT ATHLETIC TRAINING CORE FACULTY; USM & UMPI

Dominique Ross PhD, LAT, ATC

DominiqueMRoss@gmail.com ❖ (207) 576- 6239 ❖ 608 Megquier Hill Road, Poland, Maine, 04274

EDUCATION

Doctor of Philosophy, May, 2012
Springfield College, Springfield, MA
Program: Teaching and Administration
Dissertation: The Influence of Teaching Evidence Based Practice on Critical Thinking

Master of Science, July 2009
East Stroudsburg University, East Stroudsburg, PA
Program: Sports Medicine and Athletic Training
Thesis: The Effect of KinesioTape on Shoulder Joint Position Sense

Bachelor of Science, May 2008
Springfield College, Springfield, MA
Major: Athletic Training

EXPERIENCE

PEDAGOGICAL

University of Southern Maine, Gorham, ME
Assistant Professor and Athletic Training Program Director (Tenure Track)

SPM440: Manual Therapy

The course is design to introduce students to various manual therapy interventions including instrument assisted soft tissue mobilization, massage, muscle energy technique, trigger point therapy, joint mobilization and other contemporary techniques.

SPM340: Therapeutic Exercise

SPM 265: Therapeutic Modalities

Lasell College, Newton, MA
Assistant Professor and Coordinator of Clinical Education

RSCI781: Capstone

A graduate level capstone experience requiring students to select and complete a Critically Appraised Topic, Evidence Based Practice Professional Presentation or an Original Experimental Study.

RSCI780: Quantitative and Qualitative Research

A graduate level online course designed to introduce research methods, statistics, ethics and communication skills. Students prepare a review of literature and research proposal.

RSCI705: Evidence Based Rehabilitation

This course is a graduate level course offered exclusively online. The purpose is to introduce concepts of evidence based medicine and a critical appreciation for current literature.

AT430: Athletic Training Senior Capstone

The “Capstone” experience is a research based course that allows students to conduct individual research projects, collect data and synthesize results.

EXSC340: Research Concepts

The course provides students with an introduction to research concepts, basic statistics and research writing.

AT211: Assessment and Diagnosis I

The purpose of this course is to introduce the foundations of clinical reasoning, assessment and diagnosis of lower extremity injuries.

AT212: Assessment and Diagnosis II

The purpose of this course is to continue the established foundation of Assessment and Diagnosis I by including upper extremity, postural and abdominal evaluation skills.

AT213: Assessment and Diagnosis: Head and Spine

Students are provided with the opportunity to learn about the pathophysiology of concussion, assessment techniques and current treatment standards. In addition, students understand evaluation and diagnosis of spine related pathologies.

AT101: Musculoskeletal Anatomy

The purpose of this course is to provide students with a foundational understanding of musculoskeletal anatomy, planes and axis of the body and joint structure and function.

FYS101: First Year Seminar: Happy, Healthy and Successful

This theme based course explored 5 key concepts of well-being and its influence on the college experience. Students engaged in a variety of skill based assignments to prepare them for college level courses.

Curriculum Design and Coordination

Athletic Training Clinical I, II, III, IV, V & VI.

Currently work with adjunct professors and preceptors of the corresponding courses to develop content, teaching strategies and assessment techniques. Facilitate evaluation of clinical competencies through the use of ATrack online portfolio system. Responsible for all clinical placements, site visits and preceptor education.

Springfield College, Springfield, MA

Adjunct Professor

Education and Research Methods ATR

August, 2011- May, 2012

Students are guided through the research process by developing and conducting a research study related to the healthcare field. A completed review of literature, methodology and journal manuscript are required. Basic statistical analysis and critical appraisal skills are areas of focus.

Human Anatomy Synthesis

August, 2010- May, 2012

The purpose of the course is to integrate didactic anatomical information into clinically applicable scenarios. Students develop presentation skill by creating alternative learning experiences with emphasis

placed on active engagement. The affective learning domain is promoted through communication, group problem solving and critical appraisal of information.

Human Anatomy

August, 2010- 2011

The course provided a comprehensive study of normal and pathological function of human movement with emphasis on the skeletal, articular, and muscular systems. The laboratory experience included the study of prosected human cadavers. Individual responsibilities involved the presentation of topics to graduate and undergraduate level students in the laboratory and lecture setting. Self-palpation, case studies and active range of motion was frequently used within the lecture to promote engagement and to check for understanding. The laboratory experience integrated goniometry, palpation, basic x-ray interpretation, specific assessment tests and muscle, bone, joint and nerve identification.

Additional Teaching Experience

Approved Clinical Instructor

August, 2008- May, 2012

Facilitate the clinical learning experience of athletic training students by stimulating critical thinking through scenarios, educative games, research and real life experience.

Lecture: Therapeutic Exercise and Rehabilitation

January, 2011

Presented an inclusive lecture on the role of proprioception in the rehabilitation process. The integration of several teaching styles enhanced the learning experience.

Lecture: Skin Pathologies and Treatment

March, 2011

A detailed lecture regarding common skin pathologies affecting the athletic population.

Westfield State University, Westfield, MA

Adjunct Professor

Supervising Sport and Fitness Programs

January, 2012- May, 2012

The intent of the course is to educate athletic training students in managerial theory, facility design, budgeting concepts and information organization. Students are required to create a functional document outlining a variety of policies, job descriptions and state regulations that may eventually impact their individual work experience. Legal and ethical considerations within sports medicine are also debated and analyzed.

RESEARCH & PUBLICATIONS

Wolfe, E.S., Ross, D.M. (2017). Is Activity-based costing a gateway for third-party reimbursement for athletic training services in Massachusetts? *Athletic Training and Sports Health Care*. DOI: <https://doi.org/10.3928/19425864-20170918-01>

Anderson, M. (2016) Foundations of Athletic Training; 6th edition. (2016). *Wolters Kluwer*. Created new ancillary materials and updated previous materials for the textbook. Instructor resources included presentations, exam questions, online resources, teaching strategies, quizzes and a BOC correlation chart. Student resources included study guides, worksheets, quizzes, resources and assessment materials.

Ross, D. (2012). The Influence of Teaching Evidence Based Practice on Critical Thinking in Athletic Training Students. A mixed-method design was implemented to explore how teaching evidence based practice affected critical thinking in the clinical and didactic settings. *A doctoral dissertation, Springfield College.*

Ross, D. (2011). The Effect of KinesioTape on Shoulder Joint Position Sense. Joint position sense for shoulder internal and external rotation was evaluated under taped and no tape conditions. The selected taping was intended to support the rotator cuff muscles. The researcher concluded joint position sense was not significantly improved with KinesioTape in either internal or external rotation. *A Master's Thesis, East Stroudsburg University of Pennsylvania.*

PRESENTATIONS

Teaching Professional Advocacy. National Athletic Trainers Association, Athletic Training Educators Conference, 2019. Dallas, TX.

The Hidden Curriculum and Patient Outcome. Lasell College Preceptor Workshop, 2017. Lasell College, Newton, Ma.

Leadership Panel. Athletic Trainers of Massachusetts Student Symposium, 2016. Springfield College, Springfield, Ma.

Perceptions and Experiences of Original Undergraduate Research: A Qualitative Study. New England American College of Sports Medicine, 2016. Providence, RI.

Assessment of Heat Illness; breakout presentation. Athletic Trainers of Massachusetts Spring Conference, 2015. Newton, Ma.

Assessing Critical Thinking in the Didactic Setting: Applying the Holistic Critical Thinking Scoring Rubric to Athletic Training Education. Athletic Training Educators Conference 2013. Dallas, Tx.

Keynote Speaker: Careers in Athletic Training Workshop. 2011. Springfield College, Springfield, Ma.

Prevention of youth related injury. 2008. Basketball Hall of Fame, Springfield, Ma.

CLINICAL

Lasell College, Newton, MA

August 2012- Current

Per Diem Athletic Trainer

Provided care for Lasell College Athletes as need by the full-time athletic training staff. Hired for prep,

practice and game coverage.

Springfield College, Springfield, MA
2012

August 2009- May

Graduate Assistant

Currently provide comprehensive support to athletic training room medical staff by acting as a liaison between physicians and the chiropractor treating student-athletes. Team assignments include men's basketball, wrestling, men's soccer and men's gymnastics.

Club Sports Athletic Trainer

Coordinated healthcare for hockey, men and women's rugby. Aided in creating concussion policies by working collaboratively with the student health center.

East Stroudsburg University, East Stroudsburg, PA

Graduate Assistant

August 2008- August 2009

Provided medical care for practices and games of a variety of collegiate teams. Specifically assigned to prevent, treat, and rehabilitate injuries sustained by the women's volleyball and women's lacrosse teams.

Coordinated Health, Bethlehem, PA

October 2008- July 2009

Athletic Trainer (Per Diem)

Provided care for local high school sporting events and Lehigh Valley OUTLAWZ professional arena football tryouts. Primarily responsible for the prevention, evaluation and treatment of acute injury.

Additional Per Diem Athletic Training

Provide health care as needed at Curry College, Mt Ida College, Newton South High School and Weston High School.

SERVICE

NATIONAL ATHLETIC TRAINERS ASSOCIATION

Athletic Trainers of Massachusetts, President

Legislative Efforts

NATA Legislative Grant

2015- 2017

- Prepared and secured legislative grants to support efforts in Massachusetts. Grant amounts ranged from \$13,680- \$15,000.

Legislative Briefing

2017

- Organized and presented at a legislative briefing in support of ATOM legislation. The briefing was attended by approximately 40 legislators and staff members.

Testified to Joint Committee on Education

2017

- On behalf of ATOM in Support of An Act Relative to Student Safety in Interscholastic Athletic Activities.

Testified to Joint Committee on Health Finance

2017

- On behalf of ATOM in Support of An Act Promoting Consumer Choice in Health Care

<i>ATOM Hit the Hill</i>	2016, 2015,
2014	
<ul style="list-style-type: none"> Organized and executed ATOM's annual hit the hill day Presented to attendees highlighting the impact of professional involvement 	
<i>Testified to the Board of Allied Health Professionals</i>	2016
<ul style="list-style-type: none"> Represented ATOM during a public listening session in regards to the Rules and Regulations of Athletic Training 	
<i>Testified to the Joint Committee on Public Health</i>	2015
<ul style="list-style-type: none"> On behalf of ATOM in support of An Act Relative to the Practice of Athletic Training 	
<i>Provided Written Testimony and Supporting Evidence</i>	2015, 2017
<ul style="list-style-type: none"> In support of all filed bills for ATOM 	

Conference & Meeting Organization

<i>ATOM Young Professionals and Student Symposium</i>	2014- 2017
<i>ATOM & RIATA Annual Conference</i>	2014- 2018
<i>District 1 President's Round Table</i>	January, 2017
<i>Athletic Training Educator's Forum</i>	June, 2017

NATA Young Professionals Committee, Member	2017- Current
District 1 representative to NATA YP Committee	
NATA Joint Committee Meeting 2018	
Coordinate all District 1 State YP Representatives	
NATA Welcome to the Young Professionals Toolkit	

UNIVERSITY OF SOUTHERN MAINE

Excellence in Academic Advising Subcommittee Member
 Athletic Training Curriculum Committee Member
 Health Science Curriculum Committee Member

LASELL COLLEGE

<i>Faculty Governance Executive Council</i>
<ul style="list-style-type: none"> Vice Chair, 2014- 2016, 2017-2018 Lead the faculty in creating a maternity leave policy Served as an advocate for competitive pay and equitable policies

Program Resource Optimization Chair

- Lead a group of 30 faculty and staff through an institutional program review
- Presented to campus community at 3 separate town hall events
- Authored a comprehensive recommendation for the institution

Faculty Representative to Board of Trustees

- Student Learning Committee

Search Committee Involvement

- Chair of the Athletic Training Faculty Search Committee
- Member of the Exercise Science Faculty Search Committee
- Member of the Exercise Science Program Director Search Committee
- Member of the Hospitality and Event Management Faculty Search Committee

Nominations Committee Member

ADDITIONAL VOLUNTEERISM

EATA Abstract Reviewer

2015-2017

- Assessed and rated abstracts for the 2017 EATA Clinical Symposium

Tufts 10k for Women

2015

- Organized and supervised a group of student volunteers to provide medical care for runners at the finish line.

Boston Marathon Medical Volunteer

2013,

2014, 2015

- Provided athletic training services to Boston Marathon runners in Medical Tent

PROFESSIONAL DEVELOPMENT

Credentials:	BOC Certified Athletic Trainer	June, 2008-
Current		
	Licensed Athletic Trainer of Maine	September,
2018- Current		
	Licensed Athletic Trainer of Massachusetts	August, 2009-
Current		
	ARC CPR/AED for the Professional Rescuer: Instructor	January, 2013-
Current	Licensed Athletic Trainer of Pennsylvania	August,
2008- 2010		
	ARC CPR/AED Professional Rescuer Certification	December,
2004- Current		

Conferences & Meetings:

• Maine Athletic Trainer's Association Annual Meeting	<i>October, 2018</i>
• NATA Joint Committee Meeting	<i>January, 2018</i>
• National Athletic Trainers Association Annual Symposium	<i>June, 2013</i>
	<i>June, 2017</i>
	<i>June, 2018</i>
• State Leadership Forum	<i>June, 2017</i>
	<i>June, 2018</i>
• Athletic Training Educators Conference	<i>January, 2013</i>
	<i>February, 2015</i>
• Eastern Athletic Trainers Conference	<i>January, 2011</i>
	<i>January, 2012</i>
	<i>January, 2013</i>
	<i>January, 2014</i>
	<i>January, 2015</i>
	<i>January, 2016</i>
	<i>January, 2017</i>
	<i>January, 2018</i>
	<i>January, 2007</i>
• CAATE Accreditation Conference	<i>October, 2015</i>
• ATOM YP & Student Conference	<i>November,</i>
2012	
	<i>March, 2013</i>
	<i>March, 2014</i>
	<i>March, 2015</i>
	<i>March, 2016</i>
	<i>March, 2017</i>
	<i>November, 2017</i>
• ATOM Annual Conference	<i>May, 2013</i>
	<i>May, 2015</i>
	<i>May, 2016</i>
	<i>May, 2017</i>
Membership: National Athletic Trainer's Association Membership	<i>Current</i>
Athletic Trainers of Massachusetts Member	<i>2006-2018</i>
Association of Governing Boards of Colleges and Universities	<i>2007</i>

HONORS & AWARDS

National Athletic Trainers Association GAC Impact Advocacy Award	<i>2018</i>
National Athletic Trainers Association Scholarship Recipient	<i>2008</i>
Athletic Training Student of the Year Springfield College	<i>2008</i>
Collegiate Sports Medicine Foundation Student Leadership Class of	<i>2007</i>

Athletic Trainers of Massachusetts Scholarship Recipient	2006
Eastern Athletic Trainers Association Scholarship Recipient	2006

Ms. Noel A. Neptune M.Ed., ATC

141 May St.
Biddeford, ME 04005
937-728-8323 (cell)
noel_neptune@yahoo.com

Education: *Hardin-Simmons University; Abilene, TX*
2002-2004

Degree: Masters of Education in Sports Recreation and Management
Emphasis in Fitness (3.9 G.P.A.)
Thesis: The Accuracy of the Baseline Evaluation for the ImPACT Test

Wilmington College of Ohio; Wilmington, OH

1998-2002 Degree: Bachelor of Science in Athletic Training (May 2002)
CAAHEP Accredited Program

Experience: *University of Southern Maine, Gorham, ME*
2015-present

Athletic Training Program Director (2017-18 academic year)

Clinical Education Coordinator, Lecturer (2015-present)

- Assisted in the transition to a masters level AT Program
- Completed and submitted the 2016-17 CAATE Annual Report
- Completed and submitted the CAATE Progress Report as part of the fall 2016 accreditation site visit.
- Assisted in preparation of the CAATE self-study report and the November 2016 site visit
- Completed the 2017 CAATE annual report and subsequent Progress Reports
- Assisted with the development of the Intent to Plan for the masters degree transition
- Developed new clinical sites, including the necessary documentation and preceptor training.
- Member of the Athletic Training Curriculum Committee
- Member of the Health Sciences Curriculum Committee
- Assign clinical rotations for 30+ athletic training students and visit each site
- Faculty representative for the Athletic Training Student Association
 - Assist with Special Olympics, Kicking it to Cancer event, and Catherine's Cupboard food pantry
- Provided CPR certification for athletic training and exercise science students
- Search committee member for lecture in Exercise Science; Assistant Professor of Athletic Training, and Assistant Professor of Health Sciences
- Chair of search committee for Assistant Professor of Athletic Training
- Developed an online Capstone Exam to prepare seniors for the BOC exam

- Courses taught:
 - SPM 210 Clinical Athletic Training Principles I (F15, F16, F17, F18)
 - SPM 211 Protective Taping/Wrapping (F15, F16, F17, F18)
 - SPM 270 Athletic Training Clinic I (S16, S17, S18, S19)
 - SPM 302 Pharmacology for Athletic Training and Exercise Science (Su18)
 - SPM 310 Clinical Athletic Training Principles II (S17, S18, S19)
 - SPM 370 Athletic Training Clinic II (F15, F16, F17, F18)
 - SPM 371 Athletic Training Clinic III (S16, S17, S18, S19)
 - SPM 470 Athletic Training Clinic IV (F15, F16, F17, S19)
 - SPM 495 Clinical Internship (S16, Su16, S17, Su 17, S19)
 - SPM/CON 219 Lifetime Physical Fitness & Wellness (S16, Su16, Su18, W18, S19)
 - NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Care Professional (Su18)

Alderson Broaddus University, Philippi, WV

2012-2015

Clinical Education Coordinator, Assistant Professor, Athletic Trainer

- Assign clinical rotations for 20-30 athletic training students
- Added two off campus clinical sites
- Assisted with the CAATE Annual Report
- Faculty representative for the BOT committee (2013-14), The Committee on Student Affairs (2014-2015), and AED Committee (2012-2014)
- Faculty Advisor for Athletic Training Club
 - Fund raising, Color Run, ABU Triathlon, Coaches Concussion Clinic
- WVATA Quiz Bowl Committee (2014-2015)
- Faculty Advisor for ABU Quiz Bowl Team (2013-2015)
 - Won WVATA and MAATA, made it to Nationals in 2013
- Provided medical coverage for men's soccer and softball (2012-13)
- Co-instructor for a study abroad athletic training program to Ireland (2013)
- Volunteered at the 2014 and 2015 Winter Special Olympics
- West Virginia Special Olympics volunteer coordinator for winter games (2015)
- Provided CPR instruction for coaches and other ABU employees
- Responsible for monthly checks and upkeep of campus AED's (2012-2014)
- Developed and implemented the university concussion policy
- Courses taught:
 - ATHL 221 Practicum I (F13, F14)
 - ATHL 222 Practicum II (F12, F13, F14, S15)
 - ATHL 323 Practicum III (S13, S14)
 - ATHL 324 Practicum IV (F13)
 - ATHL 425 Practicum V (F14)
 - ATHL 426 Practicum VI (S14, S15)
 - ATHL 270 Sports Injury Control and Management (S14, S15)
 - ATHL 260 Upper Extremity Evaluation (S14, S15)
 - ATHL 400 General Medical Conditions (F12, F13, F14)

- ATHL 410 Test Taking Strategies for the BOC Exam (F12, S13, F13, S14, F14, S15)
- HSCI 261 Strength Training and Conditioning (F13, F14)
- PHED 315 Physiology of Exercise (F12, F13, F14)
- PHED 335 Safety Education and First Aid (S15)

Dayton Sports Medicine Institute; Centerville, OH

2007-2012

Certified Athletic Trainer

- Served as a Certified Athletic Trainer for Dayton Sports Medicine Institute with clinical outreach to Wilmington College.

Wilmington College; Wilmington, OH

- Provided primary coverage for men's soccer, cross-country, men's basketball, men's and women's indoor and outdoor track and field, and cheerleading, including all concussion baseline testing (SCAT and ImPACT) and return-to-play decisions.
- Served as an Approved Clinical Instructor for Wilmington College Athletic Training Education Program.
- Develop and implement the college's concussion policy, as well as research into the purchase of the ImPACT concussion software.
- Assist athletic training students with research projects as a secondary author.
- Schedule and evaluate medical resident students with their Wilmington College Sports Medicine rotation.
- Developed and implemented new injury evaluation, pre-participation physical forms, referral forms, new filing system for athlete physicals and dead files.
- Schedule doctors and organize and run pre-participation physicals.
- Assist with 2011 College Health Fair, and run the 2012 Health Fair, including budgeting, scheduling of vending, set up, ordering, and publicity
- Developed and served as the Camp Coordinator of the Wilmington College High School Athletic Training Workshop. (Summers of 2008-2012)
- Record all doctor and hospital visits for all student athletes for tracking purposes.
- Courses Taught:
 - HPE 130 Sports Nutrition (S08)
 - HPE 193 Emergency Care (F09, S12)
 - HPE 192 First Aid and CPR (F10, S11, F11, S12)

Millikin University; Decatur, IL

2004-2007

Head Athletic Trainer, Clinical Instructor, Assistant Professor

(July –August 2007)

Assistant Athletic Trainer, Clinical Instructor, Assistant Professor

(August 2004-July 2007)

- Provided primary coverage for men's and women's soccer, wrestling, and baseball, as well as assisting with other sports as needed.
- Served as an academic advisor to athletic training major students.
- Served as an Approved Clinical Instructor for 20-30 students for CAATE Accredited Education Program.
- Assisted with the development of the self-study for re-accreditation.
- Developed heat related illness and fluid replacement guidelines, lightning policy, and emergency action plans for all of the athletic venues.
- Implemented educational activities for the students such as volunteering at the Chicago Marathon, participating in the IATA Quiz Bowl, and professional presentations.
- Courses Taught:
 - ES 130 Prevention and Treatment of Athletic Injuries (F04, S05, F05, S06, F06, S07)
 - ES 140 Standard First Aid (S07)
 - ES 235 Recognition and Evaluation of Athletic Injuries II (S05, S06, S07)
 - ES 328 Health Related Fitness and Nutrition (S06, F06)
 - ES 332 Therapeutic Exercise (S05)
 - ES 341 Practicum in Athletic Training III (F04, S05, F05, F06)
 - ES 441 Practicum in Athletic Training V (F04, S05, F05, S06, F06, S07)

Central Illinois Hand Center; Decatur, IL

Summers of 2005-06

- Worked with a licensed Occupational Therapist, concentrating on wound care, post-surgical treatment, and rehabilitation with upper extremity injuries under the care of Dr. Jeffery Smith.
- Fitted patients for braces and aided in constructing splints.

Hardin-Simmons University; Abilene, TX

2002-2004 Graduate Assistant Certified Athletic Trainer

- Provide primary coverage and travel with a variety of athletic teams, including men's and women's soccer, baseball, volleyball, and tennis. Manage and organize student-athlete medical files and pre-participation physicals, including BESS and ImPACT testing.
- Serve as an Approved Clinical Instructor and supervise the undergraduate students enrolled in the Athletic Training/Sports Medicine major.

Grants:

- CTCL Course Design Grant \$1000 to restructure SPM 219 Lifetime Physical *Spring 2018*
Fitness and Wellness course for the EHSS Department
- CTCL Collaborative Grant with Dominique Ross and Meredith Madden \$1000 *Fall 2018*
for restructuring of the senior Capstone Exam

Certifications and Awards:

- 2015 WVATA Athletic Training Educator of the Year
- NATABOC Certified Athletic Trainer #110202104
- American Red Cross Instructor Certified: Professional Responder, Lay Responder, First Aid, AED, Blood borne Pathogens, Sports Safety, Oxygen
- Licensed Athletic Trainer in the state of Maine #AT571

Publications: "The Effects Of Lower Extremity Proprioceptive Wobble Board Training On Speed During A Soccer Agility Test"
Published in the Journal Of Athletic Training, Vol. 37, #2, Supplement June 2002
Presented at 2002 NATA in Dallas, TX in Free Communication Poster Presentations.

MEREDITH MADDEN EdD, ATC

EDUCATION

Doctor of Education

January 2014

Boston University, Boston, MA

Major: Curriculum & Teaching

Dissertation: *“Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education”*

Master of Arts

May 2009

Washington College, Chestertown, MD

Major: Psychology

Bachelor of Science

May 2007

Boston University, Boston, MA

Major: Athletic Training

TEACHING EXPERIENCE

Lecturer

September 2018-present

University of Southern Maine, Gorham, ME

- Instruct 12 credit hours per semester for the Department of Exercise, Health and Sport Sciences in the undergraduate athletic training and exercise science programs
- Collaborate with AT faculty on the Masters in Athletic Training degree transition and curriculum development
- Advise approximately 20 undergraduate students in the Department of Exercise, Health, and Sport Sciences
- Developed hybrid course delivery for *SPM216: Emergency Medical Response*

Courses Taught:

- *SPM216: Emergency Medical Response (Fall & Spring offerings)*
- *SPM219: Lifetime Physical Fitness and Wellness (Fall & Spring offerings)*
- *SPM381: Kinesiology*
- *SPM410: Athletic Training Principles III*

- *SPM480: Organization and Administration*

Clinical Assistant Professor and Clinical Education Coordinator

August

2016 – July 2018

Salisbury University, Salisbury, MD

- Experience in CAATE accreditation process for degree change from Bachelors to Masters of Science in Athletic Training (MSAT)
- Assisted in completion of CAATE Annual Report
- Contributed to development of new courses for Masters curriculum, including *ATTR600: A Comprehensive Approach to Health*, which focused on interprofessional practice and multicultural health perspectives
- Hosted and attended multiple recruitment sessions for MSAT at various Maryland universities and MARC-ACSM conference
- Coordinated MSAT program marketing efforts

Clinical Education Coordinator

- Determine and supervise clinical experience assignments for graduate students.
- Coordinated affiliation agreements for 20 new clinical sites for 2nd year graduate students across Maryland and DC.
- Develop and implement preceptor training modules for new and continuing preceptors that focus on adult learning theories, conflict resolution, and curriculum and programmatic changes.
- Designed on-line Preceptor Community site to enhance communication with and among local and remote preceptors

Courses Taught:

- *ATTR210: Foundations of Athletic Training*
- *ATTR479: Athletic Training Practicum*
- *ATTR501: Injury/Illness Prevention*
- *ATTR505: Risk Management Strategies*
- *ATTR555: Pathology and Assessment*
- *ATTR600: A Comprehensive Approach to Health*
 - *Psychosocial recognition and referral module, and practicum supervision*
- *ATTR605: Therapeutic Interventions*
- *ATTR655: Administration and Professional Development*
- *EXSC213: Injury Prevention and Emergency Management*

Adjunct Instructor

September

2014 – May 2016

Lasell College, Newton, MA

Courses Taught:

- *AT101/EXSC101: Essentials of Musculoskeletal Anatomy (Fall & Spring offerings)*
- *AT203/205: Clinical Athletic Training I*
- *AT204/206: Clinical Athletic Training II*

RELATED TEACHING EXPERIENCE

Approved Clinical Preceptor

September

2009-May 2016

Guided clinical experiences as primary preceptor for 26 undergraduate athletic training students from Boston University to enhance critical thinking, decision-making, and professional behaviors in real athletic training situations. Supervised and mentored 6 Lasell College and Bridgewater State University athletic training students during clinical experiences with Boston College football as a secondary preceptor.

Invited Lectures

2008-present

Presented lectures on various sports medicine topics to coaches, administration, athletes, and community health care providers at Washington College, Chelsea High School, and Mass General Hospital Pediatrics in Chelsea, MA. Presented on the profession of Athletic Training to undergraduate Exercise Science and Community Health students at Salisbury University in Salisbury, MD.

- ◇ *Athletic Training Profession (HLTH300)*
2017-2018
- ◇ *Concussion Awareness and Cognitive Rest*
Spring 2013
- ◇ *Concussions and Cognitive Rest Accommodations: an update*
Spring 2012
- ◇ *Sports Concussion Policy at Chelsea High School*
Winter 2011
- ◇ *Concussions and Cognitive Rest Accommodation Guidelines*
Fall 2012

- ◇ *Concussion Awareness and Cognitive Rest*
Fall 2012
- ◇ *Sports Concussion Policy for student handbook*
Winter 2011
- ◇ *Concussion Legislation and Policy*
Fall 2011
- ◇ *Concussion Awareness for the Student-Athlete*
Fall 2011
- ◇ *Concussion Education for Coaches with Dr. Kevin Heaton*
Fall 2011
- ◇ *Nutrition for the Female Athlete (basketball and track)*
2010-2011
- ◇ *Concussion Awareness with Dr. Matthew Pecci*
Fall 2010
- ◇ *Common Sports Injuries in High Schools with Dr. Arturo Aguilar*
Spring 2010
- ◇ *Basic Sports Injuries and Management for Coaches*
Spring 2010
- ◇ *Sport Safety for Coaches (Kent County, MD)*
Summer 2008

CLINICAL EXPERIENCE

Athletic Trainer

2013-2016

Boston College, Chestnut Hill, MA

Provided athletic training services primarily for Division I ACC women's field hockey and men's football, and assisted in women's rowing coverage. In 2013, coordinated sports medicine coverage and supplies as host athletic trainer for ACC Field Hockey tournament. Administrative and other responsibilities include reviewing and updating emergency action plans and policies, and assisting with inventory for two athletic training clinics.

Athletic Trainer

2013-2015

Boston Militia Semi-Professional Women's Tackle Football, Somerville, MA

Provided sports medicine coverage from December to August for women's full contact football practices 1-2 days per week as well as weekly home and away competitions. Primarily

responsible for the prevention, evaluation and treatment of acute injuries, but also act as a liaison for follow-up medical and rehabilitative care.

Head Athletic Trainer

2009- 2013

Chelsea High School, Chelsea, MA

As part of the outreach program through Boston University, provided care for 12 varsity and junior varsity sports teams. Supervised and coordinated pre-participation exams twice a year for all middle and high school student-athletes. Administrative responsibilities included creating policies for emergency action plans, and concussion academic and athletic protocols. Implemented CORE-AT, an electronic medical records software program with integrated outcome measures. Established professional relationships with school-based community health center (MGH Chelsea), Chelsea High School administration and guidance counselor department.

Athletic Trainer (Volunteer)

2010-2011

Get Ready Summer: Strength and Conditioning Camp, Boston, MA

Helped guide inner city student-athletes through an 8 week strength and conditioning program based on character development principles

Assistant Athletic Trainer

2007- 2009

Washington College, Chestertown, MD

Provided sports medicine coverage primarily for men's soccer, women's basketball, and baseball, and assisted with coverage for all 17 varsity and club sports. Additionally, provided outreach athletic training services for Kent County High School home competitions for varsity and junior varsity football, boy's and girls' basketball, wrestling, and lacrosse.

Athletic Trainer (Per Diem)

2007-present

Provided athletic training coverage for various events for collegiate athletes at Boston University; Boston College, including track and field/cross country, tennis, softball, baseball, and women's lacrosse; for high school athletes at Buckingham, Brown & Nichols school (MA); and Wicomico County (MD) sponsored high school and youth sports events and tournaments, including basketball and wrestling. Additionally provide athletic training and first aid services for day and overnight summer camps for a variety of sports at various institutions, including Boston College, Boston University, and Washington College.

SCHOLARSHIP

Madden, M., Dodge, T., Benes, S., McCarthy, J., Laursen, R. (January 2014). *Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and*

state mandated concussion education (Unpublished doctoral dissertation). Boston University, School of Education. Boston, MA.

- ◇ This research was conducted for a doctoral dissertation. It is a mixed-methods design that explores the knowledge, attitudes, and behaviors of Massachusetts' high school coaches regarding sports-related concussions and concussion legislation. This study was done to provide a foundation for further research on the subject and to design more effective education delivery methods.

Poster Presentations:

Walter, J, East, M, Brown, V, **Madden, M.** (2018, November) *Perceptions, Knowledge, and Attitudes of Inter-professional Education and Collaboration*. Poster presented at the ACSM Mid-Atlantic Regional Conference, Harrisburg, PA.

Interdisciplinary Faculty Learning Community, College of Health and Human Services. (2018, February) *Interprofessional Education Abounds*. Poster presented at Teaching and Learning Conference at Salisbury University, Salisbury, MD.

- ◇ One of three primary authors on design and content for poster

Madden, M, Dodge, T, Benes, S, McCarthy, J, Laursen, R. (2015, June) *Knowing isn't Always Doing: High School Coaches' Knowledge Regarding Sports-Related Concussions*. Poster presented at the National Athletic Trainers' Association Clinical Symposia, St. Louis, MO.

Madden, M, McCarthy, J. (2011, May). *Raising Awareness: Sports Concussions and Coaches*. Poster presented at the Psychology of Coaching Teams Conference, Boston, MA.

Publications:

Madden, M, Walter, J, Dodge, T. Examining high school coaches' knowledge of sports-related concussions and mandated concussion education [In review]

Madden, M, Benes, S, Poloskey, L. Examining high school coaches' attitudes and perceptions of sports-related concussions and mandated concussion education [In review]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 1: Use in clinical practice. *Athletic Therapy Today*, 13(5). [Invited]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 2: How to read and interpret a CAT. *Athletic Therapy Today*, 13(5).
[Invited]

Student Presentations (faculty mentor):

Stretz, D. (2018, April). Comparison of the likelihood of head injuries in the combative sports of Mixed Martial Arts and boxing. Oral presentation at Salisbury University Student Research Conference. Salisbury, MD.

GRANTS AND OUTSIDE FUNDING

Digital Learning Innovation Grant

October 2018

Received \$1,000.00 from University of Southern Maine Center for Technology Enhanced Learning to enhance SPM216 and improve student experience and outcomes by redesigning the course to be delivered in a blended format.

SeaGull Century Allocation Request

December 2017

Received \$1,000.00 from Salisbury University Foundation to defer costs of fitness “field day” with clients from Dove Pointe, a non-profit agency that provides services for adults with disabilities

ATOM/Collins Sports Medicine High School Athletic Training grant

January 2011

Received \$1,000.00 for medical and rehabilitation supplies

SERVICE AND LEADERSHIP

Athletic Training Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the athletic training curriculum committee to discuss curriculum changes, revisions, substitutions for the athletic training education program

Health Sciences Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the health sciences curriculum committee to discuss curriculum changes, revisions, substitutions for the health sciences major

Peer reviewer

August 2018

Acted as a peer reviewer for the Athletic Training Education Journal

Wellness Field Day

Spring 2018

Salisbury, MD

Developed and coordinated “field day” event with Dove Pointe, a community agency that serves clients with various disabilities. The purpose of this event was to expose Salisbury University members to diverse patient populations to improve communication and cultural competence and to promote physical activity in the community. Preparation of event included multiple visits to Dove Pointe with students to develop communication and cultural competence skills.

Interdisciplinary Faculty Learning Community

2017-2018

Salisbury University, Salisbury, MD

Faculty representative for athletic training on faculty committee that addresses interprofessional student and faculty activities and curriculum development for the new College of Health and Human

Services at the University. Served as secretary for the group in 2017.

Career Skills Workshop volunteer (via Young Professionals Committee)

2017, 2018

Mid-Atlantic Athletic Trainers’ Association, Virginia Beach, VA

Participated in Career Skills workshop for student athletic trainers at MAATA annual symposium. Provided feedback on student resumes, and led discussion and answered student questions regarding a variety of aspects of the athletic training profession and career skills.

Medical Services – coordinator and volunteer

2016 - 2018

Provide athletic training and first aid services for large-scale community and charity events:

- Maine Special Olympics: soccer tournament hosted by Maine Special Olympics.
- SeaGull Century: a 100-mile cycling race with over 1,000 participants. In 2017, assisted in the administrative tasks and organization of medical services.

- Tim Kennard 5k: a charity 5k and 10-mile road race.
- Maryland Special Olympics: state soccer tournament hosted by the Eastern Shore division of Maryland Special Olympics. In 2017, served as medical liaison/director for Maryland Special Olympics state soccer tournament.
- Salisbury Marathon: 5k/half-marathon/marathon road race with about 1,000 participants. Collaborated with local hospital to provide medical services. Served as the Athletic Training supervisor for AT certified and student volunteers.

Eastern Shore Collaborative for Interprofessional Education (ESCIPE)

2016-2018

Salisbury University, Salisbury, MD

Representative for EXSC/ATTR programs in developing IPE opportunities for students and faculty.

Elected Salisbury University Chair in Fall 2017.

Athletics Committee – University level

2016-2018

Salisbury University, Salisbury, MD

Faculty representative on Athletics Committee to address NCAA by-laws and eligibility issues.

Visions Committee – Department level

2016-2018

Salisbury University, Salisbury, MD

Discussed topics and issues that impact the HSS department to develop strategies and action plans.

Social Committee – Chair – Department Level

2016-2018

Salisbury University, Salisbury, MD

Established a social committee for the Health and Sport Sciences department. Hosted weekly gatherings for interested faculty and staff as well as departmental celebrations (i.e. end of semester, retirements, baby showers) in order to foster collegiality, help socialize new faculty, and show appreciation of department members.

Athletic Training advocacy

2013,

2014, 2017, 2018

Boston, MA and Washington, D.C.

Attended state and national level lobbying efforts for the athletic training profession.

Athletic Training Professions Panels (various)

2011-2013, 2017

Springfield College, Springfield, MA and Salisbury University, Salisbury, MD

Sat on various panels for high school, and undergraduate students interested in pursuing a career in athletic training as well as providing an athletic training perspective on interprofessional panels.

Sigma Kappa Sorority advisor

2010-2012

Boston University, Boston, MA

Advisor to executive board for Delta Chapter of Sigma Kappa sorority at Boston University.

Student Athlete Mentor staff advisor

2008-2009

Washington College, Chestertown, MD

Supervised collegiate athletes' community service hours, including "field day" program with local elementary school

MEMBERSHIPS AND CERTIFICATIONS

Maine Licensed Athletic Trainer (#AT731)

2018-present

American Red Cross Emergency Medical Response Instructor

2018-present

American Red Cross BLS for the Healthcare Professional Instructor

2018-present

American Red Cross CPR/AED for Professional Rescuer Instructor

2018-present

Stepping On: Fall Prevention Leader

2018-present

Maryland Licensed Athletic Trainer (#A0000847)

2016-present

American Heart Association BLS Instructor

2016-present

BLS for the Healthcare Provider

2016-present

Pi Lambda Theta Honors Society

Inducted 2010

National Provider Identification (#1881826048)
2009-present
Massachusetts Licensed Athletic Trainer (#1996-AT)
2009-present
Board of Certification (#070702696)
2007-present
National Athletic Trainers' Association member (#27815)
2005-present
CPR and AED for the Professional Rescuer
2004-2016

PROFESSIONAL DEVELOPMENT

National level

- National Athletic Trainers Association (NATA) Clinical Symposia 2013, 2014, 2015, 2016, 2018
- Athletic Training Educators' Conference
2017

Regional level

- Mid-Atlantic Athletic Trainer's Symposium
2017, 2018
- Eastern Athletic Trainers' Association
2012, 2019

University level

- Salisbury University Safe Space workshop
December 2017
- Peer-to-Peer: Women's Leadership Circle Faculty Learning Community (monthly)
2017- 2018
- Writing Across Campus advanced faculty seminar (8 sessions)
Fall 2017
- Writing Across Campus faculty seminar (8 sessions)
Spring 2017
- Salisbury University Faculty Development Day
2016, 2017
- Soaring with Online Learning Program (5 week seminar)
Spring 2017

- Salisbury University New Faculty Orientations (5 meeting series)
Fall 2016
- Salisbury University Preceptor Training Workshop
August 2016
- Lasell College Adjunct Faculty workshops (5 lecture series)
Fall 2014
- Boston University Preceptor Workshop 2010,
2011, 2012, 2013

Community level

- Narcan/Naloxone training workshop
June 2018
- Health Equity Summit, University of Maryland: Eastern Shore
April 2018
- Peninsula Orthopedics Associates CEU events:
 - 2018: “Stop the Bleed” workshop
 - 2017: Acupuncture for Athletes; Opioid and Substance Use
 - 2016: Dermatological Conditions

Other

- NEXUS Webinar Fundamentals of IPECP
Spring 2018
- CDC “Head’s Up” Concussion training
August 2011

DOMINIQUE M ROSS

402 Centerline Rd, Presque Isle, ME 04769 | (904) 412-6083 | aaron.p.marston@maine.edu

EDUCATION

Marshall University, Huntington, WV
M.S. in Health and Physical Education **2003**
 Concentrations in Athletic Training and Exercise Science

University of Maine at Presque Isle, Presque Isle, ME
B.S. in Health and Physical Education **1997**
 Concentration in Athletic Training

Minor in Fitness and Wellness

AWARDS

Distinguished Teaching Award 2015---2016
 Innovative Teaching Fellow 2014 – 2015

TEACHING EXPERIENCE

University of Maine at Presque Isle, Presque Isle, ME
Clinical Coordinator of Athletic Training

Fall

Advanced Assessment and Lab
Biomechanics
Therapeutic Modalities
Therapeutic Interventions I (directed study)

Summer

Intro to Athletic Training (directed study)
Athletic Training Clinical I (directed study)

Spring

Lower Extremity Evaluation and Lab
Structural Kinesiology (2 sections)
Therapeutic Interventions II
Athletic Training Clinical II
Science of Strength and Conditioning (co-taught)
Strength and Conditioning (directed study)

2017-1018

Fall

Upper Extremity Evaluation and Lab
Biomechanics
Therapeutic Interventions I

Spring

Lower Extremity Evaluation and Lab
Structural Kinesiology
Therapeutic Interventions II
Athletic Training Clinical II
Science of Strength and Conditioning

2016-2017

Instructor of Athletic Training

Fall

Techniques of Athletic Training
Upper Extremity Evaluation and Lab
Biomechanics

Therapeutic Interventions I

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Interventions II

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

2015-2016

Instructor of Athletic Training

Fall

Techniques of Athletic Training

Upper Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation and Lab

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

2014-2015

Adjunct Instructor

Fall

Techniques of Athletic Training

Lower Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

2013-2014

Adjunct Instructor

Fall

Motor Learning

Upper Extremity Evaluation and Lab

Therapeutic Modalities

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

2012-2013

RELATED EXPERIENCE

Founder and Owner

Next Level Training, Presque Isle, ME

- Designed and developed a new sports training and adult fitness facility

03/14-Present

-
- Conduct regular classes for all ages and abilities for members of the Presque Isle community
 - Regular guest on WAGM TV's "FitSource Friday's"

Consultant

06/12-08/14

NMCC, Presque Isle, ME

Kinetix Sports Performance, Valdosta, GA

SET Sports Performance, Jacksonville, FL

The HIT Center, Jacksonville, FL

Executive Director

04/03-06/12

The High Intensity Training Center, Jacksonville, FL

Clinical Athletic Training

- Developed ACL screening and prevention program in partnership with the University of North Florida
- Created and implemented a functional movement screening process complete with a corrective exercise prescription to prevent injury and address prior imbalances
- Provided superior and expedient results to injured athletes at all stages of the healing process to safely return them to competition at the highest level
- Worked closely with Heartland Physical Therapy, our in house physical therapy provider to safely assess and progress all rehabilitating clientele
- Instituted Impact Testing on site for concussion assessment and worked with medical director on return to play decisions
- Evaluation and documentation of sports therapy cases, daily taping and bracing of athletes, writing and developing protocols, emergency action planning

Education and Mentoring

- Site supervisor for athletic training, exercise physiology, strength and conditioning and sports management interns from local and regional universities. (12-15 interns annually)
- Guest lecturer at the University of North Florida, Jacksonville University, Heritage Institute, Jacksonville Sports Medicine Program, City of Jacksonville, Police and Fire
- Developed staff education initiative by teaching weekly educational in-services and getting over 90% of the staff nationally certified
- Developed educational outreach initiative to scholastic coaches locally to impart proper warm up, injury prevention and performance enhancement into their athletic programs
- Mentor ATCs, strength coaches and exercise physiologists daily

Strength and Performance

- Over 100 athletes trained for the National Football League and Major League Baseball
- Developed a multiple level progressive athletic performance program and use it to prepare hundreds of athletes annually for their next level of competition
- Perform advanced athletic ability assessments and physiological testing and interpret the data to determine optimal course of action
- Educate athletes on sports nutrition for proper weight gain, weight loss and performance enhancement
- Provide the vision and direction for a world class Olympic training center

Administration and Management

- Responsible for all aspects of personnel management including determining position needs, hiring, training and development, evaluation and promotion, and firing
- Create and work within a million dollar annual budget, reporting to ownership monthly, quarterly and annually
- Establish the vision, strategy and direction for the company

- Oversaw entire rebranding project including marketing plan, pricing strategy, incentive and referral plans, social media and website
- Identified weaknesses in processes and developed systems to efficiently handle a large volume of traffic with exceptional results and customer service

Partnerships and Outreach

- City of Jacksonville – Health Intervention Program, Police and Fire Cardiopulmonary Screening, Fit for Duty assessments
- Heartland Rehabilitation – established partnership and lease agreement
- Jacksonville Sports Medicine Program – Member, site host, and presenter
- Health Source Magazine – Advisory Board and contributor
- Executive Advantage Magazine – Advisory Board and contributor
- University of North Florida and Jacksonville University – Guest Lecturer and Internship site supervisor

Graduate Assistant Athletic Trainer 2001-2003
Marshall University, Huntington, WV

- Primary athletic trainer for men's soccer
- Speed, agility and conditioning coach for men's soccer
- Responsible for clinical education and supervision of 2-3 students

Director- The Health and Wellness Center 1998-2001
County Physical Therapy, Presque Isle, ME

- Designed and equipped a 10,000 square foot modern health and wellness center
- Developed and implemented all facets of staff, program and facility operations
- Established performance enhancement camps for area high school sports teams
- Conducted orientation meetings, assigned duties and evaluated performance of employees

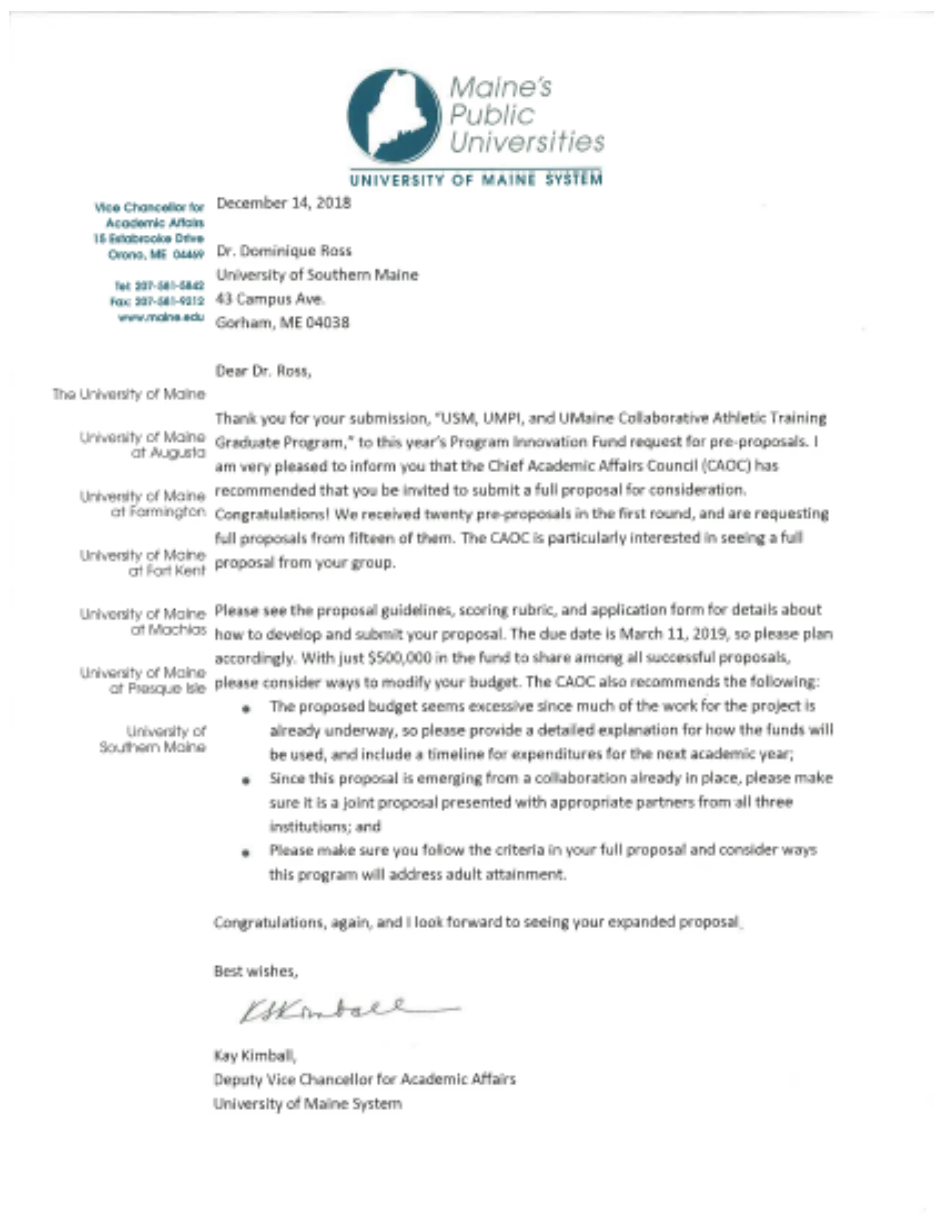
Clinical Instructor/Assistant ATC 1999-2001
University of Maine at Presque Isle, Presque Isle, ME

- Instructed student athletic trainers on evaluation, recognition and appropriate treatment of athletic injuries
- Evaluated and critiqued the progress and abilities of student athletic trainers
- Evaluated, treated, managed, rehabilitated and prevented athletic injuries and illnesses

PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS

Approved Clinical Instructor	
NATABOC Certified Athletic Trainer	#079802490
NSCA Certified Strength and Conditioning Specialist	#999805
National Athletic Trainers Association	#975244
National Strength and Conditioning Association	#98-05-15-001
First Aid/CPR Certified - American Red Cross	
NATA Member	
MATA Member	

APPENDIX F: PIF INVITATION FOR FULL PROPOSAL





APPENDIX II: APPLICATION FORM

UMS Collaborative Program Support Fund

1. **Proposed Program Title** Collaborative Master of Science in Athletic Training
2. **Amount Requested:** \$ 133,768.00
3. **Primary Applicant -**
- Name:** Dominique Ross, PhD, LAT, ATC
- Position Title:** Assistant Professor, Athletic Training Program
Director
- Campus Address:** 37 College Ave, Gorham, Maine, 04038
- Contact Number:** 207-780-5659 **Email:** Dominique.Ross@Maine.edu
- Signature/Date:** *Dominique M. Ross* 3/6/2019

4. Co-Applicant(s) Information					
	Name	Email	Academic or Admin. Office(s)	Role in Proposed Work or Program	Initials
1.	Barbara Blackstone, MS, ATC	Barbara.Blackstone@maine.edu	Dean, College of Professional Programs; Director of Athletic Training Education University of Maine at Presque Isle	Workgroup Member	BJB
2.	Brian Toy, PhD, ATC	Brian.Toy@maine.edu	Interim Dean of Lewiston-Auburn College	Workgroup Member	B.T.
3.	Noel Neptune, MEd, ATC	Noel.Neptune@maine.edu	Athletic Training Coordinator of Clinical Education, USM	Workgroup Member	NN

4.	Meredith Madden, EdD, ATC	<u>Meredith.Madden@maine.edu</u>	Athletic Training Lecturer, USM	Workgroup Member	
5.	Aaron P. Marston, MS, ATC	<u>Aaron.p.marston@maine.edu</u>	Athletic Training Coordinator of Clinical Education, UMPI	Workgroup Member	

NOTE: Each co-applicant must initial to certify their commitment to the proposal content. If more than five co-applicants are participating, please duplicate this table as needed with the remaining individuals included.

5. Required Signatures:

Department/School Chair or Director: 

Date: 3/7/19

College Dean: 

Date: 3/11/2019

Additional Signatures as needed: _____

6. Attach Proposal Narrative: In 12 pages or less, address the proposal elements as outlined in Section II of the guidelines, including the requested budget and any information regarding other sources of matching funds.

Program Innovation Fund Application

Master of Science in Athletic Training

PROPOSED PROGRAM DESCRIPTION

The purpose of this proposal is to present a collaborative Master of Science in Athletic Training (MSAT) Program offered through the University of Southern Maine (USM) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). Currently, the University of Maine System has 3 accredited undergraduate Athletic Training Programs. In 2015, The Commission on Accreditation of Athletic Training Education (CAATE) mandated that all professional programs must result in the granting of a master's degree by the end of academic year 2022. For the University of Maine System to continue to offer athletic training education, the current undergraduate level programs must transition to the graduate level and align with the 2020 Standards for Accreditation of Professional Athletic Training Programs

The University of Southern Maine and the University of Maine at Presque Isle have been working collaboratively since September, 2018 to design a graduate program that is low residency, geographically accessible and results in Board of Certification eligibility. This MSAT will be the first athletic training program in the state with distance learning opportunities. This proposal will address how the MSAT; will support a workforce need in Maine, expand adult attainment, develop credentials of value, be feasible and expedient, be collaborative and grow graduate enrollment.

WORKFORCE NEED

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the Bureau's definition of average growth rate (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

Regionally, from 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations. (https://www.maine.gov/labor/cwri/publications/pdf/Maine_Workforce_Outlook_2012_to_2022.pdf, accessed 1/30/2019).

EXPAND ADULT ATTAINMENT

The Collaborative MSAT has a unique design, rooted in contemporary pedagogy with the desire to meet the needs of a diverse demographic. The first year of the MSAT will be hybrid in nature, combining online lectures with face-to-face labs. In addition, students will begin athletic training clinical experiences located in northern or southern Maine. This portion of the program will be geographically accessible by creating learning opportunities at USM and UMPI. Limited required time on-campus will reduce the frequency of travel for commuting students.

The second year of the MSAT will combine online education with immersive clinical experiences. This portion of the program will have no face-to-face didactic or laboratory components. Students will have the opportunity to complete the immersive clinical experiences anywhere in Maine or across the US. Online courses will be asynchronous to accommodate varying schedules. Although this program does not have a part-time option, we feel that the hybrid nature and geographical accessibility provides adult learners additional flexibility when compared to a traditional graduate Athletic Training Program.

DEVELOP CREDENTIALS OF VALUE

Athletic Trainers (ATs) are healthcare professionals who provide care to patients under the guidance of a physician. ATs specialize in injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions (www.bocatc.org, 2019). To practice as an athletic trainer in the State of Maine, one must possess the ATC credential and obtain licensure from the Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. To attain an ATC credential, a student must graduate from a CAATE accredited athletic training program and pass the *Board of Certification* (BOC) athletic training certification exam. Students who successfully complete the MSAT program will qualify as a candidate for the BOC certification exam. Currently, athletic trainers are found in the state of Maine in the secondary school, college & university, clinical and industrial settings.

FEASIBILITY AND TIMELINE

The collaborative MSAT was granted permission to bypass the *Intent to Plan* and is currently undergoing the full program review process. We intend to launch the MSAT in the summer of 2020 at both USM and UMPI. As noted under "Faculty and Personnel", many of the required faculty already exist in the UMaine System and are prepared to support the transition to the MSAT. As illustrated in the timeline below, there will be a three year overlap during the teach-out phase of the undergraduate program and the launch of the graduate program.

The proposed program is highly feasible as it is simply transitioning existing athletic training programs from the undergraduate to graduate level. Both USM and UMPI currently have accredited undergraduate level programs with the necessary equipment, personnel and clinical affiliations. USM is proposing to move the Athletic

Training Program from the Gorham Campus to the Portland Campus to support interprofessional education with Nursing and provide a commuter friendly location for graduate students. This move will have associated costs, but will provide the infrastructure and location to remain competitive in the graduate education market.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UG CLASS OF 2023	FINAL UG COHORT BEGINS	UG YEAR 2	UG YEAR 3	FINAL UG COHORT GRADUATES	
GRAD CLASS OF 2022		1ST GRAD COHORT BEGINS	FIRST GRAD COHORT GRADUATES		
GRAD CLASS OF 2023			2ND GRAD COHORT BEGINS	2ND GRAD COHORT GRADUATES	
GRAD CLASS OF 2024				3RD GRAD COHORT BEGINS	3RD GRAD COHORT GRADUATES
NOTES	4 UG COHORTS	3 UG COHORTS, 1 GRADUATE COHORT	2 UG COHORTS, 2 GRADUATE COHORTS	1 UG COHORT, 2 GRADUATE COHORTS	2 GRADUATE COHORTS (INCLUDES GRAD 4)

Timeline by academic year and cohorts in the Program. Illustrates the overlap of UG and Grad cohorts.

COLLABORATION AND STATEWIDE IMPACT

The Master of Science in Athletic Training is the first collaborative athletic training program in the state and the first of its kind in the country. Our distance learning model allows for students to access this program from the northern and southernmost aspects of Maine. In addition, our curriculum was designed to enhance the student experience by emphasizing the complementary strengths of USM and UMPI. Faculty on both campuses will teach within their areas of expertise through synchronous and asynchronous online delivery. In addition, students on both campuses will have the opportunity to experience high fidelity simulation to learn AT specific skills. Faculty developing the MSAT also considered various pathways to enter the program. Students from USM and UMPI will have access to the necessary prerequisites to be considered for admission upon completing an undergraduate degree. In addition, both Universities are in the process of establishing a 3+2 option to support an accelerated graduate pathway. This collaborative model is fiscally responsible for both the UMaine System and Maine students.

As health care providers, athletic trainers serve the state in various workplace settings including high school and college athletics, industrial and occupational health settings, professional sports and clinical settings. Our students will have clinical rotations in a variety of locations to prepare them to meet the needs of their local communities. In addition, the profession is steadily expanding into non-sport settings, demonstrating a reduction in time-loss, worker's compensation claims and a high return-on-investment. Companies employing athletic trainers have reported more than a 50% decrease in costs associated with workplace injuries (<https://www.atyourownrisk.org/employers/>). The impact of athletic trainers in the state of Maine can reach far beyond athletics and are found in the clinical and industrial settings. Noting the projected job growth of athletic training both in the state and national, it is reasonable to conclude that an academic program providing a workforce would have a positive impact on the state.

ENROLLMENT PROJECTIONS

The USM athletic training program will be simultaneously teaching-out the undergraduate level athletic training program and matriculating graduate level students. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, at the time serving as USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

UG Enrollment Projections

Academic Year	Students Graduating	Attrition*	Total UG Enrollment	
2019-2020			80	4 UG cohorts
2020-21	13	12	55	3 UG cohorts
2021-22	13	12	30	2 UG cohorts
2022-23	13	4	13	final UG cohort

*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total AT Program Enrollment Projection (Grad and UG)

	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2020-21	55	10	10	65
2021-22	30	14	24	54
2022-23	13	18	32	45
2023-24	0	20	38	38
2024-25	0	20	40	40

CURRICULUM OVERVIEW
Prerequisites and Entry into the Program

Program prerequisite courses were established to ensure foundational knowledge upon entry into the program and to align with the CAATE 2020 Standards.

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)
- Psychology- 1 semester (minimum 3 credits)
- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

Program Entry

The MSAT program has two proposed methods of entry:

- 3+2 accelerated pathway
 - Students from USM and UMPI who complete prerequisite courses may apply to the MSAT in the fall of their junior year. Upon acceptance to the MSAT, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students to complete the accelerated pathway.
- Traditional graduate admittance
 - Students with the recommended prerequisites could apply to the MSAT program after completing an undergraduate degree.

Program Offerings

As a new graduate level program, faculty of USM and UMPI have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, laboratory experiences, and clinical education and experiences. The graduate program totals 64 credit hours for completion. New course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)
- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)
- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr.)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr.)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

Additionally, the Athletic Training faculty are exploring interprofessional education opportunities with Nursing and Occupational Therapy.

Research & Evidence Based Practice

Students in the MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research and evidence based practice requirement.

Clinical Experience

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM and UMPI have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education. In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

FACULTY AND PERSONNEL
University of Southern Maine

Core Athletic Training Faculty

Dominique M. Ross, PhD, ATC
Noel Neptune, MEd, ATC
Meredith Madden, EdD, ATC*

Associated Faculty

Brian Toy, PhD, ATC
Chris Scott, PhD
Jeff Murphy, PhD
Shay Daily, PhD
Jay Graves, PhD

*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2018-2019.

University of Maine at Presque Isle

Barbara Blackstone, MS, ATC
Aaron Marston, MS, ATC

At the launch of the graduate program, there will be three years in which the program has both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, CAATE 2020 Standards). To support this transition and the health of the graduate program, we request an additional tenure-track faculty line. We envision that the fixed-length position may dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at UMPI. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director. Therefore, we request the following faculty and administrative personnel to support the transition and new multi-campus graduate program.

USM Faculty:

- Existing positions
 - Program Director: Full-Time Tenure Track
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
- New positions
 - Faculty: Full-Time Lecturer (Fall 2019- Spring 2023 to support teach-out)
 - Faculty: Full-Time Tenure Track
 - Site Coordinator at University of Maine at Presque Isle: Full- Time Clinical Lecturer

Administrative Support:

- New positions
 - Administrative Assistant: Full time, Portland Campus

PROGRAM ASSESSMENT

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. The timing of the analysis will align with the first graduate cohort, academic year 2020. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, the program will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Director will collaborate with the Dean and Provost to maintain compliance.

BUDGET

Currently, USM and UMPI have accredited undergraduate athletic training programs with space and equipment to support traditional face-to-face education. Therefore, many of the necessary therapeutic modalities and educational equipment needed to maintain accreditation have already been purchased. Research equipment, technology and space renovations will be needed as we transform the program into a distance learning model with opportunities for learning and scholarship at the USM Portland campus. The following equipment and educational requests are intended to support the transition to a high quality distance learning program.

Equipment & Educational Requests	Cost
Taping Station	\$ 6,000.00
Treatment Tables	\$ 24,000.00
Classroom Furniture	\$ 7,000.00
Whirlpool	\$ 6,600.00
Rolling Stools	\$ 2,000.00
Ice Machine	\$ 6,200.00
High-low adjustable tables	\$ 6,000.00
Treadmill	\$ 5,500.00
Plyobox Set	\$ 400.00
Skeletons	\$ 2,600.00
PolyCom	\$ 67,468.00
Total	\$ 133,768.00

Technology:

The distance learning model will incorporate face-to-face didactic and laboratory experiences, synchronous and asynchronous online learning and clinical education. To effectively deliver synchronous lectures and laboratory experiences, classrooms must be equipped with contemporary technology. Cameras used to broadcast live images of the instructor lecturing, facilitating activities and demonstrating discrete skills will be critical to support students off-site. The athletic training classroom space will also need to be equipped with microphones and screens to ensure that regardless of location, students will have the opportunity to actively engage in the lesson. Our technology request is grounded in conversations with PolyCom to support classroom technology at USM and UMPI.

Space Renovation:

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. Relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to engage in scholarship.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. The allocated space in Portland requires educational laboratory equipment including: taping and treatment tables, rolling stools, classroom tables and chairs, a whirlpool, ice machine, high-low adjustable treatment table, treadmill, plyobox set and skeleton models.

APPENDIX A: BUDGET

REVENUE PROJECTIONS

AY 2020-2021			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	45	In-State	\$ 271.00
Spring	45	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	93		
Student Count		Total Revenue Undergraduate	
IS	41	\$ 1,780,020.00	
OS	7		
RSP/Can	7		
Total	55		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	14	In-State	\$ 407.00
Spring	14	Out of State	\$ 1,100.00
Summer	8	NEBHE/Canadiar	\$ 651.00
Total	36		
Student Count		Total Revenue Graduate	
IS	8	\$ 180,252.00	
OS	1		
NEBHE/Can	1		
Total	10		
		Total Program Revenue	
		\$ 1,960,272.00	

AY 2021-2022			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	30	In-State	\$ 271.00
Spring	30	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	63		
Student Count		Total Revenue Undergraduate	
IS	23	\$ 654,381.00	
OS	4		
RSP/Can	3		
Total	30		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadian	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	18	\$ 805,056.00	
OS	3		
NEBHE/Can	3		
Total	24		
		Total Program Revenue	
		\$ 1,459,437.00	

AY 2022-2023			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	15	In-State	\$ 271.00
Spring	15	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	30		
Student Count		Total Revenue Undergraduate	
IS	10	\$ 137,100.00	
OS	2		
RSP/Can	1		
Total	13		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadiar	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	24	\$ 1,073,408.00	
OS	4	Total Program Revenue \$ 1,210,508.00	
NEBHE/Can	4		
Total	32		

AY 2023-2024			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$1,100.00
Summer	18	NEBHE/Canadiar	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	30	\$ 1,229,696.00	
OS	4	Total Program Revenue \$ 1,229,696.00	
NEBHE/Can	4		
Total	38		

AY 2024-2025			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$ -	
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	22	Out of State	\$ 1,100.00
Summer	18	NEBHE/Canadian	\$ 651.00
Total	64		
Student Count		Total Revenue Graduate	
IS	32	\$ 1,281,792.00	
OS	4	Total Program Revenue \$ 1,281,792.00	
NEBHE/Can	4		
Total	40		

Revenue is based on enrollment projections of athletic training students at the Bachelor's level and enrollment of MSAT graduate students.

PERSONNEL

Personnel Cost	Salary	Benefits	Total
FT Tenure 1 (Program Director)	\$ 65,000.00	\$ 34,450.00	\$ 99,450.00
FT Tenure 2	\$ 60,000.00	\$ 31,800.00	\$ 91,800.00
Lecturer 1	\$ 50,000.00	\$ 26,500.00	\$ 76,500.00
Lecturer 2	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Site Coordinator 1	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Administrative	\$ 35,000.00	\$ 18,550.00	\$ 53,550.00
Total (2020-2023)			\$ 528,600.00
Total (2023-2025)			\$ 452,100.00
PD Summer Stipend (1/9th salary)			\$7,000
CEC Summer Stipend (1/9th salary)			\$6,000
PD Admin Stipend Academic Yr			\$6,000
Summer Teaching Stipends (18 credits)			\$20,000
Total			\$39,000

As previously mentioned, the Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

OPERATIONAL BUDGET

Operational Budget	
Faculty License, Credentialing	\$3,700.00
Student Clinical Supplies	\$3,000.00
Accreditation Fees	\$10,000.00
Professional Development	\$8,750.00
ePortfolio System	\$5,000.00
Travel & Meals (In-State)	\$3,000.00
Equipment Calibration &	\$1,500.00
Lab & Educational Supplies	\$10,000.00
Office Supplies	\$500.00
Software	\$10,000.00
BOC Approved Provider	\$250.00
Event/ Symposium	\$500.00
Special Events	\$500.00
Facilities and Admin Cost to	\$250,000.00
Total	\$306,700.00

PROGRAM EXPENSES AND REVENUE

Expenses			
	Operational	Personnel	Total
20-21	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
21-22	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
22-23	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
23-24	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
24-25	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
Revenue			
	Undergraduate	Graduate	Total
20-21	\$ 1,780,020.00	\$ 180,252.00	\$ 1,960,272.00
21-22	\$ 654,381.00	\$ 805,056.00	\$ 1,459,437.00
22-23	\$ 137,100.00	\$ 1,073,408.00	\$ 1,210,508.00
23-24	\$ -	\$ 1,229,696.00	\$ 1,229,696.00
24-25	\$ -	\$ 1,281,792.00	\$ 1,281,792.00
AY Net			
20-21	\$ 1,124,972.00		
21-22	\$ 624,137.00		
22-23	\$ 375,208.00		
23-24	\$ 470,896.00		
24-25	\$ 522,992.00		



Barbara Blackstone, M.S.S., ATC
Dean, College of Professional Programs & Education
Associate Professor of Exercise Science
181 Main Street
Presque Isle ME 04769-2888 USA
www.umpi.edu
VOICE 207 768.9415

March 4, 2019

Re: Masters of Science in Athletic Training

Dr. Neely:

The University of Maine at Presque Isle faculty have worked closely with the Program Director and the faculty at the University of Southern Maine in regard to the Masters of Science in Athletic Training. We have worked together developing all of the pre-requisites for the undergraduate students, the curriculum for the MSAT and what equipment is needed for the program.

We are excited for the possibility of this program, we have several students in each of our exercise science cohorts that are looking to enroll in a master's program. We need to keep our best students in athletic training in the state of Maine, we believe this program will meet that need.

We are in full support of this MSAT.


Barbara Blackstone



Vice Chancellor for
Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: October 16, 2019

To: Dannel Malloy, Chancellor
University of Maine System (UMS)

From: Dr. Robert Placido, VCAA

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias


University of Maine
at Presque Isle

University of
Southern Maine

Regarding: UMPI Academic Program Proposal: M.A. in Organizational Leadership

Please find the attached program proposal from the University of Maine at Presque Isle (UMPI) to offer a M.A. in Organizational Leadership (MAOL). The attached material includes a recent letter of support from President Ray Rice, as well as the full proposal. This program is designed to meet regional needs and is proposed in a way that will enhance the collaboration between the University of Maine at Fort Kent (UMFK) and UMPI.

The proposed MAOL was reviewed and subsequently recommended by the Chief Academic Officers Council on October 3, 2019. Thus I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
			Approval of UMPI MAOL

 
Chancellor Dannel Malloy Date



Office of the President
181 Main Street
Presque Isle ME
04769-2888 USA
www.maine.edu

September 18, 2019

Robert Placido, Interim Vice Chancellor for Academic Affairs
Estabrooke Hall
University of Maine

Dear Vice Chancellor Placido,

Please find, attached, a Program Proposal for a M.A. in Organizational Leadership, presented by the College of Professional Programs as an exclusive CBE-modality degree offered by the YourPace program at the University of Maine at Presque Isle. This program includes a Director position jointly funded between UMPI and UMFK who would be responsible for developing 4+1 pathways for Business and other programs at the two institutions into the MAOL as well as potential additional pathways with other UMS institutions. Although, as supporting documents illustrate, this program is designed to meet regional needs, it also serves a potential national audience in regards to the CBE programming included within the System's agreements with Academic Partnerships. The MAOL effectively complements the CBE-BBA degree and would allow for a seamless transition of CBE students from undergraduate to graduate programming marketed through Academic Partnerships. Both the prior Intent to Plan and this Program Proposal were approved through the University's internal governance procedures, including approvals by Faculty Assembly, Curriculum Committee, and the Academic Program Planning and Assessment procedures.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, which appears to read "Ray J. Rice". The signature is fluid and cursive.

Raymond J. Rice
President

UNIVERSITY OF MAINE SYSTEM PROGRAM PROPOSAL**University of Maine at Presque Isle****I. Full program title: Master of Arts in Organizational Leadership****II. Program objectives****A. Narrative description of program rationale**

The University of Maine at Presque Isle (UMPI) started the first UMS competency based online degree program (CBE) offering in the fall of 2017. Branded as the UMPI YourPace Program, this innovative modality has witnessed consistent growth, an increase in enthusiasm and interest, and will expand from one inaugural program to seven by the summer of 2020. This CBE program features:

- accelerated coursework
- year-round scheduling with multiple start dates
- authentic, experiential assessments
- a fully asynchronous online competency-designed modality
- highly competitive subscription tuition rates

Very successful in the undergraduate market, there has been an increasing demand for graduate level programs offered via this modality. The Master of Arts in Organizational Leadership program (MAOL) is intended to meet a specific professional degree program need within the CBE modality, one recognized both nationally and locally within the Aroostook County/Western New Brunswick area as noted by the attached letters of support.

The supporting documents show an undeniable need in Aroostook County, but the growth in demand of this type of programming is not unique to this part of the state. Fifty-eight percent (58%) of all U.S. companies say their number one strategic priority is closing their current leadership skills gap. According to research by Northeastern University, these companies spent \$31 billion on leadership programs in an attempt to achieve that priority. Companies plan to increase their total spending on leadership development initiatives over the next few years.

The University of Maine System's 2013 ABCDE Committee report listed the establishment of new online graduate programs, specifically on UMS small campuses, as a system priority. Both the 2015 and 2018 status updates to that report indicate that although some progress has been made, we are continuing to lose ground, especially to private and for-profit online providers. Having highlighted this as an area that has still not been addressed, expansion of online graduate programming is a priority recommendation in the 2018 ADC report and recommendations. This program would meet professional graduate programming needs in a modality unique within UMS and could be offered at both regional and national scale.

Additionally in December 2018, recognizing that previous system initiatives, while effective on many fronts, did not do enough to respond to the changing workforce needs of the State, the Board of Trustees declared a set of strategic priorities that will guide academic and fiscal strategy. This declaration stated "the Board has determined that, to be academically responsive to the State's

critical workforce and societal needs and be more competitive in the national higher education marketplace, UMS universities must better serve their learners to help them become critical, creative, and ethical thinkers who can adapt to changes to work and society that will occur over the course of their lives”.

The innovation associated with competency based degree programs aligns with several of these priorities, but most specifically, Strategic Goals and Actions 1. Advancing Workforce Readiness and Economic Development and 3. Aligning Academic Programs and Innovation to Drive Student Success and Employer Responsiveness.

In the State of Maine alone, there are more than 183,000 adult learners with a bachelors degree that could be graduate candidates, yet according to the UMS Spring 2019 enrollment report, there are only 226 total students pursuing graduate studies. That is less than 0.12% of the possible in-state market, not taking in to account out of state or international student prospects. At a time when all national trends report increases in online graduate learning, the UMS experienced a 7.4% decrease in enrollment. It is evident that the current programming is not yet engaging the needs of all learners. Standard models of delivery, including traditional online programming with varying levels of synchronous/hybrid models, does not always meet the level of flexibility required by many contemporary learners. One major distinction between competency based and traditional online programming is its fully asynchronous nature. In addition, the CBE modality ensures that all content is available for a single platform source and, an especially important feature for many full time-working learners; its flat subscription rate ensures that there are no additional charges to the learner.

B. General program goals (limit to 3-5 major items maximum).

The general goal of this program is two-fold. It meets UMPI and UMS priorities of increasing access to quality programming, increasing degree attainment, and expanding our role as a driver of economic growth throughout the state. Additionally, as previously noted, there is a leadership skills gap nationally across multiple industries. The strategic design of the curriculum and the flexible modality will offer an option to employees that need to add skills and credentials, but not at the expense of their career.

Specific program goals are depicted by the following program mission and vision statements:

Mission

The UMPI Master of Arts in Organizational Leadership program provides a transformational learning experience that develops resilient leaders with the creativity and innovation needed to construct purposeful and sustained change in today's evolving world.

Vision

The UMPI Master of Arts in Organizational Leadership program aspires to become a global educational leader offering impactful programs that transcend borders, providing anytime, anywhere learning access and sustain a culture of lifelong learning.

- C. Specific student outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)

Master of Arts in Organizational Leadership Program Learning Outcomes

The six categories of leadership program outcomes are organizational complexities, leadership, cognition and application, strategy and innovation, civic engagement, and ethics and social responsibility. Under these areas, graduates will be able to:

Organizational Complexities

- Evaluate organizational dynamics in the areas of structure, behavior, culture, and their implications for leadership at various levels
- Develop an understanding of change processes and be able to think critically about obstacles to change

Leadership

- Demonstrate the ability to understand and apply communication theory in order to effect appropriate change in a variety of leadership settings
- Exhibit and reflect upon changes in personal leadership behavior, as evidenced by expanded self-knowledge, emotional intelligence, team-behavior, cultural awareness, and systems thinking

Cognition and Application

- Propose systemic and sustainable solutions to complex business problems using critical thinking and applied through organizational studies and leadership conceptual frameworks and theories
- Display knowledge of diverse cultures, cross-cultural communication, the dynamics of privilege and oppression, and the uses of power between groups

Strategy and Innovation

- Be adaptive leaders that use entrepreneurial thinking and innovative practices to strategically navigate the complex demand of organizational environments
- Respond positively and effectively to problems in unfamiliar contexts, applying creative ideas, methods and ways of thinking

Civic Engagement

- Act out of humanitarian values, such as being committed to social justice, engaging in social responsibility, and serving as positive social change agents
- Engage in controversy with civility

Ethics and Social Responsibility

- Recognize and address moral challenges facing leaders in organizations through application of a meaningful framework for ethical development
- Practice socially responsible leadership in a changing global environment

III. Evidence of program need

A. Existence of educational, economic and social needs to include citations or specific authorities or studies consulted.

National as well as regional trends for competency based degree programs, particularly graduate level programming, are particularly promising. In addition, there is growing recognition that such programs, although less expensive for students, maintain equivalent (if not higher) levels of overall academic integrity and rigor than more traditional programs. As documented in Forbes as recently as March 2018, research illustrates that students from lower socio-economic backgrounds are more likely to enroll in CBE programs (particularly nursing programs, both undergraduate and graduate) than traditional programming. In addition, graduates of Western Governor's University scored significantly higher in work readiness overall as well as in categories such as "grit," "organizational acumen," and "personal management."

Trends for MAOL degrees are similarly positive. The US Bureau of Labor Statistics indicated there is a 25% increase in management level employment that will consider a masters as the terminal degree for positions. Non-MBA programs such as OL are twice as popular as they were 10 years ago. In a recent Gray and Associates Program Evaluation System Report (Academic Partnerships, 2018), organizational leadership ranks 5th in the top 30 most in demand masters programs in New England. The Bureau of Labor Statistics Occupational Employment Projections to 2022 lists occupations typically requiring a master's degree for entry are projected to grow the fastest, 18.4 percent, from 2012 to 2022. Through 2022, more than 3 in 4 new jobs occurring in this group are projected to be in occupations that require at least a bachelor's degree, with the fastest projected growth among occupations that need a master's degree. In addition, as noted by the New England Board of Higher Education's (NEBHE) "Yes, Master's: A Graduate Degree's Moment in the Age of Higher Education Innovation," traditional graduate programs have focused on full-time, scholarly graduates, rather than working professionals pursuing part-time, professionally-oriented degrees with pacing flexibility and fully online modalities. Additionally, although the MBA continues to serve as a de-facto credential for leadership roles in business, employers are increasingly looking toward a wide(r) variety of degrees in sciences, healthcare, data analytics, and organizational leadership. Thus, this program would help UMS meet a clear and growing need in regards to Maine professionals.

At a November 2018 UMS market research workshop, Ruffalo Noel Levitz listed graduate programming in organizational leadership as the ninth most sought after distance education degree by adult learners, witnessing a 167% increase in degree award over the past five years.

Specifically to Aroostook County, groups such as Academic Partnership, the Central Aroostook Council on Education, and individual organizations such as MMG Insurance, Northern Light Health (formerly known as Aroostook Medical Center), Cary Medical Center, Irving Woodlands, and McCain Foods have indicated strong support for this specific degree delivered by UMPI due to the program's broad organizational context. When surveyed, these organizations indicated they do not send employees to current UMS graduate on-campus or online programs. Given the more broad organizational approach to the MAOL curriculum, additional flexibility offered in the YourPace program, and the subscription tuition model, the organizations will utilize a CBE MAOL offered through UMPI. Letters of support from these organizations can be found in Appendix A.

B. For 2-year programs, indicate potential employers who have requested the program and their specific employment projections. (Support data to be attached.) N/A

C. Detailed survey of similar programs that are offered within the University System, other higher education institutions or other agencies within the State.

Similar Programs within the University of Maine System:

There is only one similar program in the university system, the Master of Arts in Leadership Studies offered at USM. The curriculum of the two programs have some similarities, with a difference in the somewhat self-designed nature of the program at USM based on the number of elective credits a student uses to select courses of interest. The UMPI MAOL has no electives, with all courses incorporating prescribed skills intended to address directly the current workforce development skills gap.

Although not the only distinction, the most significant differentiator of these two programs would be the competency-based nature of the proposed UMPI MAOL. Although a vital element, the assessment of prior learning credits (PLA) is only one individual pre-assessment component to Competency Based Education. The vast majority of CBE students engage in PLA assessment. But CBE is a learning modality, while PLA is an academic service that could apply to any program in any delivery method. It is not a unique indicator of competency based programming.

The most unique element of CBE programming is not found in any other UMS program. It is in CBE's complete asynchronous nature. Online programming often states its asynchronous abilities, when in reality, it frequently requires the student to adhere to set deadlines and meeting schedules. Required, synchronous sessions prohibit many potential students from being able to complete such graduate programming. In addition, traditional online programs generally have calendar-based assignment deadlines and class discussion board expectations with semester based timeframes associated with them. These timelines do not always align with the schedule demands of working adults, especially ones in different time zones, both national and international.

Traditional online learning led the way in offering levels of flexibility and access not seen before in higher education but as technological and societal trends have changed, online learning has remained stagnant. The development and growth of competency based program initiatives offering truly asynchronous sessions, with only session begin and end dates as deadlines, meet the needs of a broader group of learners who are still denied access to advanced degrees due to their professional, workforce, and personal schedules. Other states with CBE programs are experiencing rapid growth in graduate online learning, where UMS experienced has experienced only incremental increases (+5% in Spring 2019 from previous year). Additionally, overall UMS graduate enrollments remain below a 4,000 total headcount threshold, with most institutions actually experiencing decreases in credit hours in Spring 2019 from the previous year. (Source: UMS Spring 2019 Enrollment Report)

Similar Programs in the State of Maine but outside of the University of Maine System:

Saint Joseph's College offers a leadership track that one can take as part of their online Master of Business Administration degree. The Leadership Master of Business Administration (LMBA) program requirement statement is as follows:

Candidates *with* a minimum of 2 years professional work experience must satisfactorily complete 42 graduate credits, with an overall GPA of Saint Joseph's College courses of 3.0 or higher.

With Program Director approval, candidates *without* a minimum of 2 years of professional work experience, must satisfactorily complete up to 60 credits, (42 graduate credits, plus up to 18 *preparatory* credits - 9 required graduate and up to 9 undergraduate) as determined, with an overall GPA of Saint Joseph's College courses of 3.0 or higher.

The required 42-60 credit hours for a non-clinical graduate degree is significantly above the standard 36-credit hour requirement and would require a much longer time to completion and total program cost for the student.

D. Enrollment projections for five years. (Support data shall be attached.)

MAOL Enrollment Projections							
		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 1	A Fall Start 1	0	0	0	0	8	8
	B Fall Start 2	8	2	0	6	8	14
	C Spring Start 1	14	3	0	11	12	23
	D Spring Start 2	23	5	0	18	8	26
	E Summer Start 1	26	5	1	20	5	25

		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 2							
	A Summer Start 2	25	5	2	18	4	22
	B Fall Start 1	22	4	2	16	10	26
	C Fall Start 2	26	5	4	16	10	26
	D Spring Start 1	26	5	6	15	12	27
Year 3							
	E Spring Start 2	27	5	5	17	10	27
	F Summer Start 1	27	5	8	13	5	18

		1	2	3	4	5	6
			(-)	(-)	(=)	(+)	(=)
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount
Year 2							
	A Summer Start 2	18	4	5	10	4	14
	B Fall Start 1	14	3	8	3	15	18
	C Fall Start 2	18	2	3	13	10	23
	D Spring Start 1	23	5	4	15	15	30
Year 3							
	E Spring Start 2	30	3	10	17	15	32
	F Summer Start 1	32	6	5	21	5	26

		1	2	3	4	5	6	
			(-)	(-)	(=)	(+)	(=)	
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount	
Year 4								
	A	Summer Start 2	26	5	8	12	4	16
	B	Fall Start 1	16	3	5	8	20	28
	C	Fall Start 2	28	6	4	18	12	30
	D	Spring Start 1	30	6	5	19	20	39
	E	Spring Start 2	39	4	9	26	15	41
	F	Summer Start 1	41	8	3	30	8	38
Year 5		1	2	3	4	5	6	
			(-)	(-)	(=)	(+)	(=)	
		Headcount from prior class	Withdrawals/ Transfer Outs	Graduates	Continuing Total	New	Total Headcount	
	A	Summer Start 2	38	8	4	26	4	30
	B	Fall Start 1	30	6	6	18	20	38
	C	Fall Start 2	38	8	7	24	12	36
	D	Spring Start 1	36	7	2	27	20	47
	E	Spring Start 2	47	9	4	33	15	48
	F	Summer Start 1	48	10	4	34	8	42

IV. Program content. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

The program explores a multidisciplinary, organizational approach to leadership stressing social responsibility and ethics, creativity and innovation, diversity and global mindset, dynamic communication and visioning, and most importantly, the value of the individual. The cornerstones of the program focus on self and authentic leadership, transformational and transactional leadership, and critical thinking and data analysis which prepare students to lead organizations.

A. outline of required and/or elective courses (not syllabi);

The competency-based Master of Arts in Organizational Leadership program consists of three Domains, each with four competencies, for a total of 12 competencies overall. Each competency is worth 3-credit hours for a total of 36-credit hours. Domain 1 focuses on the leadership foundations. Domain 2, which includes a capstone competency to reinforce the application of concepts and theories learned throughout the degree program, focuses on leadership practices. Domain 3 further explores leadership communication, creative and critical thinking, and organizational policy and strategy.

Domain 1: Leadership Foundations

Research Methods/Data-Driven Decision-Making and Planning

Foundations of Organizational Leadership

Democracy and Ethical Leadership in Decision Making

Globalization and Diversity

Domain 2: Leadership Practices

Organizational Theory and Behavior

Team Leadership and Collaboration

Leading Organizational Change

Organizational Leadership Capstone

Domain 3: Expanding Leadership Foundations and Practices

Leadership and Business Operations

Strategic Communication

Conflict and Negotiation

Leadership and Innovation

B. development of new courses and/or what they may displace;

Since this is a new program, all of the courses (competencies) will have to be developed. No courses will be displaced. The University currently partners with Brandman University, a nationally recognized leader in online competency based education, to develop curriculum, assessment, and program evaluation methods (through their independent learning management delivery division, called Strut – formerly known as Sagence). The Strut platform allows for a complete delivery and support of the CBE platform to our learners, including access to IT and instructional design. Brandman has expanded their platform to include graduate programming (for which they are already regionally accredited) and have offered to support our own expansion in this regard.

The University has also engaged faculty from UMFK to assist in the development and delivery of the curriculum. UMPI and UMFK have agreed to develop several 4+1 options for students to move seamlessly from undergraduate to graduate programming, at an accelerated pace. This will not displace current courses, rather offer students more options for course selection. We have met with representatives from a cross section of education, business, healthcare and manufacturing industries to determine overall economic and workforce development need and act as an advisory council for the program. There are opportunities for faculty from other UMS campuses to provide instructional support for the program as well.

C. type of research activity, if any, in program design;

MAOL students will expand their knowledge of leadership through interdisciplinary/collaborative research, and by discovering and pursuing a topic of scholarly inquiry and research while completing their capstone thesis project.

D. nature of independent study, clinical experience, and/or field practicums employed in curriculum design;

None initially planned.

E. impact of program on existing programs on the campus.

The MAOL program would support existing UMPI programs. The nature of the MAOL curriculum is designed to offer a graduate level option open to several undergraduate programs, adding leadership and communication skills to the technical skills from their undergraduate field. Having access to this program at UMPI, would allow our students a plan and pathway to complete a masters degree. It would open the door for 5-year agreements with undergraduate programs to allow for an accelerated pathway that could be completed in less time, with minimal disruption, and would retain them in the university system instead of losing them to competitive programs outside of the system. In addition, an MAOL in a CBE modality can provide direct pathways to undergraduate programs at each of the UMS campuses, with qualifying upper-division coursework serving as significant prior credit toward individual competencies and an additional tuition savings and accelerated time to completion for such applicants.

To start, the following programs have been identified from the UMPI and UMFK campus for initial 4+1 accelerated completion agreements. Curriculum pathways have been established based on NECHE standards for accreditation guidelines, that allow for up to 9 credits of transferable courses between the undergraduate and graduate degree. Courses will be approved at the discretion of the program director

and will allow for a seamless transition from the bachelors program in to the masters, with an accelerated completion timeline, regardless of the program or campus the student is associated with. This agreement could be expanded to other campuses.

UMPI 4+1 Programs

Accounting

Business Administration

Criminal Justice

Cybersecurity

Education

Psychology

Social Work

UMFK 4+1 Programs

Behavioral Science

Business Management

Computer Applications

Rural Public Safety Administration

V. Program resources

A. Personnel.

1. Vita of faculty who will assume major role for program to be include in appendix. (Appendix B)

Dr. Lisa Leduc, Professor of Criminal Justice – UMPI (Doctorate in Sociology)

Competencies Assigned - Globalization and Diversity, Democracy and Ethical Leadership in Decision Making

Dr. Lorne Gibson, Associate Professor of Criminal Justice and Director of Assessment and Planning – UMPI (Doctorate in Sociology, Doctorate in Education Administration)

Competency Assigned – Research Methods/Data-Driven Decision-Making and Planning

Dr. Alana Margeson, Associate Professor of Education, UMPI (Doctorate in Administrative Leadership)

Competency Assigned - Foundations of Organizational Leadership

Susan White. UMPI (CAS – Educational Leadership)

Competency Assigned – Team Leadership and Collaboration

Dr. Leo Trudel, Associate Professor of Business, UMFK (Doctorate in Business Administration)

Competency Assigned - Leadership and Business Operations

Various credentialed adjunct faculty with earned doctorate in the OL content areas (Theory and Behavior, Change Management, Communication, and Innovation).

Carolyn Dorsey, Executive Director of Competency Based Education (general program administrative support)

2. Specific effect on existing programs of faculty assignments to new program. List necessary faculty adjustments.

No faculty adjustments necessary.

B. Current library acquisitions available for new programs.

In addition to the current books, EBooks, and Journals available through the UMPI Library, students will have access to all of the libraries in Maine that are part of the MaineCat Catalog (free of charge), and we also provide interlibrary loan services worldwide through ILLiad (free of charge). The students will have the shared catalog services that allow them access to all of the same materials available to students up through doctoral programs would access. Content specific materials are available as business and leadership are current disciplines offered in UMPI's undergraduate program.

C. New equipment necessary for new program and plan for its acquisition and implementation.

Because this is an online program, no classroom, lab, or program specific equipment is needed. Computer and printing equipment for the director of the program would need to be purchased. Current quote for that equipment would be \$2100.00.

D. Additional space requirements, if any, including renovations.

No physical classroom or lab space is needed as program will be offered fully online. There is dedicated office space for MAOL program administration and student support with the YourPace offices in Normal Hall on the UMPI campus.

E. Extent of cooperation with other programs, both on the initiating campus and other -campuses.

Cooperation with UMFK and Brandman University is planned in the areas of faculty support, shared student services positions, articulation agreements, curriculum planning and development (UMFK) and program review and assessment (Brandman).

VI. Total financial consideration.**A. Estimate of anticipated cost and anticipated income of the program for five years.**

MAOL					
	Year 1	Year 2	Year 3	Year 4	Year 5
Est. total subscriptions per year	98	146	142	193	242
Subscription Rate	2000				
Revenue	\$ 196,000	\$ 292,000	\$ 284,000	\$ 386,000	\$484,000
AP Commission	\$ 98,000	\$ 146,000	\$ 142,000	\$ 193,000	\$242,000
Net Yearly Revenue	\$ 98,000	\$ 146,000	\$ 142,000	\$ 193,000	\$242,000
Expenses (Fixed)					
Program Director	\$70,000	\$70,000	\$72,100	\$72,100	\$72,100
Benefits	\$37,100	\$37,100	\$38,213	\$38,213	\$38,213
Other Fixed Expenses	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Expenses (Variable)					
LMS Platform User Fees	\$980	\$1,460	\$1,420	\$1,930	\$2,420
LMS Platform Content Usage Fee	\$5,145	\$7,665	\$7,455	\$10,133	\$12,705
Faculty	\$16,170	\$24,090	\$23,430	\$31,845	\$39,930
Total Yearly Expenses	\$131,395	\$142,315	\$144,618	\$156,221	\$167,368
Net Yearly Profit/Loss	-\$33,395	\$3,685	-\$2,618	\$36,780	\$74,632

B. Detailed information on first-year costs, including:**1. new personnel requirements (include employee benefits);**

The MAOL program will need one full-time doctorate level faculty member that will teach and provide administrative oversight to the program. This will be a shared faculty position with UMFK. Two-thirds of the program directors time will be spent on the MAOL program administration and teaching UMPI courses (graduate and upper division undergraduate courses) and one-third teaching upper level undergraduate courses for UMFK. The teaching of these undergraduate courses will support the proposed accelerated degree program options (4+1 programs) described in Section V.

Total yearly cost of the program director would be \$107,100.00 (\$70,000 plus \$37,100 benefits). We may also need to expand the teaching capacity, which may be met with additional existing faculty or adjunct faculty. This potential new cost will be supported by tuition.

Non-Academic Services

There are several non-academic offices that will offer support and/or service to the graduate program. Offices include Registrar, Student Financial Services, Advising, and Library Services. In conjunction with department leadership, capacity for absorbing graduate program tasks and students was assessed and determined there are existing infrastructure resources in place to support the program. The following represents the findings that support no additional resources are needed to begin the graduate program:

Registrar's Office – Alex Myhre, UMPI and UMFK Registrar has experience working at institutions granting graduate degrees and has systems in place to be able to process graduate records. In addition, an Associate Registrar, Jacob Theriault, was recently hired and will be working out of the UMFK office. With this new position, there is room in the workload to address graduate study needs.

Student Financial Services – Chris Bell, Director of Student Financial Services, has worked with federal regulators to ensure UMPI's financial aid program is able to process graduate awards. Federal funding for graduate programming is limited to loans, so this decreases the time associated with processing, packaging, and disbursement. There is sufficient staff in place trained to absorb this additional program work. Additionally, the Assistant Bursar will work with employers to approve and process all employer tuition programs.

Advising – In July 2019, UMPI hired a full-time YourPace Professional Advisor to work solely with YourPace/CBE students (Jessica Winslow). Her duties were designed to include advising graduate students.

Library Services – As noted in the program resources section, with the interconnectivity of all UMS libraries, UMPI graduate students will have access to the same library materials all graduate students access. Roger Getz, Director of Library Services, has prior experience with institutions serving graduate students and is able to dedicate time to assisting MAOL students on campus or remotely.

2. first-year revenue and identity of source;

Revenue would be provided through the existing university unit as generated by the MAOL tuition. With a subscription model tuition pricing at \$2000.00 per 8-week session. With the total first year subscriptions based on the enrollment projections provided, income for year one would be \$206,000.00.

3. how operational costs are to be absorbed into current campus operating budget over a 5-year period;

All operational costs outside of the faculty and program director expense are already absorbed by the current CBE programming. Faculty and director expense will be covered by tuition revenue.

4. what additional funding is required to support the program (identify the source);

Funding sources will be provided through the existing university unit as generated by CBE tuition. As of September, 2018, the CBE programs are housed within a separate organizational unit and maintain independent budgeting lines. No additional funding will be required.

5. lifetime of outside or independent funding and plan for how and when ~ becomes part of E & G budget.

N/A

VII. Program evaluation

All program evaluation will follow NECHE Standards for Accreditation (2016), specifically Standard 2: Planning and Evaluation, Standard 4: The Academic Program, and Standard 8: Educational Effectiveness; and UMPI's Academic Program Planning and Assessment Policy as outlined in the May, 2018 policy handbook and governed by the Academic Program Planning and Assessment Council (APPA).

A. A post audit of an approved new program must be made after two years.

There are six program learning objectives (PLOs) assigned to the MAOL, with the program having a total of 12 competency areas that must be mastered. The competency areas map back to a PLO, with the summative assessment for each competency considered evidence of mastery of the outcome. Formative reviews will be conducted yearly to assess PLO alignment and mastery. Additional formative feedback will also be provided by the advisory council through once a year meetings on program accomplishments, progress, and future direction.

Additionally, the following five focal areas will be assessed Learning Outcomes, Curriculum and Co-Curriculum, Teaching and Learning Methods, Student Learning Assessment, and Support of Quality Education. A more detailed list of information obtained can be found in Appendix C.

Data relating to student pace, progression, success, and retention will be collected, along with surveys (targeted) or interviews with enrolled students, alumni/graduates, employers, and the advisory board/committee. Budgetary considerations relating to enrollment, tuition revenue, and faculty or program expense will also be assessed.

Every Other Year Program Assessment

Every other year a full population of two years of rubric data (not a sampling) will be used for formative assessment of the program to include PLO alignment, effectiveness of summative assessment as evidence of PLO mastery, and student pace and progression in respect to individual competency areas.

Five Year Program Review

A summative full program review will be done every five years. This program review will follow UMS review guidelines. Yearly formative reviews will be included in the data assessed.

Program Audit and Review Collaboration

As part of the collaboration with Brandman University, Dr. Laurie Dodge, Vice Chancellor for Institutional Assessment & Planning and Vice Provost at Brandman, is working with UMPI YourPace administration on the audit and review process.

B. The results of the audit must be reported to the Vice Chancellor for Academic Affairs.

Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we identify best practices in teaching and use this information to improve our teaching?

Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment

Are we measuring the degree to which our students are achieving program learning outcomes?

Do we work collaboratively to develop and implement assessments of program learning outcomes, or are these tasks delegated to one or a few individuals?

Do we consult sources beyond our own faculty when designing assessments of program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we discuss assessment data and use our findings to improve our curriculum, cocurriculum and teaching practices?

Do we identify best practices in assessment of program learning outcomes and use this information to improve our assessments?

Do we periodically review our assessment methods to see how they might be improved?

Focal Area 5: Support of Quality Education

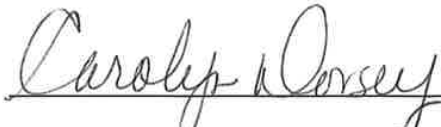
In what ways do we evaluate ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?

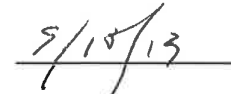
How does our budget promote or restrict our ability to implement improvement initiatives?

How do we engage our student populations (past, present and future) in order to support a high-quality, sustainable program?

(Signatures of Person(s) Responsible for Program Plan)


Submitted By:


Executive Director of Competency Based Education

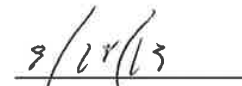

Date

Approved By:


Chief Academic Officer


Date


President


Date

Appendix A
Letters of Support

Brian M. Carpenter, Superintendent, MSAD #1

Timothy L. Doak, Superintendent, RSU #39

Robert Dorsey, President and CEO, Aroostook Partnership (BOV, UMFK)

Bill Flagg, Community Relations and Development, Cary Medical Center (BOV, UMPI)

Lucinda French, Human Resources, McCain Foods USA

Gregory LaFrancois, President, Northern Light Health A. R. Gould Hospital (Presque Isle, Maine)

Jason Parent, Executive Director/CEO, Aroostook County Action Program (BOV, UMPI)

Stephen D. Richard, Executive Director, Central Aroostook Association (BOV Chair, UMPI)

Larry M. Shaw, President and CEO, MMG Insurance

Rep. Harold "Trey" Steward III, Representative, District 147 (BOV, UMPI)

Maine School Administrative District No. 1

Castle Hill ♦ Chapman ♦ Mapleton ♦ Presque Isle ♦ Westfield

79 Blake Street, Suite #1 • P.O. Box 1118 • Presque Isle, Maine 04769-1118

BRIAN M. CARPENTER
SUPERINTENDENT OF SCHOOLS
e-mail: carpenterb@sad1.org
Telephone: 764-4101 • Fax: 764-4103

CLINTON E. DESCHENE
ASSISTANT SUPERINTENDENT FOR BUSINESS
e-mail: deschenec@sad1.org
Telephone: 768-3441 • Fax: 764-4851

DR. JENNIFER BOURASSA
CURRICULUM DIRECTOR
e-mail: bourassaj@sad1.org
Telephone: 764-4101 • Fax: 764-4103

July 26, 2018

Dr. Raymond Rice, President
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice,

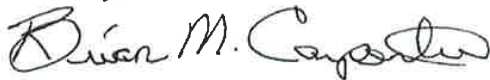
I am writing this letter in support of the Masters of Arts in Organizational Leadership (MAOL) in an online format. MAOL is an exciting new opportunity that provides opportunities for business, industry, education, municipal government and other sectors to grow, develop and improve leadership across Aroostook County and Maine.

Historically, Aroostook County has been underserved when it comes to advanced degree programs. This is true for both the education sector and the public sector. Those who wished to pursue an advanced degree needed to travel long distances. The availability of an online Master of Art in Organizational Leadership will greatly enhance leadership development and meet the needs of all sectors as they look to develop future leaders or improve the skills and knowledge of current leaders. This opportunity to have an online MAOL will bring positive change in the workplace, community and society. It will open the doors for many in an area of the State that is looking at and asking the question of how to develop future leaders and improve current leadership in an ever changing world.

The proposal for a Masters of Arts in Organizational Leadership integrates well with the initiative of the Central Aroostook Consortium on Education (CACE). CACE, in partnership with business, industry, education, municipal government and other sectors, is working to develop an International Leadership Academy. Masters of Arts in Organizational Leadership would be a natural progression and pathway to the International Leadership Academy for credentialing or PhD.

In closing I want to again confirm that the MSAD #1 Board of Directors and I as Superintendent of Schools fully support the proposed online Masters of Arts in Organizational Leadership. It is exciting to see the University of Maine Presque Isle, a local institution, take the lead to provide these types of opportunities for the community, county, and Maine.

Sincerely,



Brian M. Carpenter,
Superintendent of Schools

BMC:smt



Eastern Aroostook Regional School Unit #39

Caribou, Limestone, Stockholm

Timothy L. Doak, Superintendent
75 Glenn Street
Caribou ME 04736

tdoak@rsu39.org
207-496-6311 (Phone)
207-498-3261 (Fax)

August 1, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice,

I am writing to express my strong support for a Masters of Arts in Organizational Leadership which was discussed at our last Leadership Academy meeting at MMG. The greatest gift that technology has provided education in general, is the ability to receive courses as well as degree programs in an online approach.

Historically, Aroostook County citizens have been underserved for several years in the areas of advanced degrees. The number of barriers placed on County residents to pursue an advanced degree through our Southern Maine universities and colleges has become a leading cause for people to not matriculate in such programs. Having the University of Maine at Presque Isle be the lead institution for such a program would allow for increased enrollment and give vital support to the County's workforce for years to come. Rural areas of Maine, like Aroostook County, require an innovative approach to educating the next generation of leaders in meeting the needs of today's accountability-driven work environment.

Improving our workforce starts with the educational opportunities that our citizens, educational institutions, and businesses so desperately need. This master's program will offer Aroostook County citizens the opportunity to help expand their knowledge, skill sets, and leadership capabilities. This particular UMPI program will serve a high-needs area with the high-needs subjects in promoting life-long learning. The program's flexibility will allow for innovation and transformation of the practices that are traditionally not found in other onsite university programs.

I offer my full support for this GREAT opportunity for a Masters of Arts in Organizational Leadership offered through the University of Maine at Presque Isle. I can only hope that such a program will help design and shape the workforce of Aroostook County into highly motivated, successful, and productive employees.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy L. Doak".

Timothy L. Doak
Superintendent of Schools



A public-private partnership committed to economic growth in Northern Maine

July 23, 2018

President Ray Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear Ray,

As president of the Aroostook Partnership representing approximately one hundred businesses, the four Aroostook County colleges, and the Northern Maine Development Commission teamed to promote economic development throughout Aroostook County, I strongly support UMPI's desire to provide a 'Masters in Organizational Leadership' degree.

Aroostook County and Maine are experiencing serious demographic challenges with the oldest workforce in the nation and another **94,000** Mainers eligible to retire over the next six years. Here in Aroostook, as many as 11,000 folks will be eligible to retire over the next 10 years. These demographics will place a premium on leadership across businesses and organizations statewide. Therefore, it is ESSENTIAL that we provide more training programs to develop the much-needed leadership to maintain and grow the State's future economy.

An online program as envisioned is a very prudent approach as many in need of leadership training are in the current workforce, have families, or are in rural areas in Maine where travel could prohibit their ability to engage in campus-based education. Courses studying organizational leadership styles and attributes, ethics in business, team development, leading organizational change in dynamic times, and project management are vital to filling the pipeline of Maine's future leaders.

I applaud and fully support UMPI's desire to create this essential masters program.

Sincerely,

A handwritten signature in black ink that reads 'Robert Dorsey'.

Robert Dorsey
President & CEO



July 25, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

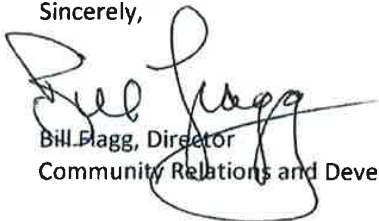
The effort by the University of Maine at Presque Isle to establish a competency based, on-line Master's Degree program a Master of Arts in Organizational Leadership comes at a great time for Aroostook County. Not only will the program advance the knowledge and technical skills so much in demand by organizations here northern Maine and beyond but it will help to increase the opportunities to achieve Master's Degree level education which has been sorely lacking in this area.

Cary Medical Center and hospitals throughout this region constantly seek new options to improve upon the talent pool when seeking organizational leadership. We have a number of very talented mid-level managers, who would certainly consider this program as we look to succession planning. The many changes in organizational culture, the importance of multiple tools that could be made available through such a graduate program would have many, long-term, benefits for organizations in Aroostook. The ability to complete the Master's program on-line makes abundant sense for isolated, rural areas of Maine like the County and would make the program more accessible to candidates.

Cary Medical Center has been a sponsor of and referred a number of our 'young professionals' to the Young Professionals Institute at UMPI and it has been a great experience for the individuals. The program is very well run, engaging, and challenging. We certainly believe that the University of Maine at Presque Isle could manage this new endeavor very successfully. The outline for the course of study would be both challenging academically and help to prepare graduates for the changing dimensions of organizational leadership in the digital age.

I am sure you will find great support for this exciting new initiative. As a member of the university's Board of Visitors I am very impressive to see the university reaching out to address specific needs here in Aroostook County. Cary Medical Center has very much enjoyed our collaborative efforts with UMPI and we look forward to seeing this latest effort become a reality. If there is anything further you need from us in terms for support please do not hesitate to be in touch with me.

Sincerely,



Bill Plagg, Director
Community Relations and Development

www.carymedicalcenter.org

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Cary Medical Center is an Equal Opportunity Employer and Provider





McCain Foods USA, Inc.

319 Richardson Road
Easton, ME 04740
Telephone (207) 488-1215 Fax (207) 488-1369

August 13, 2018

Dr. Raymond Rice, President
University of Maine at Presque Isle
[181 Main Street](#)
[Presque Isle, ME 04769](#)

Dear President Rice,

I am writing this letter in support of the Masters of Arts in Organizational Leadership (MAOL) in an online format. MAOL is an exciting new opportunity that provides much needed opportunity for local business to grow, develop and improve leadership across Aroostook County.

It is very clear that Aroostook County has been underserved when it comes to advanced degree programs. Those who wished to pursue an advanced degree are required to travel long distances or find an online option through an educational body outside of Maine.

The availability of an online Master of Art in Organizational Leadership will greatly enhance leadership development and meet the needs of many local businesses as they look to develop future leaders or improve the skills and knowledge of their current leadership teams. The opportunity to have an online MAOL will bring positive change within many work places in Aroostook County.

McCain Foods fully supports the proposed online Masters of Arts in Organizational Leadership. It is exciting to see the University of Maine Presque Isle, a local institution, take the lead to provide these types of opportunities for Aroostook County.

Sincerely,

Lucinda French
HRBP
McCain Foods USA, Inc.
207-488-1215
lucinda.french@mccain.com



140 Academy Street
PO Box 151
Presque Isle, ME 04769
207-768-4000
www.tamc.org

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Aroostook County needs a strong bench of developing leaders to lead one of the highest quality workforces in the State. Solid leadership derives both from didactic and practical experiences. The University of Maine at Presque Isle is considering expanding their offering to include a Master of Arts in Organizational Leadership. This course of study is essential in Aroostook County given the historical lack of graduate programs by public sector institutions. Our aspiring leaders currently leave the County to develop their skills. This pulls talented workers from the County and prevents them from applying their theoretical learnings to practice in the diverse set of County industries.

University of Maine at Presque Isle is a key resource to the County. It brings the best of contemporary online programs to our rural students while delivering the guidance and support a "brick and mortar" presence offers. In the current state, I see large gaps in the career path of my junior staff. They will, in all likelihood, have to leave our hospital to gain the leadership skills necessary to progress into senior roles. The Master of Arts in Organizational Leadership offered at the University of Maine at Presque Isle campus allows my future leaders to continue to support our hospital, learn leadership theory, test theory in practice, and have ready access to current leaders for guidance. This course of study will have a positive impact throughout the County and the State.

I strongly support the University of Maine at Presque Isle's initiative to bring a Master of Arts in Organizational Leadership to Aroostook County. I know many of my staff have interest in pursuing such a degree. We invest in our employees through tuition reimbursement because we value their talents. We have a strong history of collaboration with the university and expect this program will further enhance that collaboration.

I hope you will reach out to me with any questions you might have. Thank you for the opportunity to express my support for this important initiative.

Greg LaFrancois
President, The Aroostook Medical Center



Aroostook County Action Program

P.O. Box 1116 Presque Isle, Maine 04769-1116 (207) 764-3721 or 1-800-432-7881
Fax: (207) 768-3022 - www.acap-me.org

August 2, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

RE: Letter of Support for Master of Science in Organizational Leadership Degree Program

Dear President Rice:

As a longstanding partner of the University of Maine at Presque Isle, and one of the region's largest non-profit organizations and employers, Aroostook County Action Program, Inc. is pleased to lend its strong support to campus efforts to offer a Master of Arts in Organizational Leadership Degree using an online platform.

ACAP employs more than 150 individuals at nine locations and provides services to approximately 14,000 clients each year through four program areas: community health, early care and education, energy and housing, and workforce development. Through the latter, we are in regular and frequent contact with employers across northern Maine, many of whom share the need for more master's level education in the region.

Having worked in public higher education in Aroostook County for 14 years, and completed my graduate degree work in that time period, I can attest to the fact that our region has historically been underserved in graduate programs by public sector institutions. This is an opportunity for the University and System to take the lead to provide these types of opportunities for the members of our communities, both here in The County and beyond. Having earned my undergraduate degree at UMPI, I can say, without hesitation, that I would have availed myself of this opportunity.

As a current member of the UMPI Board of Visitors, I believe the Master of Arts in Organizational Leadership would be a great complement to the relatively new competency-based education programs. Individuals would work on competencies in a fully online platform, 24/7, 365 days/year, which supports working community members pursuing professional development opportunities and growth in their careers.

ACAP fully supports UMPI's request to introduce this new program and stands ready to support the University in its efforts to ensure its success. Please feel free to contact me at jparent@acap-me.org if any additional information is needed.

Sincerely,

Jason Parent
Executive Director/CEO

CC: Christy Daggett, Director Workforce Development

ACAP provides equal opportunity in employment and services



July 25, 2018

Ray Rice, President
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Dear President Rice:

It is with great pleasure that I write this letter of support as UMPI prepares to plan a new graduate level program, Master of Arts in Organizational Leadership. As the Chair of the Board of Visitors and the Executive Director of Central Aroostook Association, I applaud UMPI for going forward to implement this program. Aroostook County has seen an outward migration of people from the County, especially our youth. It is important that we develop and maintain leaders in our community, which is vital to Aroostook County. An online program like this will not only attract local leaders but also leaders "from away" who might be interested in coming to the County. There are no master's degree programs north of Orono; this would be a first. The organization that I work for sent three teachers to Orono to receive their master's degree in Special Education, and the only way that they could complete their degree was for them to drive to Orono two days a week. I am hoping that the Chancellor, and Board of Trustees, realize the importance of a program like this, especially one that will benefit UMPI and Aroostook County as a whole.

President Rice, good luck with getting this vital program established. Kudos to you and your staff for working on this online program.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Steve', with a large, looping flourish at the end.

Stephen D. Richard, Executive Director
Central Aroostook Association

SDR/ec

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P.O. Box 1245 • 25 Lombard Street • Presque Isle, ME 04769 • Tel (207) 764-0134 • Fax (207) 764-5543
www.centralaroostookassociation.com



August 1, 2018

President Raymond Rice
University of Maine at Presque Isle
181 Main Street
Presque Isle, ME 04769

Larry M. Shaw
President & CEO

As President & CEO of MMG Insurance, I am writing this letter in support of the University of Maine at Presque Isle's intent to plan a new graduate-level program, a Master of Arts in Organizational Leadership.


The potential impact of a Master of Arts in Organizational Leadership is far reaching and essential to the future of Aroostook County and the state of Maine. Identifying, developing, and supporting new and emerging leaders will allow us to collectively address looming talent shortages within our workforce. In Aroostook County the sustained surge in our aging demographic poses a significant concern for employers and the future of the region overall. Partnerships with the state's institutions of higher education are imperative in overcoming this challenge and establishing new avenues for leadership.

UMPI has a proven history of success in this area, delivering solutions and exploring unique and innovative opportunities to empower students and support their passion for professional development. For the past 11 years, MMG has collaborated with UMPI to host the annual Young Professionals Institute, a program designed to engage and connect young business professionals in the region. In 2016, MMG and UMPI united to establish the Center for Professional Development, a state-of-the-art space devoted to the professional and workforce development needs of the area.

One of the keys to UMPI's success in meeting the needs of its students and the community has been the university's commitment to ensuring accessibility. Removing the barrier of travel and the constraints of the traditional classroom has enabled UMPI to become more than a campus, transforming into an educational hub, an evolving resource and center for continued opportunity.

We are confident this proposed program has the ability to build upon UMPI's strong foundation, launching a new level of learning that will yield success across industries and communities.

Sincerely,


Larry M. Shaw
President & CEO
MMG Insurance



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HOUSE OF REPRESENTATIVES

2 STATE HOUSE STATION

AUGUSTA, MAINE 04333-0002

(207) 287-1440

TTY: (207) 287-4469

Rep. Harold "Trey" L. Stewart III

305 State Street

Presque Isle, ME 04769

Cell Phone: (207) 227-0569

Trey.Stewart@legislature.maine.gov

July 26, 2018

Raymond J. Rice, Ph.D
President and Provost
University of Maine at Presque Isle
181 Main St.
Presque Isle, ME 04769

Re: Support of a Masters of Arts in Organizational Leadership at UMPI

Dear Dr. Rice:

It is my hope that this correspondence finds you well as you prepare for the upcoming academic year and beginning of a new semester. As a member of the Legislature's Education and Cultural Affairs Committee, I write to you today to express my strong support for the creation of a new program at the University of Maine at Presque Isle (UMPI) -- a Master of Arts degree in Organizational Leadership.

Post-graduate course offerings are critical to affording our area a well-educated and capable labor force prepared for the challenges of tomorrow. No longer is it enough to solely rely on baccalaureate degrees to ensure that working professionals have access to the educational opportunities they need to excel. If we hope to remain competitive with the rest of the State, investments must be made to diversify our economy while likewise promoting innovation in human resources and product development.

Aroostook County is the oldest county in the oldest state in the nation. Additionally, we are the most rural county east of the Mississippi River. These challenges necessitate new ideas and proactivity, since many business and community leaders look to retire over the coming few years. For these entrepreneurs and trailblazers stepping forward to embrace the opportunity presented them, it is imperative that they be given the means to hone their skills through education.

As you are aware, the University of Maine System does not currently offer any master's-level programs at either of its northern Maine campuses. If we hope to meet the demands of working professionals and assist in providing well-educated, passionate, contributing members of society, we must expand the educational programs available in The County. Additionally, having access to online and digital post-graduate alternatives is the scholastic path of the future. I can personally attest to the compelling necessity of virtual learning for higher education, as I received an MBA through the University of Maine's online business school just two months ago. Without the flexibility of online learning that this program gave me, I would not have been able to complete such a rigorous program within two years while also serving in Augusta.

Thank you for your time. I hope both you and the Chancellor of the University of Maine System will give the creation of this vital program for Aroostook due consideration. Should you wish to discuss this proposal in greater detail, please do not hesitate to contact me directly.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Trey Stewart'.

Harold "Trey" L. Stewart III
State Representative

District 147 Presque Isle (part)

Appendix B

Faculty Curriculum Vitae Involved in Program

35 Hillside Street
Presque Isle, Maine
USA
04769

(207) 764-4165(home)
(207) 768-9436(work)
(207)540-7130(cell)
lisa.leduc@maine.edu

Lisa R. Leduc

Education

- | | | |
|--|----------------------|------------------|
| 2003 | Carleton University | Ottawa, Ontario |
| Doctor of Philosophy - Department of Sociology | | |
| Doctoral Dissertation: <i>Female-to-Male Violence in Canadian University and College Relationships: A Test of the Rebellion Thesis</i> | | |
| 1992 | University of Ottawa | Ottawa, Ontario |
| Master of Arts - Department of Criminology | | |
| Master's Thesis: <i>Options for Battered Women: Vocabularies of Motive and Social Support Factors in the Decision-Making Process</i> | | |
| <ul style="list-style-type: none"> Summa Cum Laude | | |
| 1989 | University of Ottawa | Ottawa, Ontario |
| Bachelor of Social Sciences - Department of Criminology | | |
| <ul style="list-style-type: none"> Summa Cum Laude | | |
| 1985 | Seneca College | Toronto, Ontario |
| Law Enforcement Diploma | | |
| <ul style="list-style-type: none"> High Honors | | |

Professional Experience

- | | | |
|---|---------------------|---------------------|
| 2008- Present | University of Maine | Presque Isle, Maine |
| Coordinator- Criminal Justice Program | | |
| <ul style="list-style-type: none"> Admissions/Recruiting Advisement (100+ undergraduates) Course Scheduling Adjunct Faculty Supervision Curriculum Revisions and Development Community Outreach | | |
| 2007-Present | University of Maine | Presque Isle, Maine |
| Associate Professor of Criminal Justice | | |
| <ul style="list-style-type: none"> Theoretical Criminology (Honors) Social Deviance Introduction to Criminal Justice Canadian Criminal Justice Criminal Justice Computing Crime Control Policies (Online) | | |

- Domestic Violence (Honors; Service Learning)
- Punishment and Corrections
- Criminology
- Innovation Engineering - Communication
- Field Experience in Sociology
- Field Experience in Criminal Justice
- New Directions in Critical Criminology (Honors)
- Comparative Criminal Justice - Drug Policies (Online)
- Probation, Parole, and Community-Based Corrections (Service Learning)
- Restorative Justice (Service Learning)
- Women and Crime (Honors; Service Learning)
- Introduction to Sociology (Honors; Online)
- Social Psychology
- Special Topics in Criminal Justice - Drug Policy (Honors)
- Restorative Justice (Service Learning)

2002-2007 University of Maine Presque Isle, Maine
Assistant Professor of Criminal Justice

1994-2002 Carleton University Ottawa, Ontario
Sessional Lecturer - Department of Sociology

- Introduction to Criminology
- Sociology of Deviance
- Police in Society
- Masculinity and Power- Honors Seminar
- Special Topics in Criminal Justice - Honors Seminar - Women, Crime and the Canadian Criminal Justice System

1997-2002 University of Ottawa Ottawa, Ontario
Sessional Lecturer- Department of Criminology

- History of Criminological Thought
- Criminological Theories I
- Criminological Theories II
- Contemporary Criminological Theories - Honors Seminar
- Socio-Politics of Incarceration
- Women, Crime and Justice I
- Women, Crime and Justice II

1994-2000 DeKeseredy Research Associates Ottawa, Ontario

Assistant Researcher

- Local, national, and international criminological research
[violence against women; poverty and crime; crime in public housing]

1991-1992 Correctional Services of Canada Ottawa, Ontario

Field Researcher

- National Sex Offender Census

1988-1990 R.C.M.P.- National Headquarters Ottawa, Ontario

Assistant Researcher

- Crime Prevention - Victim Services Branch

**Academic
Publications
(peer reviewed)**

"How Does She Stay?" - Social Support Factors in the Decision-Making Process
- **Alternate Routes** Vol. 13 2001

**CURRICULUM VITAE
LORNE D. GIBSON**

Education

Ph.D. Sociology

2007 South Dakota State University Brookings, SD

- **Dissertation:** *A Structural Symbolic Interactionist Explanation of Attitudes Toward Unwanted Pursuit Behaviors* Advisor: Don Arwood, Ph.D. (See Appendix A for Abstract)
- Specializations in social organization and social deviance
- Air Force Reserve Officer Training: Air Force Active Duty Officer Commission 2003

Ed.D. Education Administration: Adult and Higher Education

2004 University of South Dakota Vermillion, SD

- **Dissertation:** *Students' Perception Toward General Education Curriculum at a Selected Mid-Western University* Chair: Jay Heath, Ed.D. (See Appendix B for Abstract)

M.A. Sociology

1998 University of South Dakota Vermillion, SD

- Focus in criminal justice

B.A. Majors: Criminal Justice; Behavioral Science

1995 Dakota Wesleyan University Mitchell, SD

Squadron Officer School

2010 Squadron Officer College Maxwell AFB, GA

- Leadership and management training, 200 hours

Professional Academic Experience

Director of Planning and Assessment

2015- present University of Maine at Presque Isle Presque Isle, Me

- Directs the Academic Program Planning and Assessment Council, and advises and assists the Vice President for Academic and Student Affairs, Provost Council, Proficiency Based Education Steering Committee, and academic program personnel with the planning and assessment of general and specific academic programs

Assistant/Associate Professor

2015- present University of Maine at Presque Isle Presque Isle, Me

Teaching:

- Courses taught: Introduction to criminal justice, Research methods in criminal justice, Juvenile justice, Criminal law (online), Procedural law (online)
- Co-advisor of 66+ criminal justice students
- Student research advisor, Aroostook domestic protection petitions

Gibson Vitae - 2

Service:

- Director of Planning and Assessment
- University Curriculum Committee advisory member

Assistant Professor

2011- 2015 Dept of Criminal Justice/U of Wisconsin-Platteville Platteville, WI

Teaching:

- Courses taught: Introduction to criminal justice, Patterns of criminal and delinquent behavior (online), Research methods in criminal justice, Juvenile delinquency, History and change in crime
- Supervisor: 14 internships 2012-2013
- Advisor: 70+ advisees 2011-2014

Service:

- University Bylaws Committee 2014
- College Diversity and Inclusion Committee Member 2013-2014
- Department Curriculum Committee Member 2013-2014
- Development and maintenance of Criminal Justice curriculum assessment and development tool/rubric 2013-2014
- LA&E Budget Committee Representative 2011-2013
- Department Web Content Manager 2011-2013
- Criminal Justice Association Advisor 2011-2013
- Search and Screen Committee Member LAE CJ 2013
- Search and Screen Committee Chair LAE CJ 2012-2013
- Search and Screen Committee Chair LAE CJ 2012-2013
- Search and Screen Committee Member Office of Sponsored Programs 2012-2013
- Search and Screen Committee Member LAE CJ 2011-2012
- Search and Screen Committee Member LAE CJ 2011-2012
- Restorative Justice of Southwest Wisconsin consultant 2013

Scholarship:

- Prior Learning Assessment UW System Grant, Principle Investigator, developed a curriculum development program that integrated prior learning assessment procedure 2012-2013
- Grant Application: Criminal Justice Occupation Research Program, UW-System Incentive Grant \$171K 2013
- Grant Application: Rural and Urban Police Integrity Policy, National Institute for Justice (NIJ-2012-3093) \$362K 2012

Assistant Professor/1st Lieutenant, Captain

2006- 2010 Dept of Behavioral Sciences and Leadership/USAFA USAFA, CO

- Courses taught: Social deviance and control, Social change, Introduction to behavioral sciences

Service:

Gibson Vitae - 3

- Advisor-in-Charge: Served as liaison to the Academy's Registrar, set department student academic advising policies, provided academic advisor training, assisted with instructor assignment and scheduling, and directly mentored Air Force cadets on academic and personal development issues 2007-2010
- Served on Academy Accreditation Committee developing checklists and procedures for accreditation preparations 2009
- Web and Microsoft Sharepoint director: Assisted department faculty with utilization of online course instruction and assessment 2007-2010
- Served as department safety officer 2009-2010
- Served on department 2008-2009 curriculum revision committee
- Served on department academic committee 2006-2010
- Served department hiring committees
- Presented and organized department's two-week high school Summer Scientific Seminar program, 2007-2009
- Presented "Love at All Costs: Stalking that Special Someone," to behavioral science students and faculty, 2007, 2008, 2009.

Publication:

- Yamazaki, T. Gayle, et al. *Debunking the myths commonly believed to affect test performance among college students*. The Learning Assistance Review: Journal of the National College Learning Center Association. 19:2

Awards:

- Department Company Grade Officer of the Quarter, 2008
- Social Science Division Team of the Quarter, 2008-2009 Curriculum Revision Committee
- Air Force Commendation Medal, 2006-2010

Adjunct Professor

2008-2009 Continuing Education/ Colorado State University Pueblo Colorado Springs, CO

- Courses taught: Organization theory, Film and society

Graduate Assistant

2000 – 2003 South Dakota State University Brookings, SD

- Completed literature reviews, edited article drafts, and completed instruction administrative tasks

Graduate Assistant

1996 – 1997 University of South Dakota Vermillion, SD

- Course taught: Introduction to sociology

Professional Experience

Senior Occupational Analyst/ 2nd Lieutenant, 1st Lieutenant

2003 - 2006 U.S. Air Force Occupational Measurement Squadron Randolph AFB, TX

Research:

Gibson Vitae - 4

- Developed and analyzed Air Force occupational surveys (Microsoft Access, Excel, Peoplesoft, CODAP, SPSS) to assess career field training and curriculum needs, promotion testing development, and the utilization of over 20,000 Airmen 2003-2006
- Wrote and published survey reports and presented findings, training and education implications, to Air Force career field managers and Air Force commands 2003-2006
- Led in the selection, development, and integration of new data analysis software processes for Canadian, American, and Australian occupational measurement programs 2005-2006

Service:

- Served as Squadron webpage developer 2005-2006
- Served on Hurricane Katrina, Air Education and Training Command's response team, daily compiling 100+ situation reports to ensure accurate future logistical and mission development 2005
- Served as personnel training officer and monitor 2005
- Served as lead analyst on Air Education and Training Command's Sexual Assault Assessment Team, analyzing over 19,000 surveys with 890,000 responses for Air Force Headquarters and Congressional Inquiries 2004
- Served as occupational analyst trainer 2004
- Organized and directed social event for 200+ individuals 2004
- Served as panelist for AFROTC Distinguished Educators' Visit luncheon 2003

Research and Conference Presentations:

- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 1C2X1 Combat Controllers*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 1C2X1 Utilization and Training Conference, Goodfellow AFB, TX
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 61SXA Analysts*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented to Air Force Studies and Analysis Agency, Arlington, VA
- U.S. Air Force Occupational Measurement Squadron. 2004. *USAF Occupational Survey Report: AFSC 2A6X5 Aircraft Hydraulic Systems Maintenance*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2004 2A6X5 Utilization and Training Conference, Sheppard AFB, TX
- U.S. Air Force Occupational Measurement Squadron. 2005. *USAF Occupational Training Survey Report: Infection Control Practitioners*. Air Force Occupational Measurement Squadron, Randolph AFB, TX
Presented at 2005 Infection Control Practitioners Utilization and Training Conference, Sheppard AFB, TX

Award:

- Air Force Commendation Medal, 2003-2006

Alana Margeson, Ed.D.
756 Westmanland Rd.
Westmanland, ME 04783
Telephone: 207.896.3081 (HJ 207.551.1303 (CJ) e-mail:
alana.margeson@maine.edu

EDUCATION

March 2013/Dec. 2018	WALDEN UNIVERSITY, Minneapolis, MN Doctor of Education Program- Administrative Leadership for Teaching and Learning Ed.D.- Administrative Leadership for Teaching & Learning
June 2005/Dec. 2008	SAINT JOSPEH'S COLLEGE OF MAINE, Standish, ME M.Ed.- Education (Administration Concentration)
Sept. 2002/Sept. 2003	UNIVERSITY OF NEW ENGLAND, Biddeford, ME Masters in Education Program
Jan. 1997/May1997	COLLEGE OF CHARLESTON, Charleston, SC Special Education Program
Sept. 1997/ Dec. 1999 Sept. 1995/ Dec. 1996	UNIVERSITY OF MAINE AT PRESQUE ISLE, Presque Isle, ME B.S.- Secondary Education (English) B.S.- Elementary Education

CERTIFICATIONS

July 2013-July 2018	MAINE DEPARTMENT OF EDUCATION K-8 Professional (020)
July 2013-July 2018	MAINE DEPARTMENT OF EDUCATION 7-12 Professional (100)
June 2013- July 2018	MAINE DEPARTMENT OF EDUCATION K-12 Administration (040)
July 2008	COLLEGE BOARD Certified AP English Language and Composition Instructor

PROFESSIONAL EXPERIENCE

July 2016- Present	University of Maine at Presque Isle, Presque Isle, ME
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**Director of the Center for Teaching & Learning and
Adjunct Faculty Member, College of Education**

- July 2001- June 2016 RSU 39, Caribou, ME
English Teacher, Caribou High School
 AP English Language and Composition Instructor
 Middle Level English Language Arts, Math and Social
 Studies Teacher, Caribou Middle School
- October 2014-Present Solution Tree Press, Bloomington, IN
Peer Reviewer, Professional Texts on Values-Congruent
 Education and Brain-Based Assessment
- June 2011- July 2013 Recorded Books, Prince Frederick, MD and
 Triumph, New York, NY
Professional Writer, Dr. Janet Allen Text Series
- Jan. 2001 - June 2001 School Union 122, Woodland, ME
Educational Technician, Grades K-8
- Jan. 2000- June 2000 RSU 39
Long-Term Substitute, Grade 7 Special Education

PROFESSIONAL PUBLICATIONS AND PRESENTATIONS

- February 2019 Chapter, Co-author, *Routledge Handbook of Student-Centered
 Learning and Instruction in Higher- Education*, Routledge
 Press.
- May 2018 Tech Tools for Student Feedback and Formative Assessment,
 U Maine System Faculty Institute, Augusta, ME
- March 2018 Presenter- New England Secondary Schools Consortium
 Conference, Providence, RI
- December 2018 Panel Member- Proficiency-Based Education K-16, Educate
 Maine Symposium, Portland, ME
- May 2017 Swivl Robot and Teaching Applications, U Maine System
 Faculty Institute, Augusta, ME
- Fall 2015 Chapter, *Portraits of Student-Centered Classrooms*,
 Harvard Education Press
- November 2015 Teaching Partners "100 Ways" Website Featured Educator
 and Presenter, New Orleans, LA.
- June 2015 Maine Commissioner of Education Conference
 Maine Teacher of the Year Program Overview and

Meaningful K-12 Partnerships to Support Proficiency-Based Education (Two Presentations)

January-May 2015	RSU 39 Professional Development Course Co-Instructor for Class Taught to District Employees on Debra Pickering and Robert Marzano's <i>Dimensions of Learning</i>
March 2015	RSU 39 Proficiency-Based Education Symposium Using "The Three Circles" to Support Effective Instruction: Complex Reasoning, Habits of Mind, Content (Presentation)
March 2013	Maine Council of English Language Arts Conference Using Satire and Wit in Effective Instruction (Presentation)

HONORS AND AWARDS

2018	Innovative Technology Fellow Grant Recipient
2017	Nan Amadeo Award Nominee
2016	E-Learning Grant Recipient
2012	University of Maine at Presque Isle- Distinguished Alumni Award
2012	Maine Teacher of the Year
2005	UNUM "Teacher's Hall of Fame Starting 9" Nominee

PROFESSIONAL ACTIVITIES

2018	Coordinated August PK-12 Teaching & Learning Institute at UMPI, featuring keynote Brittany Ray and 6 breakout Sessions
2018	Served as mentor for University Day Education student presenters
2017	Coordinated PK-16 May Institute at UMPI, featuring keynote Speaker Dr. Tony Reibel
2016-Present	Planned, coordinated and delivered multiple faculty workshops at UMPI, including active learning techniques; instructional technology; proficiency-based methods; book clubs

2015	Invited/Attending Educational Leadership Conference (ECET2) in Seattle, WA by Bill and Melinda Gates Foundation
2015 and 2012	Participant in RSU 39's "Vision Cafe", collaborating on long-term vision and educational goals to support learning
2014- Present	Member of RSU 39's Pilot Team for New Teacher Evaluation
2014	Wrote and Received Grant from Target to take 25 high school students to see <i>La Boheme</i> at University of Maine at Orono as part of inter-disciplinary unit
2013- Present	Member of RSU 39's District Leadership Team
2013- Present	Member of National Network of State Teachers of the Year
2013	Advocated for Reauthorization of Elementary and Secondary Education Act (ESEA) in Washington, D.C. for Maine ASCD
2012-Present	Member of <i>Educate Maine's</i> Council of Advisors
2012	Advisory Board Member for <i>The Teaching Channel</i>
2011	Mentor for Student Teacher from University of Maine at Presque Isle
2009	Wrote and Received Grant from Perloff Family to highlight local history of Loring Air Force Base in a speaker panel, field trip, and commemorative DVD creation
2006-2010	Grant Team Member, Nellie Mae Foundation's <i>Partnerships for College Success</i>

PROFESSIONAL INTERESTS

- o Habits of Mind and PK-16 Influence on Learners
- o Proficiency -Based Education
- o Metacognition
- o Complex Reasoning Skills
- o PK-16 Communication
- o Student Engagement and Motivational Theory
- o Formative Assessment
- o Instruction & Supporting Pre-Service Teachers
- o Technology to Support instruction
- o Blended Learning
- o Cross-Content Literacy Skills

Susan R. White
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Caribou, ME 04736
(207)-227-1583 (H/C)
Whitesusan715@gmail.com

Education

High School

- Caribou High School 1987

B/S Elementary Education (Concentration in Social Sciences)

- University of Southern Maine 1992
- Cum Laude

Master of Education – Educational Leadership

- University of Maine Orono 2003
- GPA 3.85

Certificate of Advanced Studies – Educational Leadership

- University of Maine Orono December 2014
- GPA 4.0

Professional Experience

1992 – 1994	4 th Grade Teacher Caribou School Department
1994 – 1995	5 th Grade Teacher Caribou School Department
1995 – 1996	3 rd and 4 th Grade Title I Math Teacher Caribou School Department
1996 – 1997	4 th Grade Teacher Caribou School Department
1997 – 2002	5 th Grade Teacher Caribou School Department
2002 – 2005	Assistant Principal Caribou Middle School
2005 – 2012	Principal Caribou Middle School
2012 – 2014	Principal Limestone Community School
2014 – 2015	Superintendent RSU 39
2015 – 2019	Principal Limestone Community School

Coaching Experience

1992	Caribou High School JV Softball Coach
1993 – 2002	Caribou High School Varsity Softball Coach
1998 – 1999	Caribou Middle School Girls Soccer Coach
2000 – 2001	Penobscot Valley Conference All Star Softball Coach
2003 – 2004	Caribou High School Girls Varsity Volleyball Coach

Additional Professional Activities

1994 – 1996	Caribou Communication Link Design Team
1995	Project Seed Adapter's Grant
1997 – 2000	Student Recognition Committee at Caribou Middle School
2000 – 2001	Mentor to a first year teacher at Caribou Middle School
2001 – 2002	AARBEC (Advancing the Agenda for Results Based Educator Certification) Mentor
2001 – 2003	Member of Caribou School Department's Grade Promotion/Retention/Advancement Task Team
2002 – 2003	Member of Caribou School Department's New Teacher Induction Task Team
2002 – 2014 and 2015 – Present	Member of the Maine Principals' Association
2002 – 2014 and 2015 - Present	Member of the National Association of Elementary School Principals
2003 – 2013	Caribou/RSU 39 After School Program Community Resource Team
2003 – 2013	Member of CADET (Community Alcohol and Drug Education Team)
2006	Represented the State of Maine at the National SES (Supplemental Educational Services) Conference in Washington DC
2008	Represented the State of Maine at the National Assessment Conference in Los Angeles, California
2008	Co-Presenter at a CIPS (Continuous Improvement Priority School) Workshop in Farmington, Maine

2009	Member of the RSU 39 Facilities Committee
2010	Co-Presenter at the National Plugged In To Reading Institute in Punta Gorda, Florida
2011 – Present	Member of the RSU 39 District Leadership Team
2012	Participated in the RSU 39 Vision Cafe
2013	Attended Bea McGarvey Workshop Series on Mass-Customized Learning
2013	Member of the RSU 39 Vision Task/Writing Team
2013 – 2014	Participated in the NMEC (Northern Maine Educational Collaborative) Leadership Boot Camp Series
2013 – 2014	Member of the Limestone Community School Priority School Leadership Team
2014	Member of the Limestone Community School PTSA (Parent, Teacher, Student Association)
2014 – 2015	NMEC (Northern Maine Educational Collaborative) Board of Directors
2014 – 2015	CACE (Central Aroostook Council on Education) Executive Committee
2014 – 2015	Aroostook Superintendent's Association
2014 – Present	RSU 39 Building Committee
2014 - Present	Member of the RSU 39 Teacher Evaluation Committee
2014 – Present	Member of the Department of Education's Priority School Transformational Leaders Network
2016 – Present	Participant in the Department of Education's MoMEntum Literacy Pilot
2017 – Present	Member of the RSU 39 GEAR Up CAT Team
2019	Member of the University of Maine at Presque Isle Education Program Advisory Committee

Curriculum Vitae

Leo L. Trudel, MBA, Ph.D.
Associate Professor of Business
University of Maine, Fort Kent
23 University Drive
Fort Kent, Maine 04743
(207) 834-7657
leo.trudel@maine.edu

Education

Academic Degrees:

Doctorate Philosophy	<i>Business Administration</i>	2014 North Central University
MBA Finance	<i>Financial Management</i>	2009 North Central University
MBA Management	<i>Management/Entrepreneurship</i>	1995 Plymouth State University
Business Ed. Cert	<i>Business Ed. Certification</i>	1993 Johnson State University
Bachelor of Arts	<i>Psychology/Education</i>	1983 Franklin Pierce College

Professional Licenses:

Series 55	<i>SEC Limited Representative, Equity Trader</i>
Series 66	<i>SEC Registered Investment Advisor / Combined Uniformed State Law</i>
Series 7	<i>SEC General Securities Registered Representative</i>
State of Maine	<i>SEC Life & Health Insurance License</i>

Professional and Academic Experience

2016 – Present **Associate Professor, University of Maine at Fort Kent**

Responsible for teaching a variety of courses in the Fall semester related to the Business Management and Accounting degree programs while maintaining the same responsibilities as an assistant professor (see below 2005–2014). Serve as the division representative to the Academic Council and as the faculty representative on the University of Maine System's Board of Trustees. Applied for and received a research sabbatical for the Spring (2019) semester.

2015 – 2016 **Associate Professor, Business Administration & Accounting Degree, Division Chair/Program Coordinator, University of Maine at Fort Kent**

Obtained tenure upon receiving a Ph.D. in business with a concentration in financial management. While maintaining the same responsibilities as an assistant professor (see below 2005–2014) there are added responsibilities. These include but are not limited to, serving as Professional Management Division Chair (two years), representing the university on business program accreditation matters, such as: taking courses from IACBE on accreditation standards, writing accreditation reports, attending IACBE conferences, and consulting with administration on accreditation issues. Other duties included: 1) chairing a division restructuring committee. This included conducting focus groups, surveying designated faculty, and writing a report for the Vice President of

Academic Affairs (VPAA). 2) Assisting interim VPAA with transitioning division programs after two program coordinators left during a summer semester. 3) Serving on academic council as the representative for the Professional Management Division.

- 2005-2014 **Assistant Professor, Business Administration & Accounting Degree, University of Maine at Fort Kent**
Responsible for teaching a variety of courses related for the Business Management and Accounting degree programs. The following courses have been taught to date: Strategic Planning, Corporate Finance I and II, Investment Management, Technical Analysis, Marketing Research, Managerial Accounting, Accounting I & II, Intermediate Accounting I & II, Business Ethics, Global Marketing, Small Business Management, Micro-Economics, Macro-Economics, Operations and Production Management, Principles of Business, Investment Licensing, Salesmanship, E-commerce, and Innovation Engineering. Other responsibilities include developing and managing the accounting program, developing internships for senior business majors, developing courses and curriculum, advising students, participating in division affairs, and engaging in university service and scholarship. Assisted in developing recruiting initiatives in the United Kingdom, Spain, France, and Belgium.
- 2010-Present **Executive Director of Safe Alternatives, Caribou, Maine**
Chief Officer and founder of a non-profit medical marijuana dispensary. Responsible for the start-up and strategic planning process of this non-profit, including: writing & filing license, permits and lease agreements, develop financing, oversee hiring & marketing, and being the face for the organization. Developed a: Board of Directors, operations manual, insurance contracts, security system, and acts as a liaison to local, state and federal officials.
- 2009 – 2017 **Adjunct Professor, Husson Graduate School of Business, Bangor, Maine**
Responsible for teaching graduate level courses: international business, financial management, and market research for an MBA program.
- 2007-2008 **Co-Owner of Silver Sands International, Montego Bay, Jamaica**
This position served as an international consultant in the U.S. and Jamaica: teaching trading techniques and risk management at various schools and with various trading clients. Other duties included: market making, developing business strategist for Silver Sands Capital Management, providing sales presentations and customer service to high-end net worth clients. Developed and implemented educational seminars for existing and prospective brokerage clients teaching trading strategies. Facilitate and execute complex orders with accuracy and problem solve various issues as they arise.
- 2003 – 2005 **Adjunct Professor for the University of Maine at Fort Kent**
This position was responsible for teaching courses in a bachelor's degree program in Business Management.
- 2001-2005 **Director of Economic Development, Fort Kent, Maine**
Responsible to initiate, formulate, design, coordinate, market, implement & monitor various development projects; acquired and managed grants, analyzed & identified opportunities for additional growth; develop & actively implemented

economic development strategy; and served as advisor to public officials, staff, business groups, property owners & developers.

- 2000-2001 **Director St. Francis Development Corp, St. Francis, Maine**
This position oversaw a public agency that developed and managed affordable housing and provided rental assistance throughout the community. Responsible for advising the Board of Directors, developed and managed budgets based on federal housing guideline, oversaw staffing of various facilities and sought out granting opportunities to enhance the community.
- 1998 – 1999 **Adjunct Professor for Vermont Technical College, Randolph, VT**
This position was responsible for teaching courses in the business management associate degree program.
- 1998 – 1999 **Chief of Civil Rights, Vermont Agency of Transportation**
This position maintained several Federal regulatory programs with receipts exceeding \$20M. Developed and maintained a small business development program to increase multi-cultural business diversity. Responsibilities included: budgeting, grant writing and administration, market research, marketing the State of Vermont, business education and training, public relations, community planning, conducting performance and financial audits, feasibility studies, policy and budget analysis, forecasting, targeting contract opportunities, acquiring bonding and insurance, marketing development, developing financial strategies, implementing fiscal management controls, designing cost analysis, and aid in developing strategic management plans. Acted as a direct liaison with federal, state, local, and private agencies to implement various programs for public and private concerns.
- 1996 – 1998 **Adjunct Professor for Johnson State College, Johnson, Vermont**
This position was responsible for teaching courses in a bachelor's degree program in Business Management.
- 1992 – 1998 **Economic Development Program Manager, Vermont Agency of Transportation, Montpelier Vermont**
Oversee a multi-cultural FHWA business development program to access federal contracts for minority and women business owners. This included all aspects of business development and the oversight of three business consultants. In addition, this position held was a member of the National Association of State Highway & Transportation Officials Sub-Committee assigned to design, develop, and implement a \$22M software component for The Federal Highway Administration computerized Construction Management System. Developed and designed several database processing and tracking systems, including a spreadsheet and control management system to monitor and analyze operations while maintaining fiscal responsibility.
- 1991-1992 **Marketing Manager, Creative Apparel, Barre, Vermont**
Responsible for: projected sales of over \$3M based upon historical and market data research, increase efficiency of sales force via development of a new training program; identified areas of customer satisfaction and motivation for repeat business, and successfully initiated changes to improve marketing program accordingly; established and maintained a cooperative working relationship with

radio and print media; delivered numerous presentations and workshops for various products and services; developed and presented at various marketing trade shows; designed print media, brochures, announcements and promotional proposals for various activities; responsible for increase in revenues over a three year period of \$10M dollars through various marketing initiatives; aided in coordinating and implementing a tag-line marketing campaign; made cold calls and maintained customer relationships by identifying technical and administrative problems, analyzing needs and developing solutions.

1986-1991

Owner/Manager, Sugar Forest Farm, Cabot, Vermont

Responsible: for all management decisions, from planning through day-to-day operations. Included: contract negotiations, costing, pricing, sales, market planning & development, employee payrolls, staffing, scheduling, budgeting, workmen compensation, budget analysis, insurance, bonding, purchasing, and land use and facilities management.

1983-1986

Cost Accountant, Derektor Shipyard, New Port, RI

Responsible: for all independent job-shops which directly related to a \$350M U.S. Coast Guard contract. This included working directly with supervisors from the following divisions: inside machinists, outside machinists, electricians, sheet-metal workers and carpenters. Managed cost for over 120 employees within four divisions in a 1200 person shipyard. This included: payrolls, supervision, ROI analysis, operations analysis, forecasting, implementing EEO requirements, assisting in conflict resolution, systems planning, quality control, OSHA regulatory compliance, and budgeting.

Outside Activities

- Faculty representative University of Maine System Board of Trustees
- UMFK Academic Council
- Advisor to BREDS, Treasure Beach Foundation, Treasure Beach Jamaica
- Member of the Maine Center for Tourism Research and Outreach, CentRO
- BOD, President of Safe Alternatives, a non-profit based in Frenchville, Maine
- Advisor to UMFK Marketing Committee
- Aroostook County Tourism, Crown of Maine Committee member
- Advisor to UMFK Social Justice Club
- Committee Chair , Boy Scouts of America, Venture Crew 445
- Advisor to UMFK Investment Club
- UMFK Distance Education Committee member
- UMFK Strategic Management Committee member
- Regional Board member to IACBE
- UMFK Athletic Hall of Fame Committee member
- UMFK Club Hockey Coach

Appendix C
Program Audit Focal Areas

Focal Area 1: Learning Outcomes

Have we explicitly defined what we want students who complete our program to know and be able to do? (e.g., as employees, as graduate students, as citizens)

Do we work collaboratively to define program learning outcomes, or is the task delegated to one or a few individuals?

Do we consult sources beyond our own faculty when defining program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we communicate program learning outcomes to students, employers or other stakeholders?

Do we periodically review program learning outcomes to see how they might be improved?

(See also questions in the remaining focal areas on how we use program learning outcomes.)

Focal Area 2: Curriculum and Co-curriculum

Do we consciously design the curriculum and co-curriculum to achieve program learning outcomes?

Do we work collaboratively to design the curriculum and co-curriculum, or do they reflect our individual preferences or decisions?

Do we consider out-of-classroom activities (co-curricular activities) that could complement or be integrated into the curriculum?

Do we consult sources beyond our own faculty when designing the curriculum and cocurriculum? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we clearly communicate curricular and co-curricular requirements and the reasoning behind these requirements to students?

Do we periodically review the curriculum and co-curriculum to see how they might be improved?

Focal Area 3: Teaching and Learning Methods

Do we consciously consider program and course learning outcomes when deciding which teaching methods we will use in our courses?

Do we discuss our teaching practices with each other and work collaboratively to improve teaching and learning, or is teaching primarily an individual responsibility?

☐ Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we identify best practices in teaching and use this information to improve our teaching?

Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment

Are we measuring the degree to which our students are achieving program learning outcomes?

Do we work collaboratively to develop and implement assessments of program learning outcomes, or are these tasks delegated to one or a few individuals?

Do we consult sources beyond our own faculty when designing assessments of program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we discuss assessment data and use our findings to improve our curriculum, cocurriculum and teaching practices?

Do we identify best practices in assessment of program learning outcomes and use this information to improve our assessments?

Do we periodically review our assessment methods to see how they might be improved?

Appendix C
Program Audit Focal Areas

Program Audit Focal Areas

Focal Area 1: Learning Outcomes

Have we explicitly defined what we want students who complete our program to know and be able to do? (e.g., as employees, as graduate students, as citizens)

Do we work collaboratively to define program learning outcomes, or is the task delegated to one or a few individuals?

Do we consult sources beyond our own faculty when defining program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we communicate program learning outcomes to students, employers or other stakeholders?

Do we periodically review program learning outcomes to see how they might be improved?

(See also questions in the remaining focal areas on how we use program learning outcomes.)

Focal Area 2: Curriculum and Co-curriculum

Do we consciously design the curriculum and co-curriculum to achieve program learning outcomes?

Do we work collaboratively to design the curriculum and co-curriculum, or do they reflect our individual preferences or decisions?

Do we consider out-of-classroom activities (co-curricular activities) that could complement or be integrated into the curriculum?

Do we consult sources beyond our own faculty when designing the curriculum and cocurriculum? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we clearly communicate curricular and co-curricular requirements and the reasoning behind these requirements to students?

Do we periodically review the curriculum and co-curriculum to see how they might be improved?

Focal Area 3: Teaching and Learning Methods

Do we consciously consider program and course learning outcomes when deciding which teaching methods we will use in our courses?

Do we discuss our teaching practices with each other and work collaboratively to improve teaching and learning, or is teaching primarily an individual responsibility?

Do we consult sources beyond our own faculty when selecting our teaching practices? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we identify best practices in teaching and use this information to improve our teaching?

Do we periodically review our teaching methods to see how they might be improved?

Focal Area 4: Student Learning Assessment

Are we measuring the degree to which our students are achieving program learning outcomes?

Do we work collaboratively to develop and implement assessments of program learning outcomes, or are these tasks delegated to one or a few individuals?

Do we consult sources beyond our own faculty when designing assessments of program learning outcomes? (e.g., employers, students or graduates, comparable programs in other institutions, professional associations)

Do we discuss assessment data and use our findings to improve our curriculum, cocurriculum and teaching practices?

Do we identify best practices in assessment of program learning outcomes and use this information to improve our assessments?

Do we periodically review our assessment methods to see how they might be improved?

Focal Area 5: Support of Quality Education

In what ways do we evaluate ancillary functions and facilities in terms of how well they support program outcomes and needs in order to sustain a continuous quality improvement agenda?

How does our budget promote or restrict our ability to implement improvement initiatives?

How do we engage our student populations (past, present and future) in order to support a high-quality, sustainable program?

UNIVERSITY OF MAINE SYSTEM
Board of Trustees
AGENDA CALENDAR

A working calendar for developing agendas and submitting various reports to the Board has been designed in order to allow maximum planning in organizing presentations and reference materials. The calendar identifies the timetable for submission of items and reports which recur every six to 24 months as well as special reports with specific time lines. It does not include general items which are ordinarily on each Board meeting agenda; e.g., reports and consent agenda. The following agenda is subject to change consistent with scheduling, reporting, and other factors that the Chancellor deems necessary to consider such matters.

The Calendar will be updated and included in the Board Meeting materials on a regular basis.

- JANUARY:** Academic Affairs
 Academic Year Calendar
 Honorary Degree Nominations
 Fiscal Matters
 State Research Report
- MARCH:** Academic Affairs
 Tenure Nominations
 Tenure Report
 Governance/Administration
 Board Calendar
 Establishment of Nominating Committee
 Student Affairs
 Spring Enrollment Update
 Fiscal Matters
 Multi-Year Financial Analysis
- MAY:** Fiscal Matters
 Budgets and Student Charges
 Governance/Administration
 Election of Board Officers
 Confirmation of Board of Visitors
- JULY:** Governance/Administration
 Appointment of Standing Committees
 Human Resources
 Annual Report on Named Chairs and Professorships
- SEPTEMBER:** Fiscal Matters
 Appropriation Request
 Multi-Year Financial Analysis
- NOVEMBER:** Academic Affairs
 Awarding of Academic Degrees
 Fiscal Matters
 Review of Annual Financial Report
 Student Affairs
 Official Fall Enrollment Update



**Board of Visitors
University of Maine
Annual Report
Academic Year - September 2018 to August 2019**

Overview

Chair, Owen McCarthy, Vice Chair, Philip Hamilton, and members of the Executive Committee provided engaged and thoughtful leadership for the University of Maine Board of Visitors during the 2018-2019 year. The full Board met three times over the past year. The Board also had monthly phone updates with President.

For 2018-19, the University of Maine Board of Visitors focused on budgeting, advocacy, strategic visioning and communications and research and development planning.

Membership

There were 17 voting members of the University of Maine Board of Visitors this year. The board chairs of the University of Maine Foundation and the University of Maine Alumni Association, as well as a representative from the University of Maine at Machias Board of Visitors, attended in an *ex-officio* status. Of the 20 total members, 12 have homes in Maine; the other members reside in Connecticut, Florida, California, New York, and Washington, D.C., but retain close ties to their *alma mater* and the state of Maine. Eight of the 17 members are women. Eighteen of the members are University of Maine alumni. The members of the University of Maine BOV represent diverse professional engagements and backgrounds including but are not limited to, education, law, healthcare, engineering, finance, banking, market development, public service and nonprofit management. The BOV membership includes both active career and retired individuals.

There are currently four vacancies on the University of Maine Board of Visitors with the following outgoing members in July 2019: Hannah A. Hudson, Raymond Jean and Haywood Talcove. New members: Ellen L. Belknap, Cheryl Coffin and James M. Lyons.

Officers

Owen McCarthy, co-founder and President of MedRhythms Inc, served as Chair and Philip Hamilton, Managing Partner of Diablo Vista Capital, served as Vice-Chair.

Schedule

The University of Maine Board of Visitors met three times. The UMaine BOV met on October 4-5, 2018 and June 13-14, 2019 on campus in Orono and on February 7-8, 2019 in Portland, ME.

BOV members participated in monthly calls with President Joan Ferrini-Mundy. These calls provided an opportunity for the BOV members to receive updates about the university and to provide meaningful input and feedback on important topics and initiatives.

Meetings and Agenda Items

October 4-5, 2018

- Bond Update – Chancellor James Page
- Welcome and Overview of Meeting (Owen McCarthy, BOV Chair and President Joan Ferrini-Mundy)
- Strategic Visioning and Communication
- Flash Talks: Specific Topics with Cabinet Members and Discussion
 - Athletics – Ken Ralph
 - Enrollment Management – Lizzie Wahab

Page 1 of 2

- Student Life – Robert Dana
- Business and Finance – Claire Strickland
- Research and Graduate School – Kody Varahramyan
- Innovation and Economic Development – Jake Ward

February 7-8, 2019

- Welcome (Owen McCarthy, BOV Chair, President Joan Ferrini-Mundy)
 - Nominations Committee Update – Beth Sturtevant
- Strategic Visioning and Values (SVV) – Provost Jeff Hecker
- Board Member Updates and Cabinet Member Lunch Previews
- R & D Plan Update – President Joan Ferrini-Mundy and Jason Charland

June 13-14, 2019

- Case Study Workshop – Faye Gilbert and Michael Weber
- Welcome and Celebratory Notes (Owen McCarthy, BOV Chair, President Joan Ferrini-Mundy)
- R & D Plan Update – President Joan Ferrini-Mundy and Jason Charland
- Board Member Updates and Cabinet Member Lunch Previews
- Alumni Engagement/Foundation Update – John Diamond and Jeff Mills
- Strategic Visioning and Values Update – President Ferrini-Mundy and Provost Jeff Hecker
- Strategic Communications Plan
 - Overview and Context for Creation – President Ferrini-Mundy
 - Plan overview – Jeff St. John and Margaret Nagle
 - BOV Member feedback/Group Discussion

Submitted by: Kimberly D. Whitehead
October 1, 2019



**Board of Visitors
University of Maine at Augusta
Annual Report
Academic Year 2018-2019**

Overview

The Board of Visitors met regularly during fiscal year; the meeting cycle is quarterly. President Rebecca Wyke and key administrators provided the Board with information regarding UMA's strategic initiatives, performance, student enrollment and matriculation data, financial outlook, and information regarding the current and future year budgets.

Membership

As of September 1, 2019, there are 11 members (2 female, 9 male)

Rocko Graziano, Senior Manager, Enterprise Applications, LL Bean Corp.
Andrew Silsby, CEO, Kennebec Savings Bank
Shawn Yardley, Social Service-Health Care, Government
Dawn Gallagher, Office of the State Coordinator for HIT
Randall Liberty, Commissioner, Department of Corrections
Craig Larrabee, CEO, Jobs for Maine's Graduates
John Finnegan, Retired President, Macomber, Farr & Whitten
Jennifer Riggs, Chief Nursing Officer - MaineGeneral Medical Center, CEO - MaineGeneral
Community Care
Tom Keller, Private citizen
David Cloutier, Veterinarian, Veazie Veterinary Clinic
Richard (Dick) Thompson, Retired CIO, UMS

Officers

Andrew Silsby, Chair
Dick Thompson, Vice Chair, Liaison between the BOT & UMA BOV

All officers are engaged fully in both the community UMA serves and the institution itself. They are excellent ambassadors for UMA.

Outgoing Members

Matthew Pouliot, Realtor and Maine House of Representatives - District 86
Craig Hickman, Maine House of Representatives - District 81

Schedule

Four regular meetings were held during this reporting period:

- November 6, 2018
- January 29, 2019
- April 9, 2019
- July 23, 2019

Meetings and Agenda Items

UMA Board of Visitors Meeting November 6, 2018 Eastport Hall, Bangor Campus

BOV Members Present: Andrew Silsby, Dick Thompson, John Finnegan, David Cloutier, Rocko Graziano, Tom Keller, Shawn Yardley

BOV Members Absent: Dawn Gallagher, Craig Larrabee, Craig Hickman, Randall Liberty, Jennifer Riggs

UMA Staff Present: Rebecca Wyke, Robert Roper, Joe Szakas, Brenda McAleer, Greg Fahy, Sheri Fraser, Gilda Nardone, Tim Brokaw, Brandy Finck, Sheri Stevens, Joyce Blanchard, Tim Brokaw

UMA Staff Absent: Lauren DuBois, Jon Henry, Domna Giatas, Hirosuke Honda, Amie Parker

Introductions – All.

- I. Welcome: UMA Bangor Campus Dean, Robert Roper. Rob shared an overview of the UMA Bangor Campus. UMA has instituted a ‘Foundations Program’ at UMaine. The focus is on offering developmental courses, through UMA, to advance students’ academic readiness. There are several UMA-Bangor faculty who are teaching courses in this new initiative. We currently have 32 students enrolled in this program. These students have not yet met admission requirements to UMaine. The goal is that they demonstrate academic success with us before receiving formal admission to UMaine. ‘Farmington Forward’ is a mirror program to this one, implemented at the Farmington Campus.
- II. Approval of Minutes: A motion to approve the minutes from the July 24, 2018 Board of Visitors Meeting was made by Rocko Graziano. The motion was seconded by John Finnegan. The motion was unanimously approved.
- III. Census Update: Brandy Finck, Dean of Admissions. Brandy reported that we met our goal of admissions numbers and budget, based on solid planning. Our numbers currently are in excess of approximately 300 credit hours. We yielded 117 more students over last year, at this same time.

- IV. Pine Tree State Pledge: Brandy Finck, Dean of Admissions. The program is our pledge to pell-eligible students, if they attend UMA full time and earn their degrees in 4 years, we will offset any student debt they may need to pay. Last semester, 19 students came in with the PTSP support; we retained 15 of them. Tom Keller inquired about our 'early college' models. There are three: HS students take college classes (Aspirations); the dept. of education pays ½ the course fees and UMA waives the other ½. The early college cohort includes those HS students for whom college may not be an aspiration and our UMA faculty go to the high schools to teach specific courses (english, math, history, and science).
- V. UMA Housing Update: Sheri Fraser, Dean of Students. UMA put together an RFP for a modest request for student housing. Stevens Commons was chosen; it offers 37 beds (7 singles, 9 doubles, 4 triples). We plan to have 3 staff (1 fulltime professional, 2 students). The rent will be \$675 a month (see attached visual representation of the physical location). Fall 2019, 2nd and 3rd floor will be ready; in January, 2020 the first floor will be completed. The current public transportation in Augusta and surrounding areas (Kennebec Explorer) route includes stopping down at the bottom of the hill in Hallowell. We are inquiring whether they can make a stop at Stevens Commons. How will the demand for beds be managed? We are working out a very specific protocol such as 1st year students get priority, etc. We also want to bolster some of the majors, based in Augusta. Tom Keller suggested we may want to meet with the students utilizing the residence option to gain perspective on what is working and not working in this new arrangement. The complexity of residential life as a new component at UMA will drive increased programming and administrative oversight, both on-site and also on the main Augusta campus.
- VI. The Shifting Funnel of UMA Students: Brandy Finck, Dean of Admissions reported that for the spring 2019 semester, UMA is up 16% in applications, seeing an increase of 277 in new admits, and yesterday we had 55 students enroll. For Fall 2019, we have a 70% increase in number of applications, we are up 400% in the number of students we have admitted. Our transfer student numbers are flat. We have already admitted almost 100 students for Fall, 2019, which is an unprecedented number. Out-of-state student numbers are up 25%.
- VII. Updates & Other Business:

The BArch program will host its accreditors this week, the National Architectural Accrediting Board (NAAB), established in 1940, is the oldest accrediting agency for architectural education in the United States. The NAAB accredits professional degrees in architecture offered by institutions with U.S. regional accreditation. Currently, there are 153 accredited programs offered by 123 institutions. UMA's

BArch Program is the only public program north of New York. The NAAB develops standards and procedures appropriate for the education of architects. These standards are developed by architectural educators, practitioners, regulators, and students. NAAB has visited annually for the past 5 years, so we have a good sense of those items we need to adjust in order to gain accreditation.

VIII. Tours of Academic Program Areas: Lead by UMA-Bangor Campus Dean, Rob Roper

- a. Dental Clinic Tour – Dawn Bearor
- b. Veterinary Technology Program Area – Allison Perry Simpson

Meeting adjourned at 4:20 pm

Respectfully submitted,

Joyce M. Blanchard
VP for Advancement & Chief of Staff

UMA Board of Visitors Meeting
January 29, 2019
Klahr Center Classroom, Augusta Campus

BOVs Present: Chair, Andrew Silsby, Craig Larrabee, Rocko Graziano, Dawn Gallagher, Tom Keller, Jennifer Riggs, Randy Liberty, Dick Thompson, Brenda McAleer

BOVs Absent: David Cloutier, Craig Hickman, Shawn Yardley, John Finnegan

UMA Staff Present: President Wyke, Joe Szakas, Gilda Nardone, Lauren DuBois, Sheri Fraser, Greg Fahy, Sheri Stevens, Tim Brokaw, Hirosuke Honda, Joyce Blanchard

Guest: Deborah Meehan

UMA Staff Absent: Jon Henry, Domna Giatas, Brandy Finck, Amie Parker

Chair's Remarks – Andrew Silsby reported that he participated in a listening session, along with the other BOV chairs from sister institutions, related to the UMS' search committee's work as they build a criteria list of leadership attributes they wish to have for the new Chancellor. James Page will be stepping down on June 30, 2019. The BOVs were encouraged to provide feedback on the suggested criteria outlined for the next Chancellor.

Approval of the Minutes from the November 6, 2018 BOV Meeting: Rocko Graziano made a motion to approve the minutes of the November 6, 2018 Board of Visitors Meeting. Jennifer Riggs seconded the motion. The motion was unanimously approved.

Demonstration of Zoom Classroom Technology in Room 15 of the Katz Library: Dr. Brenda McAleer led the BOV members over to the Katz Library classroom so that they could see the demonstration.

BOV/BOT Summit: Inclement weather prohibited several folks from attending the summit in person. The focus of the meeting was on the Declaration of Strategic Priorities. Feedback from the BOVs included needing more time in the future to digest and provide edits. At the recent Board of Trustees meeting, the document was approved. This document will serve as the UMS's work plan for the next 3-5 years.

FY 20 Budget Review: Tim Brokaw provided an overview of the FY 20 Budget. The budget was presented on Friday, Feb 1st to the System Office. As background narrative, the FY 20 budget supports three specific priorities: 1. strengthening student success 2. advancing academics and 3. cultivating reputation and resources (marketing, communications). The budget will get the final approval at the May 19th Board of Trustees meeting. On March 19, it will go to the FFT Committee meeting for review.

UMaine Foundations Program: The UMA student cohort falls just below the entrance requirements to get in to UMaine through SAT or Admissions testing. For the first three semesters they are UMA students – and then they transfer to UMaine. A reverse transfer then occurs after the 4th semester where the students obtain an associate's degree from UMA.

Pine Tree State Pledge Update: For the Fall 2018 semester, there are 118 Pine Tree State Pledge recipients. We are expecting 125 for next fall. Over the next four years, that number will likely increase and then even out.

Lincoln County Services Discussion: Deb Meehan provided an overview the services that the Centers offer in Lincoln County. Gilda Nardone also provided an overview of what services are available in that area through New Ventures Maine. Outreach occurs through Medomak Valley High school and Lincoln Academy. Some of the offerings include Planning for a Career in Education, How to Start a Small Business, and Financial Education and Asset Building. Waldoboro and Damariscotta are also NVM service areas, as is the Island Institute and the Regional Planning Commission. There is also a Senior College group in the area.

President's Term – Chancellor Page will be holding listening session in March with the faculty senate, students, leadership team members and the Board of Visitors to gain insight and feedback about President Wyke's performance and how to proceed with securing leadership of UMA. Becky is currently nearing the end of her 2nd year of a 3-year appointment. Options include: direct hire with a 2-year rolling contract or a national search.

UMA Quick Facts – an updated version of the UMA fact sheet was distributed that reflects the most current UMA data points.

Other Business:

2019 Additional President's Open Forums – Noon-1:00

- Wednesday, April 24, 2019 – Augusta (live streamed)
- Thursday, April 25, 2019 – Bangor

2019 Commencement Breakfast & Event

- Saturday, May 11

- 8:00 am Breakfast with Commencement Speaker & Stage Party
- Saturday, May 11
10:00 am Commencement Ceremony
Augusta Civic Center

UMA Hosts UMS Board of Trustees Meeting

- Sunday, May 19 & Monday, May 20

Board of Visitors/Board of Trustees Summit

- Monday, June 3

Upcoming Board of Visitors Meetings

- April 9, 2019 – Augusta Campus – 3:30p-5p
- July 23, 2019 – Augusta Campus – 3:30p-5p

Motion made to adjourn by Andrew Silsby.
Regular Meeting adjourned at 4:30 pm
Executive Session.

Minutes Respectfully Submitted by,

Joyce M. Blanchard
VP for Advancement & Chief of Staff

UMA Board of Visitors Meeting
Tuesday, April 9, 2019
Alumni Center Conference Room

BOV Members Present: Andrew Silsby, Dick Thompson, Jennifer Riggs, Shawn Yardley, David Cloutier, Rocko Graziano, Craig Larrabee

BOV Members Absent: Tom Keller, John Finnegan, Craig Hickman, Dawn Gallagher, Randy Liberty

UMA Staff Present: President Rebecca Wyke

Chair Andrew Silsby called the meeting to order at 3:35 pm.

New Chief Business Officer

President Wyke reported that Harry “Buster” Neel would be the interim Chief Business Officer following the retirement of Tim Brokaw. Buster comes to UMA through The Registry and previously served in the CBO role at USM for several years.

Enrollment Report

President Wyke reported on enrollment as of April 5th:

- 1,150 students (30.6% of budgeted credit hours) have already registered for the fall, and 937 have registered for summer courses.
- Out-of-state credit hour registration is up 50.9% (76 v 56 students).
- Currently anticipating an increase in the entering class of at least 10% more (863 in fall '18 vs. 940+ in fall '19).

Admissions as of March 31st:

- UMA has an increase of 78% in first year applications for summer/fall 2019. In 2018 we had 843 applications and we have 1,499 for 2019.
- UMA has an increase of 18% in transfer applications for summer/fall 2019. In 2018 we had 629 applications and we have 744 for 2019.
- Notably, first-year in-state apps are up 46%, and out-of-state apps are up 215%.
- UMA is hosting many yield activities, such as FAFSA Workshops and Accepted Student Days at both the Augusta and Bangor campuses.

Pine Tree State Pledge Update

President Wyke reported that for spring 2019, there were a total of 269 students who were eligible for a Pine Tree State Pledge award and received some type of aid which included a PELL Grant.

- Of the 269 students, 141 students did not receive a Pine Tree State Pledge because other gift aid paid for tuition and mandatory fees. Of the 141 students, 84 were first-year and 57 were transfers.
- Of the 269 students, 128 students received a Pine Tree State Pledge with awards totaling \$111,116. The average award was \$869 with a median of \$453 that included a minimum award of \$12 and a maximum award of \$3,436.
- Of the 128 students, 48 were first-year with awards totaling \$39,969. The average award was \$833 with a median of \$465 that included a minimum award of \$64 and a maximum award of \$3,436.
- Of the 128 students, 80 were transfers with awards totaling \$71,147. The average award was \$889 with a median of \$452 that included a minimum award of \$12 and a maximum award of \$3,296.

Update on Housing at Stevens Commons

President Wyke reported that UMA housing in Stevens Hall at Stevens Commons will be available for the Fall 2019 semester. The units are suite style with 1-3 bedrooms, a bathroom and kitchenette. Thirty-three (33) beds are available in the fall and 6 additional beds are available in January.

Rooms will be assigned through a lottery, with priority to new-to-UMA students. The first lottery is taking place on April 15th. After the first lottery, slots will be filled as spaces become available. Returning students will be eligible beginning June 1st.

Forty-six (46) applications have been received to date with the following profile:

27 Female	19 Male
38 Under 21	8 Over 21
29 From Maine	17 Out-of-State (PR, CA, GA, MA, NC, NH, NY, RI, TX, VT and 4 from France)
40 New-to-UMA	6 Continuing Students

A few suites have been designated as community suites. There are separate lotteries for these and individual students may enter multiple lotteries. Community suite applications received as follows: Architecture (3), Aviation (5), French Tutors (4), Out-of-State (8) and Athletes (9).

Stevens Hall will be staffed with a full-time Residence Manager and 2 student Resident Assistants.

Annual Giving Report

President Wyke distributed a report on Annual Giving at UMA, 2015 – 2019.

BOV Community Feedback

The BOV shared a brief discussion on community interactions with UMA.

BOT/BOV Executive Committee Meeting

Dick Thompson gave a brief update on the meeting.

FY20 Budget Review & Progress on Turnaround

President Wyke reviewed the FY20 Budget in greater detail, and also shared UMA's multi-year financial analysis.

May 19th & 20th BOT Meeting at UMA

President Wyke discussed the agenda for the meeting and opportunities for BOV participation. Chair Silsby led a discussion of what the BOV should highlight to the BOT.

BOV Discussion

Chair Silsby led a brief discussion on the new format of the meeting. Members generally agreed the new format with fewer staff was helpful in generating more discussion.

Adjournment

Chair Silsby adjourned the meeting at 5:04 pm.

Minutes Respectfully Submitted by,

Rebecca M. Wyke, Ed.D.
President

UMA Board of Visitors Meeting
July 23, 2019
Stevens Hall at Stevens Commons, Hallowell

BOV Members Present: Andrew Silsby, Chair of the BOV, Tom Keller, Rocko Graziano, Jennifer Riggs, Dawn Gallagher, Randall Liberty, Shawn Yardley, Craig Larrabee.

BOV Members Absent: Dick Thompson, David Cloutier, John Finnegan

UMA Staff Present: Rebecca Wyke, President, Joe Szakas, Buster Neel, Brandy Finck, Joyce Blanchard, Sheri Fraser

UMS Guests: Chancellor Malloy, James Thelen, Chip Gavin
Chair Andrew Silsby called the meeting to order at 3:30 p.m.

Introductions All

Approval of the minutes from the April 9, 2019 UMA Board of Visitors Meeting Andrew Silsby moved to approve the minutes; Shawn Yardley seconded the motion. The motion to approve the minutes of the April 9, 2019 Board of Visitors meeting was unanimously approved.

President's Remarks

- On July 15th, the Board of Trustees approved the expansion of housing at Stevens Commons. Erskine Hall will be the 2nd building within the complex that we will occupy.
- On July 17th, UMA hosted a statewide celebration of 30 Years of Distance Education
- FY '19 Year End Update: UMA came in under \$700K; with less than \$200K to come from reserves. We had originally identified a budgeted deficit of \$3 million.
- Enrollment Update: for Summer 2019, we achieved our budget target and experienced a 4.5% increase. For Fall, 2019 we are on track to achieve budget that includes a 4.5% increase. To date, UMA is at 74.08% of goal, compared to same time last year at 73.19%. Numbers will not be solid until end of the 1st week of classes.

Discussion with Chancellor Malloy

The Board of Visitors discussed the future direction of the University System and UMA's role in helping to educate the Maine workforce.

Tour of UMA Housing in Stevens Hall

Meeting adjourned at 5:10 p.m.

Minutes respectfully submitted by

Joyce M. Blanchard
VP for Advancement & Chief of Staff



**UMF Board of Visitors
University of Maine at Farmington
Annual Report, September 2018 - August 2019**

Overview

The 2018-19 meetings of the UMF Board of Visitors (Board) focused on the bond campaign efforts, Board of Trustees Strategic Direction and Priorities, Title IX issues and response, UMF Presidential Search, grant efforts, and a historic \$3.2 million gift to UMF.

Membership

The Board had 21 voting members, twelve men and nine women representing the private, non-profit and education/public sectors, as follows:

Private Sector

David Levesque, Esq. '88, Law Office of David Levesque, P.A.
Scott Conners '90, Landmark Partners (retired)
Chris McKee '92, Geiger
Paul Spizzuco '89, UBS Financial Services, Inc.
Todd Chamberlain '03, Pro Search Inc.
Stephen Brooks '92, Brooks, Inc. and Brooks Trap Mill
Michael Bell '86, Bell Oldow, Inc.
Sven Bartholomew '02, Paychex (resigned April 2019, to join BoT)

Non-Profit Sector

Ed Cervone, Educate Maine
Eileen Kreutz, Gold LEAF Senior Institute (*ex officio*)
Jim Gailey '94, County Manager, Cumberland County

Education Sector

Wendy Ault, MELMAC Education Foundation
Valerie Huebner, UMF Executive Assistant (retired)
Jennifer Dorman '93, Skowhegan Area Middle School
Lynn Farrin '89, Maine Mathematics and Science Alliance
Mark Shibles, University of Connecticut School of Education (retired)
Matthew Gilbert '95, Principal of Mt. Valley HS
Cathryn Wimett, UMF professor (retired)
Marge Medd, Former BoT member
Mana Abdi '17, Recent Graduate
Astra Pierson '18, Recent Graduate

One *ex-officio* position is always reserved for the President of Gold Leaf Institute. Most members reside in Maine at least part of the year. Scott Conners, Matthew Gilbert, Chris McKee and Cathy Wimett agreed to a second term. Four new members, Stephen Brooks, Jennifer Dorman, Lynn Farrin and Jim Gailey joined the Board in September 2018. Sven Bartholomew resigned from the BoV in April and will be serving on the University of Maine System Board of Trustees.

Officers

David Levesque, Esq., from the Law Office of David Levesque served as Chair.

Schedule

The Board met four times in person during the reporting year for three-hours each meeting. ZOOM and conference call options were available and used for the March and June meetings. Board members were also invited to All-Campus Meetings and other events and forums on campus throughout the year.

Meeting Summaries

September 7, 2018

Board Administration. 21 members in attendance.

Chair Levesque welcomed the BoV and reviewed the agenda. BoV Rules and Responsibilities handouts were discussed. Chair Levesque reported that the BoT/BoV Executive Committee has scheduled monthly calls and provided a schedule and outline of topics of the recent engagements.

Updates, Discussions and Activities.

Guest Samantha Warren, UMS Director of Government & Community Relations, gave an update on the \$49 million bond effort. Discussion around how BoV members can help the effort by talking with their communities and letting her know of any speaking opportunities or community groups they belong to. Fundraising for the bond effort was also discussed. Board members had a chance to interact and ask questions with a panel of members of the new President's Council. Jared Cash, Vice President for Enrollment and External Affairs provided an update regarding the new marketing efforts, initiatives from the Recruitment and Retention Committee, and discussed the new 2+2 program with UMA. Bob Pederson, Director for the Center of Student Success, reviewed efforts to professionalize the on-campus work experience and discussed the challenges in the counseling center with an overwhelming demand for services from students. Theresa Overall, faculty representative, discussed program innovation that has been successful in Secondary Education. Laurie Gardner, Chief Business Officer, provided a budget update. Kathy Yardley, Acting Provost and Vice President for Academic Affairs, reported all division chairs are looking at enrollment numbers and planning for the future. Revising program names and program infrastructure are focuses moving forward. Kathy is looking into a partnerships and Graduate programs, including a blended model for Education Leadership/Childhood Education.

BoV member Cathy Wimett offered an update regarding Campus Master Planning. She provided a handout that reviewed the priorities of the committee. BoV member Mark Shibles provided a proposal regarding grants that he requests to be sent to the Chancellor on behalf of the UMF BoV. While there was support of the effort, the proposal will be sent to members via email to review and submit feedback prior to approving.

December 7, 2018

Board Administration. 17 members in attendance.

Chair Levesque reviewed the agenda and shared a report from BoV Executive Committee calls. He made the BoV aware that the Maine Development Foundation Policy Leaders Academy will be coming to UMF for dinner on January 10, 2019, and highlighted this tremendous opportunity to showcase UMF. Chair Levesque also shared the position description and advertisement for UMF's President and reviewed the anticipated but tentative schedule from the search committee.

Updates, Discussions and Activities.

Interim President Brown provided an update on the bond passage and campus projects, including a new building for Sweatt-Winter Childcare. Interim President Brown also updated members on the enrollment and budget status. President's Council recently held a budget retreat and are working to close the structural gap, exasperated by the current dip in enrollment. Farmington Forward partnership with UMA is underway with 25 students that were waitlisted. Early college numbers are increasing. A good story was highlighted regarding a recent creative writing graduate. The graduate received an advance on her first book in the seven figures and is interested in setting up a scholarship endowment. Advancement has been a main focus this fall and a historic commitment for support was secured. BoV members also provided feedback on the BoT Declaration of Strategic Priorities.

BoV members Mana Abdi and Valerie Hubner provided background and an update from the Diversity and Inclusion Action Team. The committee put together a job description for a Diversity Officer. There was student group started this year as well as two religious panels put on by students, which included faculty, staff, and students. BoV member Mark Shibles reviewed the revised document he would like to send to the Chancellor on behalf of the Board of Visitors. Motion made by Mark Shibles to approve the document, was seconded. Approved unanimously.

March 8, 2019

Board Administration. 14 members in attendance.

Chair Levesque reviewed the agenda and shared a report from BoV Executive Committee calls. He also provided a Chancellor Search update and the search prospectus to the BoV. Chair Levesque also shared an update regarding the UMF Presidential Search.

Updates, Discussions and Activities.

Interim President Brown updated the BoV on the bond implementation and timing for campus improvements. He discussed the Front Street purchase for the new Sweatt-Winter child care center. The BoV discussed how they would like to be included in the implementation of the Board of Trustees priorities. Chair Levesque offered board support and asked the BoV to serve as advocates for the new Chancellor and BoT.

There was a robust and lengthy discussion regarding the Title IX issues, concerns and procedures. Recent alums on the BoV could serve as a conduit to recent graduates. There has been four open forums so far and one scheduled today at 5pm. "Look Me in the Eyes" group comprised of students, staff, faculty and alums has been formed and has been working closely with Administrators to discuss the very clear voice from the student body. The response has generally been positive about the outcomes. BoV members provided valuable feedback and helpful suggestions.

Interim President Brown provided an update on the FY20 budget. President's Council met every other week to talk financials and ways to close the current budget gap. As a small campus, UMF is vulnerable and there

continues to be concern about the direction of UMF academics. Interim President Brown reviewed the status of the historic \$3.2 million gift. UMF has made investments in personnel and incentive scholarship programs. UMF has engaged grant consultancy companies, plans to hire a mental health counselor, as well as revamp UMF's summer experience.

June 7, 2019

Board Administration. 13 members in attendance.

Chair Levesque provided a summary report from recent BoV Executive Committee calls. A motion was made, and seconded, to have David Levesque continue as Chair of the UMF Board of Visitors. Motion carried. Chair Levesque recognized there is Vice-Chair position currently open and requested to speak with anyone interested in serving.

Updates, Discussions and Activities.

Interim President Brown reviewed the 2019 Commencement. He provided the BoV with three news articles from the day, including a feature of a graduating senior who started a program to address loneliness among the elderly. Interim President Brown gave an update on Sweatt-Winter and its new building on Front Street. The project is out for bid to engage a design firm to turn the vision into reality. Title IX training and processes continue to be a focus at UMF. Recently, a Student Advocacy Group was formed under the direction of Mental Health Counselor, Sarah Carnihan. Thanks to the generosity of a recent donation, we are currently searching for an additional Mental Health Counselor. This will add additional opportunities for students who seek assistance.

Interim President Brown informed the BoV that Dr. Christine Wilson was chosen as the new Vice President for Student Affairs. Interim President Brown shared that enrollments overall were down significantly. Primarily due to financial aid and unrealized credit hours, UMF is looking at a gap of \$1.3 million to close and address in the coming year. As the BoV is aware, Dr. Edward Serna was chosen as UMF's fifteenth president. Interim President Brown thanked members for their involvement and engagement during the process, and particularly Chair Levesque for serving on the search committee and dedicating hours throughout the last few months. BoV members are eager to assist the new president if needed. A conversation followed, regarding the recent announcement of Dr. Dannel Malloy being chosen as UMS's next Chancellor. An email from the Board of Trustees to campus Board of Visitors was reviewed and discussed as well.

Director of Advancement, Marc Glass, provided the BoV with an update on the \$3.2 million gift that is being called "The Catalyst Fund". Marc highlighted the June Match Giving Challenge and reviewed the list of raffle prizes, many of those were generously donated by BoV members and community leaders. Marc thanked the BoV for their support and anticipates making the \$25,000 goal needed to receive matching funds.

Chair Levesque recognized one out going member, Valerie Huebner, and thanked her for her dedicated service over the last six years. Chair Levesque also acknowledged Eric Brown's year as serving as Interim President and the Board of Visitors are grateful for his empathy, responsiveness and connection he created with the students.

*Submitted by President Edward A. Serna
October 2019*



**Board of Visitors
University of Maine at Fort Kent
Annual Report
Academic Year- September 2018 to August 2019**

Overview

The Board of Visitors met quarterly during the academic year. University Administrators, Cabinet Members and other staff and faculty provided the Board with information and updates on the System and Campus, Finance and Facilities, Development and Foundation, Enrollment, Rural U, Alumni and Academics.

Each meeting the Board had a special presentation from a specific University program or department. In October 2018 and July 2019 Erin Soucy, Dean of Nursing provided the Board with updates on the Nursing Program and the work with Academic Partnerships. At the January meeting, Shawn Graham, Assistant Professor of Human Services, with two students provided information on the Behavioral Sciences Program and in April, Garrett Sherman, Athletic Director and Matthew Morrin, Dean of Students provided updates on Athletics and Student Life and Activities.

In addition to regular updates and committee reports, major topics for discussion included the following:

- System Bond Initiative
- System Strategic Priorities
- NECHE Accreditation
- Programs for Examination
- Academic Partnerships
- Chancellor Search
- Collaboration
- Enrollment and Retention

On October 16, 2018 a Board of Visitors Business Breakfast was held. Over 80 members of the Board, Community and University attended. The topic of the meeting was the Systems Bond Initiative and was led by Chancellor James Page.

Representatives from UMPI and UMFK's Boards held a Joint meeting on May 2, 2019. The discussions centered on collaborative actionable outcomes and how each Board functions, their role and best practices. They concluded their meeting by having a conversation on community connections at each campus and the importance of student engagement within the community and the communities' engagement with the students. Each Board hopes to visit the others campus over the next year.

Membership & Officers

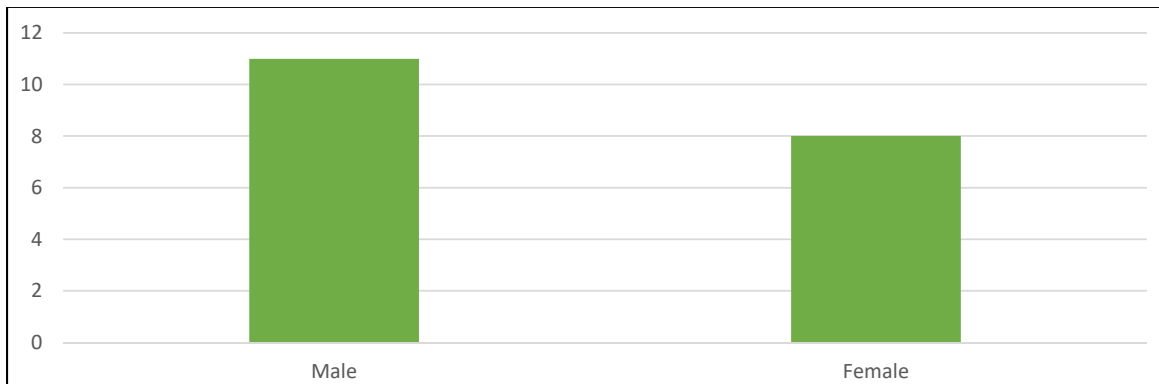
The only membership change from 2018-2019 to 2019-2020 was the Student Representative.

Alain Ouellette	Independent Contractor
André Léger	Les Brasseurs du Petit-Sault Inc.- President and General Manager
Benjamin Sirois	SAD#27- Superintendent; Valley Unified Regional Service Center- Executive Director

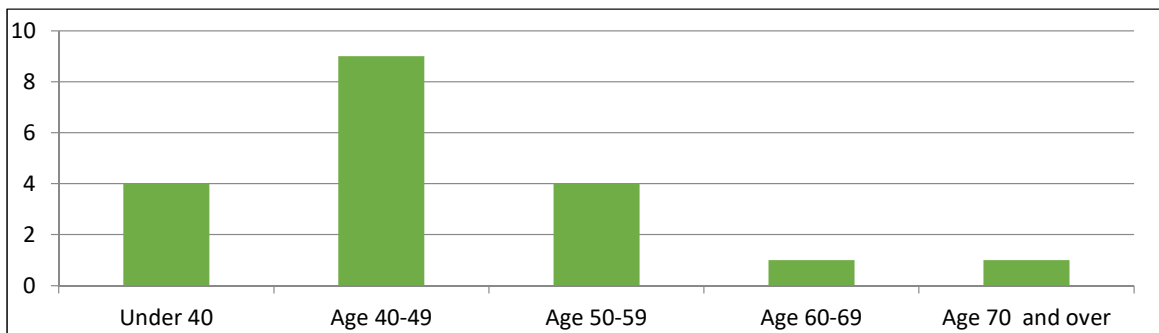
David Saucier	Daigle & Houghton, Inc.- Controller; BOV Vice President
Doug Taggett	Daigle Oil Company- Information Technology Manager
Douglas Cyr	Irving Woodlands, LLC- Human Resource Manager; BOV President
Gisele Dionne	Valley Unified Regional Service Center- Assistant Superintendent
Heather Pelletier	Fish River Rural Health- CEO
Jonathan Roy	Cross Winds- Manager
Justin Dubois	Acadia Federal Credit Union, Commercial Loan Officer
Kris Doody	Cary Medical Center- CEO
Kris Malmborg	United Insurance- Account Executive/ Producer
Laura Audibert	Consulting Forester- Self Employed
Lori-Ann Cyr	Diversis, Inc.- CEO
Luis Sanclemente	Acadia Federal Credit Union- Executive Vice President
Melford Pelletier	Retired Teacher
Susan Devoe	Northern Maine Medical Center- Chief Experience Officer; BOV Secretary
Susan Whitehead	Norstate Federal Credit Union- Chief Executive Officer
Suzie Paradis	Town of Fort Kent- Town Manager
Joseph Becker	Faculty Representative
Duane Belanger	Student Representative (2018-2019)
Abigail Pooler	Student Representative (2019-2020)

BOV Member Demographics (data does not include student and faculty representatives):

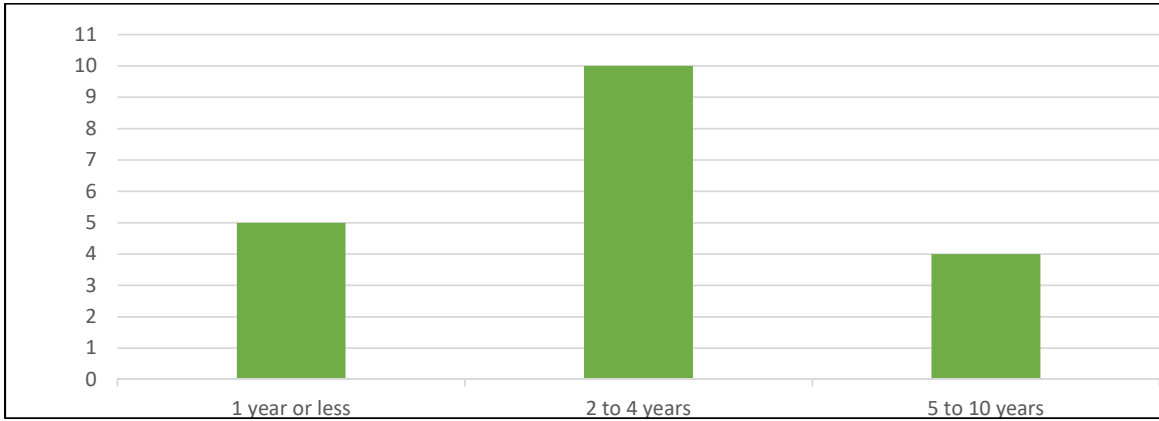
Gender



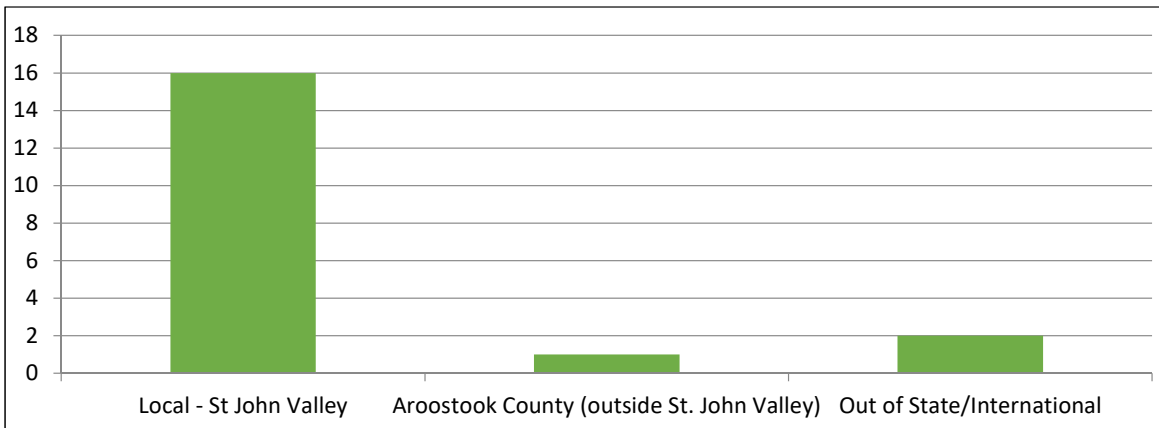
Age



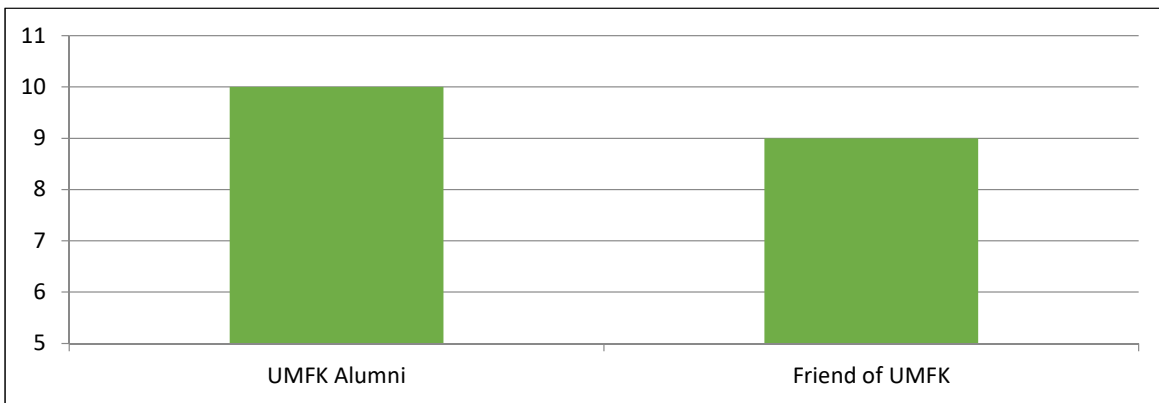
Length of Service



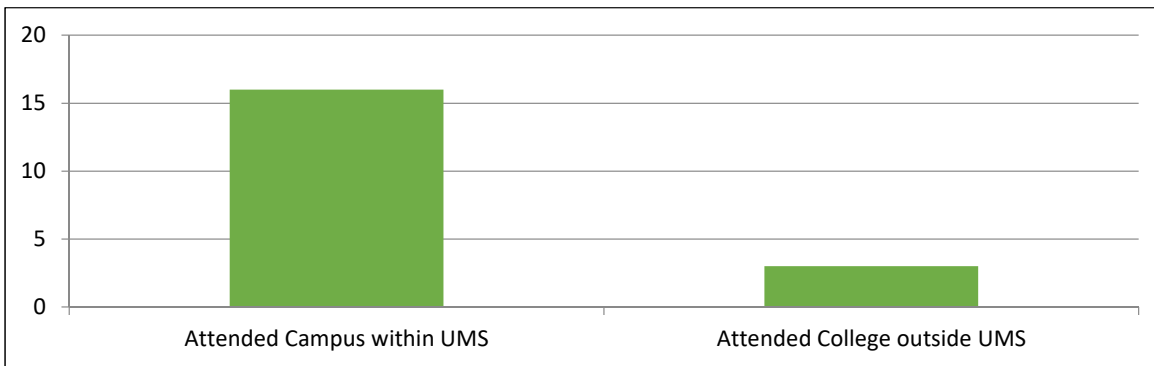
Geographic Distribution



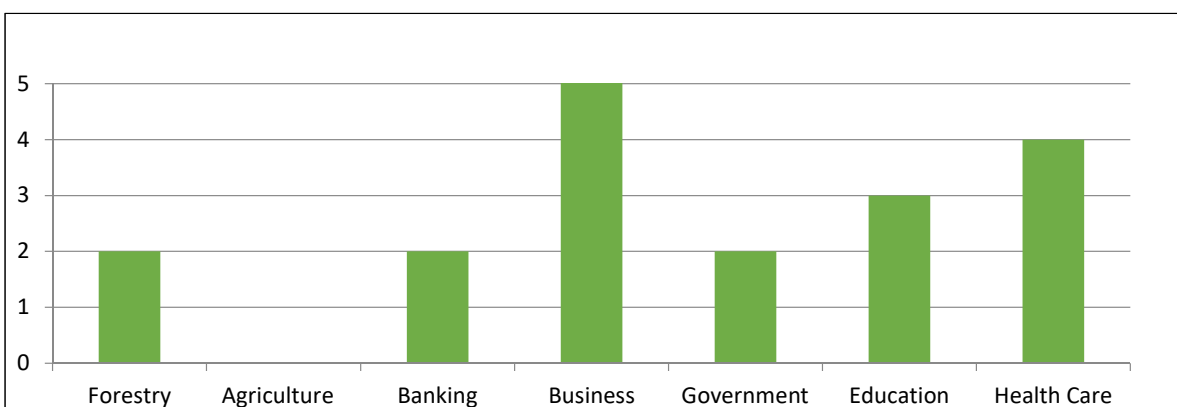
Relationship to UMFK



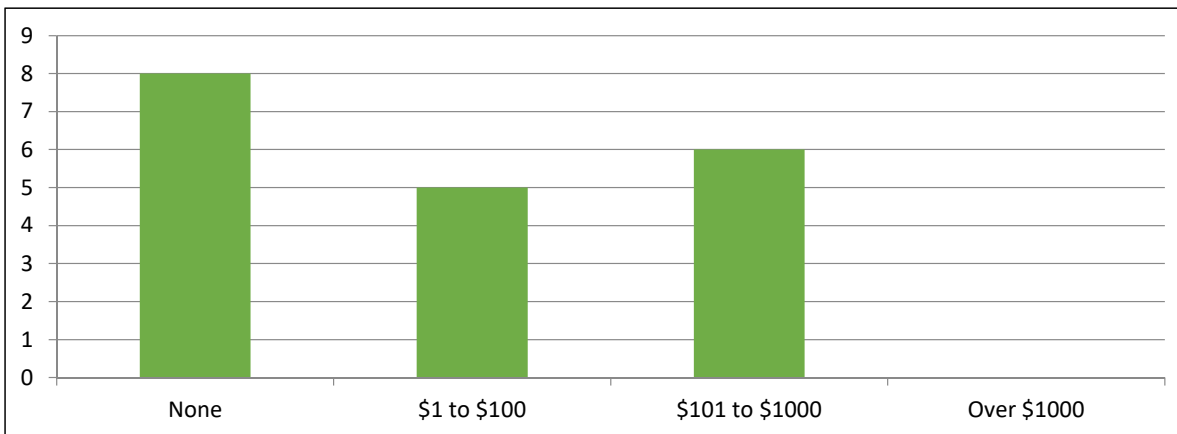
Relationship to UMS



Professional Affiliation



Cumulative Giving History



Schedule

The Board of Visitors held four regular meetings within this reporting year. In addition to the regular meetings the BOV also sponsored a Business Breakfast meeting on October 16, 2018 and representatives from UMFK and UMPI had a joint meeting on May 2, 2019.

Meeting and Agenda Items**October 26, 2018**

11 members attended

The Board received a variety of reports and updates from University Administrators, Representatives and committees.

Agenda:

Welcome	Doug Cyr
- Approval of July 27, 2018 Meeting Minutes	
UMFK Reports and Updates	
~ System and Campus	John Short
~ Academic Affairs	Tex Boggs
~ Finance and Facilities	Pam Ashby
~ Development and Foundation	Steph Gagne
~ Enrollment Management	Jason Towers
~ Community Education Update	Scott Voisine
~ Student Representative	Duane Belanger
~ Faculty Representative	Joe Becker
Alumni Association Representative	Sue Devoe
Committee Reports	
~ Advocacy	David Saucier
~ Education and Development	Sue Devoe
~ Planning	Doug Taggett
~ Special Projects	Melford Pelletier
o Veteran's Education	
~ Nominating Committee	Luis Sanclemente
Old Business	
~ UMFK/UMPI Collaborations	Jason Towers
o Joint BOV meeting	
~ BOT/BOV Executive Committee	Doug Cyr
~ Bond Advocacy	Doug Cyr
New Business	
~ Nursing Program Update	Erin Soucy
Adjournment	Doug Cyr

The five committees provided the following reports/ updates:

Advocacy Committee (David Saucier)

- The Business Breakfast was attended by 82 individuals.

Education and Development Committee (Sue Devoe)

- Working on updating BOV videos. Planning a BOV Retreat for Summer/ Fall 2019.

Nominating Committee (Luis Sanclemente)

- End of this year 4 members will term out (2nd term completed). 6 members will finish their first term. Need to review membership and demographics and begin thinking about possible members.

Planning Committee (Doug Taggett)

- Bond planning and meetings to discuss bond have and will continue to be held.

Special Projects Committee (Melford Pelletier) –

- Duane Belanger noted that there are 42 individuals accessing military education benefits. Planning to do a flag raising for Veteran's Day.

January 25, 2019

12 members attended

The Board received a variety of reports and updates from University Administrators, Representatives and committees.

Agenda:

Welcome	Doug Cyr
- Approval of October 27, 2018 Meeting Minutes	
Behavioral Science Program Presentation	Shawn Graham
UMFK Reports and Updates	
~ System and Campus	John Short
~ Academic Affairs	Tex Boggs
~ Finance and Facilities	Pam Ashby
~ Development and Foundation	Steph Gagne
~ Workforce Development Certificates	Scott Voisine
~ Marketing Videos	Kerri Watson-Blaisdell
~ Student Representative	Duane Belanger
~ Faculty Representative	Joe Becker
Alumni Association Report	Sue Devoe
Committee Reports	
~ Advocacy	David Saucier
~ Education and Development	Sue Devoe
~ Planning	Doug Taggett
~ Special Projects	Melford Pelletier
o Veteran's Education	
~ Nominating Committee	Luis Sanclemente
Old Business	
~ BOT/BOV Executive Committee	Doug Cyr
~ BOT/BOV Summit Update	Alain Ouellette
New Business	
~ Strategic Priorities	John Short
~ Building Planning Committee	John Short
Adjournment	Doug Cyr

The five committees provided the following reports/ updates:

Advocacy Committee (David Saucier)

- Next Breakfast has not been scheduled. Looking to have John Doore present.

Education and Development Committee (Sue Devoe)

- No new updates.

Nominating Committee (Luis Sanclemente)

- Need to review membership and terms.

Planning Committee (Doug Taggett)

- No update.

Special Projects Committee (Melford Pelletier) –

- Duane Belanger noted UMFK lost designation. Registrar is looking into why. They seem to be focusing in general services not just veteran services. Kerri

will look to see what retention designation they are looking for. Duane stated there may be other logos/tags from other organizations we could access.

April 26, 2019

16 members attended

The Board received a variety of reports and updates from University Administrators, Representatives and committees.

Agenda:

Welcome	Doug Cyr
- Approval of January 25, 2019 Meeting Minutes	
Budget Presentation/ Update on Buildings	Pam Ashby
UMFK Reports and Updates	
~ System and Campus	John Short
~ Academic Affairs	Tex Boggs
~ Development and Foundation	Steph Gagne
~ Enrollment Management	Jill Bouchard Cairns
~ Student Representative	Duane Belanger
~ Faculty Representative	Joe Becker
Alumni Association Report	Sue Devoe
Committee Reports	
~ Advocacy	David Saucier
~ Education and Development	Sue Devoe
~ Planning	Doug Taggett
~ Special Projects	Melford Pelletier
o Veteran's Education	Doug Taggett
o Enrollment and Advancement Building Committee	
~ Nominating Committee	Luis Sanclemente
o Extension of expiring terms	
o Nomination of Officers for 2019-2020	
Old Business	
~ BOT/BOV Executive Committee	Doug Cyr
New Business	
~ Tri-District Update	Ben Sirois
~ Proposed Meeting Schedule 2019-2020	Doug Cyr
Student Activities Presentation	Matt Morrin
Adjournment	Doug Cyr

The five committees provided the following reports/ updates:

Advocacy Committee (David Saucier)

- BOV Breakfast scheduled for April 16th was cancelled due to low numbers. The committee will look to reschedule in July.

Education and Development Committee (Sue Devoe)

- Committee is meeting April 30th. Goal will be to have two videos created.

Nominating Committee (Luis Sanclemente)

- Proposing a special one year term to realign classes to be even. Special term would extend Jonathan, Laura, Melford and Doug Cyr by one year. **Motion made to extend terms one year for listed members by David Saucier. Seconded by Suzie. Pass with all in favor.**

Planning Committee (Doug Taggett)

- No update.

Special Projects Committee

- Veteran's Education (Melford Pelletier)
 - o 30 students accessed benefits in spring semester. Irving has done some recruiting.
- Enrollment and Advancement Building Committee (Doug Taggett)
 - o Committee has met. Chaired by Brian Schaefer and Pam Ashby. RPQ being written by system.

July 26, 2019

14 members attended

The Board received a variety of reports and updates from University Administrators, Representatives and committees.

Agenda:

Welcome	Doug Cyr
Approval of April 26, 2019 Meeting Minutes	Doug Cyr
Nursing Program Updates	Erin Soucy
UMFK Reports and Updates	
~ System and Campus	Tex Boggs
~ Academic Affairs	Stephen Hanson/ Kennedy
	Rubert-Nason
~ Financial and Facilities	Pam Ashby
~ Enrollment	Jill Cairns
~ AP4Me	Scott Voisine (by report)
~ Development and Foundation	Martin Bernstein
~ Student Representative	Abigail Pooler
~ Faculty Representative	Joe Becker
Alumni Association Report	Sue Devoe
Committee Reports	
~ Advocacy	David Saucier
~ Education and Development	Sue Devoe
~ Planning	Doug Taggett
~ Special Projects	Melford Pelletier
o Veteran's Education	Doug Taggett
o Enrollment and Advancement Building Committee	
~ Nominating Committee	Luis Sanclemente
o Extension of expiring terms	
o Nomination of Officers for 2019-2020	
Old Business	
~ BOT/BOV Executive Committee	Doug Cyr
New Business	
~ Tri-District Update	Ben Sirois
~ Proposed Meeting Schedule 2019-2020	Doug Cyr
Student Activities Presentation	Matt Morrin
Adjournment	Doug Cyr

The five committees provided the following reports/ updates:

Advocacy Committee (David Saucier)

- No report.

Education and Development Committee (Sue Devoe)

- Kerri will be working with members to schedule times to get voice recordings. Will use footage already obtained. Goal is to have videos completed in September/ October. One will be public facing and one will be more detailed for BOV orientation purposes.
- Sent out request for availability for Retreat dates. September doesn't seem to work due to several other commitments. Recommendation to have it in February at Tenth Mountain with a snow shoeing break.

Nominating Committee (Luis Sanclemente)

- Five members will need to be replaced next July. Luis is seeking possible candidates.

Planning Committee (Doug Taggett)

- Beginning to presentation to BOT in September.

Special Projects Committee

- Veteran's Education (Melford Pelletier) - no report.
- Enrollment and Advancement Building Committee (Doug Taggett)
 - o Pam covered updates.

Submitted by Tex Boggs, Interim President
September 30, 2019



BOARD OF VISITORS
University of Maine at Machias
Annual Report
Academic Year — September 2018 to August 2019

OVERVIEW

Over the past year, the UMM Board of Visitors once again provided valuable support and advice to Head of Campus Andrew Egan and the campus administration. The BOV members' breadth of professional experience, combined with their depth of knowledge about the Washington County culture and economy and their commitment to UMM and its critical role in the region, proved extremely helpful as the University continued to struggle with enrollment and finances, and began to address the challenges and promises inherent in UMM's partnership with the University of Maine, as well as the work of One University. The overall concern of the BOV was the long-term sustainability of UMM.

BOV members served on various campus committees, such as the Planning and Budget Advisory Committee and *ad hoc* work groups addressing Marketing, Student Retention and Success, and Facilities Use. The BOV accomplished several goals that were set forth by previous Head of Campus Kay Kimball: Supporting Phase 1 of the Primary Partnership; Integration with the UMaine Board of Visitors; Including faculty and student presentations to the BOV; Alumni Collaboration with UMaine; and Strategic Plan assessment and recommendations. Members routinely attended campus events and meetings, and they took advantage of the Murdock Fitness and Aquatics Center and Merrill Library. Over the past year, Board members were in attendance at such campus events as the Honors Convocation in April and Commencement in May.

The Board of Visitors has been transitioning to its more significant role in influencing the direction of UMS, along with other boards of visitors in the system. Members are optimistic about UMM's primary partnership with UMaine, and they continue to monitor its progress while still focusing on UMM's coastal university brand.

MEMBERSHIP

Marjorie Withers resigned due to changes in her personal circumstances. The Board of Visitors is now comprised of 11 members, including 7 men and 4 women. Members come from throughout Washington County for a wide geographic spread, and they represent a good array of Washington County businesses and industries. The Board is committed to maintaining a full contingent of Board members representing the various businesses and organizations in Washington County.

Arnold Clark, Esq.	Attorney-at-Law, Fletcher & Mahar (Calais)
Chris Gardner	Director, Eastport Port Authority (Eastport)
Judson McBrine	Headmaster, Washington Academy (East Machias)
Elizabeth Neptune	Owner, Neptune Advantage (Princeton)
Ronald Ramsay	Superintendent, MSAD #37 (Harrington)
Charles Rudelitch	Executive Director, Sunrise County Economic Council (Harrington)
Traci Sanborn	Senior Vice President, Machias Savings Bank (Machias)
Nichole Sawyer	Dean of Business and Industry, Washington County Community College (Machias)
Dwayne Shaw	Executive Director, Downeast Salmon Federation (Columbia Falls)
Dianne Tilton	Executive Director, Downeast Institute for Applied Marine Research and Education (Beals)
Jacob van de Sande	Project Manager, Maine Coast Heritage Trust (East Machias)

OFFICERS

Judson McBrine was voted unanimously as the Chair with Jacob van de Sande as the Vice-Chair; Judson and Jacob are among UMM's strongest supporters, and both are heavily involved in campus activities and initiatives.

SCHEDULE

UMM's Board of Visitors typically meets as a full board six times during the academic year, including an annual meeting in July. BOV members have the option of attending meetings via conference call or teleconference, though most choose to attend in person.

09-11-18	Fall dinner meeting
11-13-18	Fall dinner meeting
01-08-19	Winter dinner meeting
03-12-19	Spring dinner meeting
05-07-19	Spring dinner meeting
07-09-19	Annual dinner and meeting

In addition, the Board attended two BOT/BOV Summits:

- November 5, 2018
- June 3, 2019

MEETINGS AND AGENDA ITEMS

September 11, 2018

Andrew Egan introduced President Joan Ferrini-Mundy who joined the meeting by phone. The major topic of discussion was the Bond Proposal for the UMSystem. The BOV members had many questions about how they could help facilitate getting the system message out to voters. They agreed to line up phone calls and attendance for the BOV meetings to discuss the Bond. Other discussions included Alumni collaboration with UMaine and invitations to join the UMM BOV.

November 13, 2018

Andrew Egan introduced Michael Belanger, Director of Athletics and Fitness. Michael spoke

about expanding athletics at UMM by adding a Cross Country team spring 2019 and is working on a proposal for Baseball and Softball later on. Andrew gave an update on the Bond Proposal; spoke about the Nursing program for UMM; Campus Enrollment; Working Group for Emergency Management including local emergency responders; and the BOT/BOV summit. Lois-Ann Kuntz, Faculty Liaison, talked about Community Engagement and ways to bring community groups on to campus.

January 08, 2019

President Ferrini-Mundy gave her report on the Strategic Vision and Values; Nursing at UMM; FY 20 Budget Process; R&D process; April NECHE visit; and the Board of Trustees meeting at UMM in March. There will be some inaugural activities the weekend of the BOT meeting also. Andrew Egan spoke about the Strategic Vision and Values committee and asked one BOV member to attend meetings once a month at UMaine. He gave an enrollment update and spoke about searches for faculty/staff positions.

March 12, 2019

President Ferrini-Mundy gave her report on FY20 budget; and BOT issuing challenge to the system to reduce our footprint; Capital plan for UMM next fiscal year. Andrew Egan reported Spring semester enrollment numbers are up; an R&D committee will look at opportunities and challenges for research on small campuses; UMM will host the BOT meeting on March 24-25; Dean of Students and Director of Admissions positions have been combined – three candidates have been invited to campus; and faculty/staff positions that are available.

May 7, 2019

President Ferrini-Mundy was not available. Andrew Egan spoke about enrollment being up from last year; Nursing at UMM; position searches; UMM/UMaine Partnership plan; Strategic Vision and Values; UMM Mission statement; and changing BOV meeting schedule to accommodate the President's schedule.

July 09, 2019

An election was held for the Chair and Vice-Chair positions: Jacob van de Sande was unanimously voted Chair and Kyle Winslow (a new member) was voted Vice-Chair. Charley Martin-Berry, Executive Director of Community Caring Collaborative, and Kyle Winslow, Stewardship Director at Downeast Coastal Conservancy were welcomed as new members of the Board of Visitors bringing the count to 13 members. President Ferrini-Mundy reported that Dannel Malloy is the new Chancellor of the UMSystem; UMaine system is underperforming in research and development; and Strategic Vision and Values. Andrew Egan talked about the Nursing program and rooms have been identified for the SIM lab; searches are still underway for faculty/staff positions; UMaine and UMM faculty are meeting regularly to initiate programs for Maine's work force; and there has been a name change for the Nursing program, it will be known as 2+2 Machias Nursing. The meeting was also attended by Lizzie Wahab, Vice President for Enrollment Management; Sharon Oliver, Director of Transfer Admissions; and Marnie Kaler, Dean of Students and Admissions. Andrew Egan announced that he was leaving UMM on August 15 and an Interim would be appointed soon.

Submitted by: Dr. Daniel Qualls, Interim Vice President for Academic Affairs and Head of Campus
Date: October 1, 2019



Board of Visitors
University of Maine at Presque Isle
Annual Report
Academic Year – September 2018 - August 2019

Overview

Our year was highlighted by support of the bond initiative during the November election, continued collaboration efforts with UMFK's Board of Visitors, and continued engagement across our many constituencies. A focus included working on relationships that would increase the support of educational services across Aroostook County. Service on a variety of UMPI committees has allowed the BOV to have an active role in building relationships with UMPI faculty and staff as we work together for transformative change, all with a focus on students and sustainability. Members of the BOV are assigned to at least one BOV subcommittee to include Advocacy, Board Development or Finance. Additionally, UMPI Committee representation includes Resource Allocation, Master Planning, and the University Senate.

Membership and Officers

Our board consists of 5 women and 15 men, all of whom live and work in the Central Aroostook area.

Members are:

Dan Bagley	County Federal Credit Union
Ellen Bemis	Aroostook Mental Health Center
AJ Cloukey	MMG Insurance
Bill Flagg	Cary Medical Center
Nancy Fletcher	Retired- University Maine Presque Isle
Ben Greenlaw	SAD1, Presque Isle High School
Darlene Higgins	Retired-Cary Medical Center
Jason House	TD Bank
Chelsie Johnson	Hope & Justice Project
John Lisnik	Retired, University of Maine
Carl Michaud	Central Aroostook Association
Jason Parent—Vice Chair	Aroostook County Action Program
Chantal Pelletier	MMG Insurance
Tim Poitras	Chester M. Kearney, CPA
Steve Richard—Chair	Central Aroostook Association
Tom Richard	Northern Maine Community College
Leigh Smith	ReMax Realty
Dave Spooner	Northern Maine Development Commission
Trey Stewart	Maine State Legislator, District #147
Scott Violette	Barresi Financial

For the 2018-2019 Academic Year, the officers were:

Steve Richard - Chair

Jason Parent - Vice Chair

Meeting Schedule

The UMPI BOV generally meets 9 times annually, August to May, with the exception of December. These meetings are regularly scheduled for the last Tuesday of the month from 7:30 a.m. – 9:00 a.m. in the Alumni Room of the Campus Center. Members are provided an opportunity to attend monthly meetings via conference call if they were unable to attend the meetings in person.

The annual meeting was held in April to elect new members and new officers; no new members were elected to join the BOV this past year. We also schedule an informal meet and greet for new members at the President's House in June as needed.

Meetings and Agenda Items

September 16, 2018:

In lieu of a regular BOV meeting this month, the BOV members participated in the Board of Trustees meeting held at UMPI, including presentations by the following members:

- BOV Chair Steve Richards spoke about the Master Plan work that has occurred
- BOV Member Darlene Higgins spoke about the importance of the new Agricultural Science and Agribusiness bachelor's degree program from the perspective of the wife of a family farmer
- BOV Vice Chair Jason Parent spoke about the importance of the Competency Based Education Program, known as YourPace, for adult degree completion and workforce development, not only in The County, but beyond.
- BOV member Darlene Higgins, retired CFO for Cary Medical Center, presented on the importance of the Nursing Program to Aroostook County and beyond.

October 16, 2018: Meeting with Chancellor James Page 10 BOV Members were in attendance

October 30, 2018: Official attendance not taken

Agenda:

President's update
Budget
Mary Smith Donation and 1st Endowed Chair
Enrollment
UMA/UMPI Dental Assistant Program
UMPI/UMFK BOV

Many updates were provided so the BOV members were better informed as we moved into the election cycle. Other than approval of the prior BOV meeting, no motions or major actions items were voted on during this meeting.

November 27, 2018: 14 BOV members in attendance

Agenda:

President's Update
BOT Strategic Priorities
Bond Issue Passed: UMPI's Plan
Committee Assignment
BOT/BOV Summit Update
Annual Giving

Members developed a subcommittee and timeline to efficiently and effectively address the new BOV Strategic Priorities.

For the \$4.5 million in bond funds, UMPI's primary focus is Wieden Hall, with \$500,000 dedicated to the Folsom Lecture Hall (The Fishbowl). We must balance between infrastructure and what programs are in the spaces or could be in the spaces. Additionally, we are examining the Nursing Program and the Folsom space for this program as the new space is already quite limited for the Nursing Program with its initial enrollment. A planning committee will be created to include members of the BOV.

Committee assignments were in process for the 3 committees under the BOV: Board Development, Advocacy and Finance.

Related to Annual Giving, the UMS raises private funds. A motion was passed in favor of 100% participation in the Annual Giving campaign at UMPI by its BOV.

January 29, 2019: 12 BOV Members were in attendance

Agenda:

- President's Updates
- Bond Committee Update
- Status of Zillman Greenhouse
- Leadership Conference
- Listening Sessions for Chancellor Search
- Partnership for UMFK
- Spring Budget

Chair Steve Richard is the BOV representative to the bond Committee. Updates and clarifications were provided on all agenda items to better inform the BOV as they meet with external constituencies. Other than voting to approve the minutes from prior meeting in January, no motions were presented or votes taken at this meeting.

February 26, 2019: Cancelled due to inclement weather

March 2019: 11 BOV Members were in attendance

Agenda:

- President's Report
- Academic Majors/Course Review
- Enrollment Update
- Budget Update
- Wind Turbine Update
- Campus Security/Sexual Assault: UMPI's Policies and Practices
- Auditorium Renovation Project Update: Planning Committee Launched
- Greenhouse Update

Updates and clarifications were provided on all agenda items to better inform the BOV as they meet with external constituencies. Other than voting to approve the minutes from prior meeting in January, no motions were presented or votes taken at this meeting.

April 14, 2019: UMS Student Government Association Leadership Conference

Five members of the BOV presented to the students attending the conference.

April 26, 2019: Special Called Meeting with Chancellor James Page

Agenda:

- BOT's Declaration of Strategic Priorities
 - How the campus priorities will align with them
 - How they will guide the evolution of the campus and the UMS

No motions were presented or votes taken during this meeting.

May 28, 2019: 15 BOV Members were in attendance

Agenda:

- President's update
- Budget and Bond Funding Update
- Annual Fund Giving: 100% participation goal
- James Page Scholarship
- Overview of Agricultural Science and Agribusiness Bachelor's Degree Program
- UMPI/UMFK Discussion

Updates and discussion occurred on all agenda items as well as next steps in moving forward with these activities and initiatives. No motions were presented or votes taken during this meeting.

August 27, 2019: 12 BOV Members were in attendance

Agenda:

- President's Report
 - New Academic Programs: Accounting, CyberSecurity, MAOL
 - Unified Accreditation and UMS Updates
- BOV member to University Senate
- Budget FY19 Wrap Up and FY20 Outlook
- Enrollment Updates
- Bond Updates
- Zillman Family Greenhouse
- UMPI/UMFK BOV Discussion

Updates and discussion occurred on all agenda items as well as next steps in moving forward with these activities and initiatives. The BOV approved the meeting minutes from May 2019. Leigh Smith was appointed to serve as the BOV representative on the University Senate.

Submitted by: Steve Richard, UMPI BOV Chair
September 30, 2019

**University of Southern Maine
Board of Visitors
2018-2019 Annual Report
October 1, 2019**

Overview

In 2018-2019, Clif Greim served as Chair of the University of Southern Maine's Board of Visitors (BOV), with Luc Nya as the Vice-Chair. The BOV focused its attention on the following areas: supporting, collaborating and helping USM achieve its goals, especially in the areas of the GO Bonds, enrollment, retention and the employment of USM graduates; participation in system-wide joint BOT/BOV meetings; reaching out to Maine legislators in support of USM and the University of Maine System's legislative agenda, including the GO Bonds; and providing testimonials on the importance of USM and UMS to Maine's economy and businesses, among other issues.

2018-2019 Membership

The USM Board of Visitors began 2018-2019 with twenty members (including the immediate past president). There was one vacancy during the year due to a resignation for work related reasons. There were eleven men and nine women. Thirteen members reside in Portland or its surrounding southern Maine communities; five reside in Lewiston/Auburn/Lisbon; one resides in the mid-coast region and two reside in other areas.

Members' professional backgrounds:

- Technology and Manufacturing (4)
- Government/State/Economic Development (4)
- Financial (3)
- Arts (3)
- Accounting (1)
- Real Estate (1)
- Insurance (1)
- Architecture (1)
- Education/Youth Services (2)

Officers

Chair: Clif Greim

Vice-Chair: Luc Nya

Schedule

The USM Board of Visitors met six times in 2018-2019. The BOV met 4 times in Portland, one time in Gorham and one time at LAC. The Annual Meeting is scheduled in June of each year.

Meetings and Agenda Items:

Thursday, August 31, 2018

The August meeting included a recap of the legislative activities by Sam Warren, UMS Director of Governmental Relations. Sam also discussed the plan for the grassroots campaign to support the bond campaign and Question 4. Sam thanked the BOV for their support of the legislation and encouraged their ongoing support of Question 4 describing it as an historic once in a generation opportunity for USM. The USM Foundation encouraged BOV members to donate to the PAC. The BOV also received updates on the Foundation, enrollment, and the President's 9 goals.

Friday, October 26, 2018

The October BOV meeting took place at LAC. The BOV received a variety of updates including the following: Nancy Griffin, VP of Enrollment, shared data on enrollment growth; Provost Jeannine Uzzi gave a Master Plan update and noted that the report is in its final drafting; President Cummings updated the BOV on the marketing study to assess the benefit of a name change. The BOV was introduced to the new VP of Corporate Engagement, Jeanne Paquette. Terry Sutton, CEO of Maine Center Ventures (MCV) gave a presentation on MCV and its fundraising campaign. The Nominating Committee proposed Mike Sauschuck as a candidate to replace resigning member, Jon Jennings. The BOV voted unanimously in support of forwarding Mike Sauschuck's name to the BOT for their approval.

Friday, December 14, 2018

The December meeting was a combined BOV meeting and Legislative Breakfast. Over 20 legislators were in attendance plus a broad representation of staff, BOV, faculty and students. Legislators received a warm welcome and presentations on a range of issues including USM's workforce engagement efforts, the Law School and its PLUS program, and the valuable role of the Cutler Institute as the research arm of the Muskie School of Public Policy.

Friday, February 8, 2019

Vice Chair Luc Nya presided over the February meeting in Chair Greim's absence. President Cummings shared leadership changes announcing that Alec Porteous would be joining as CBO in February and that Nancy Griffin had taken on the role of Chief Operating Officer. Nancy would continue to be VP of Enrollment and David Roussel will step into the role of Interim VP of Student Affairs. Finally, Danielle Conway accepted a position at another law school and Dmitry Bam will act as interim Dean of the Law School. Nancy Griffin gave an enrollment and retention update and noted ongoing growth in credit hours and retention. Master Plan Co-Chairs Cyrus Hagge and Jeannine Uzzi gave a joint presentation on the final Master Plan. President Cummings gave a presentation on the outcome of the name change marketing study noting that the study overwhelmingly supported a name change as a means to enhance recruitment.

Friday, April 5, 2019

The BOV meeting took place in Gorham on the same day as Admitted Student Day so that BOV members could attend and share in the excitement. Over 1000 admitted students were registered to attend. VP of Enrollment Nancy Griffin noted that admissions are at the highest level in USM history. President Cummings introduced USM's new CBO Alec Porteous. President Cummings invited the BOV to attend commencement on May 11 noting that Janet Mills will be the Commencement speaker. Nancy Griffin gave a quick summary of the current capital projects. CBO Porteous gave an update on the USM Budget. Upon recommendation by the nominating committee, the BOV voted unanimously in support of a proposed slate of new BOV members that included Chris LaVoie, Jennifer McCarthy and Kimberly Hamilton. Those candidates' names will be forwarded to the BOT for their approval. The BOV also unanimously supported a change to the by-laws to allow a term-limited Chair an extended term, if needed, in order to serve a term as Immediate Past Chair.

Friday, June 7, 2019

Sam Warren, UMS Director of Government Relations, gave a broad overview of legislative efforts this past session. Legislative priorities going forward will depend on the incoming Chancellor's priorities. Sam noted that one of the identified priorities is an effort to encourage increased investment in R&D. BOV members discussed the One University initiative. Chair Greim thanked Sam for her outstanding work on behalf of USM and UMS. Corey Hascall, VP of Foundation and Alumni Relations, thanked the BOV for their leadership in giving. She encouraged the board to give to the Page Scholarship, an endowed scholarship that the BOT established to honor Chancellor Page's service to UMS. President Cummings shared an update on the 9 goals noting that USM has made tremendous and impressive strides. President Cummings thanked the faculty and staff for all of their efforts in USM's successes. Nancy Griffin, COO and VP of Enrollment, gave an update on the many capital projects at USM.

Chair Greim noted that the BOT approved the BOV's proposed nominees (N.B. the BOV approved four of the nominees at the April meeting and one of the nominees, Adam Lee, was approved by email vote after the April meeting. All five proposed BOV candidates' names were forwarded to, and approved by, the BOT.) The BOV took a final vote and unanimously approved the slate of BOV members. The BOV also unanimously approved Luc Nya as Chair and Jane Eberle and Vice Chair. Finally, the BOV unanimously approved the proposed 19/20 meeting schedule.

President Cummings noted that Mark Bessire, Denise Taaffe, Dennis Eagleson and Tony Payne were termed out. He thanked them for their service and noted that each will receive a thank you gift. Glenn also thanked outgoing Chair Clif Greim for his dedicated service to USM and the BOV and presented him with a gift.

Submitted by	Clifton Greim, Chair USM Board of Visitors
Date	October 1, 2019

University of Maine System
Academic Calendar 2021 - 2022

Fall Semester 2021

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/22-24						8/25-27
Classes begin	8/30	8/30	8/30	8/30	8/30	8/30	8/30	8/30
Labor Day Holiday	9/6	9/6	9/6	9/6	9/6	9/6	9/6	9/6
Fall Break	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11-12	10/11
Veterans' Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	--
Thanksgiving Recess	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28	11/24-28
Classes end	12/10	12/10	12/10	12/10	12/10	12/10	12/10	12/3
Final Exams	12/13-17	12/13-17	12/13-16	12/13-16	12/13-16	12/13-16	12/11-17	12/9-20

Spring Semester 2022

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/10-11						
Classes begin	1/18	1/18	1/18	1/18	1/18	1/18	1/18	1/18
Presidents Day Holiday	2/21	2/21	2/21	2/21	2/21	2/21	2/21	2/21
Spring Break	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18	3/14-18
Classes End	4/29	4/29	4/29	4/29	4/29	4/29	4/29	4/26
Final Exams	5/2-6	5/2-6	5/2-5	5/2-5	5/2-5	5/2-5	4/30-5/6	5/2-12
Commencement	5/7	5/7	5/7	5/7	5/7	5/7	5/7	5/21

¹Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.

University of Maine System
Academic Calendar 2022 - 2023

Fall Semester 2022

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		8/22-23						8/24-26
Classes begin	8/29	8/29	8/29	8/29	8/29	8/29	8/29	8/29
Labor Day Holiday	9/5	9/5	9/5	9/5	9/5	9/5	9/5	9/5
Fall Break	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10-11	10/10
Veterans' Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	--
Thanksgiving Recess	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27	11/23-27
Classes end	12/9	12/9	12/9	12/9	12/9	12/9	12/9	12/2
Final Exams	12/12-16	12/12-16	12/12-15	12/12-15	12/12-15	12/12-15	12/10-16	12/8-20

Spring Semester 2023

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation		1/9-10						
Classes begin	1/17	1/17	1/17	1/17	1/17	1/17	1/17	1/17
Presidents Day Holiday	2/20	2/20	2/20	2/20	2/20	2/20	2/20	2/20
Spring Break	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17	3/13-17
Classes End	4/28	4/28	4/28	4/28	4/28	4/28	4/28	4/25
Final Exams	5/1-5	5/1-5	5/1-4	5/1-4	5/1-4	5/1-4	4/29-5/5	5/1-11
Commencement	5/6	5/6	5/6	5/6	5/6	5/6	5/6	5/20

¹ Classes do not meet on Veterans' Day. Any classes that would normally meet on this day will have a make-up day to be determined by each individual institution.



University of Maine System
Management Group Appointments/Changes
07/1/2019 - 10/31/2019

Campus	Name	Position Title	Effective Date	Prior Salary	New Salary	Previous Position Title	Notes
UMF	Quackenbush, Steven	Associate Provost/Dean of Arts & Sciences	7/1/2019	\$ 76,892	\$ 93,500	Professor of Psychology	New Appointment
USM	Bam, Dmitry	Dean of School of Law	7/1/2019	\$ 104,211	\$ 212,000	Professor of Law	New Appointment
UMM	Qualls, Daniel	Vice President and Head of Campus	8/16/2019	\$ 59,325	\$ 120,000	Associate Professor of Education and Division Chair	New Appointment
SVCAA	Sullivan, Claire	Assistant Vice Chancellor - Digital Badging	9/1/2019	\$ 81,768	\$ 120,000	Associate Professor of Communications and Journalism	New Appointment
UMFK	Boudreau, Nicole	Interim Dean of Arts & Sciences and Professional Studies Division	10/1/2019	\$ 59,678	\$ 86,804	Associate Professor of French	New Appointment

Capital Project Status Report

Executive Summary

Overview:

Attached is the Capital Project Status Report for the November 17-18, 2019 meeting of the Finance, Facilities and Technology Committee. The report reflects a total of 20 projects; two projects have been removed since the previous report, and one new project has been added to this report.

The additional project is UMA's Handley Hall HVAC System Upgrade project (1200029), for which the Board approved a budget of \$575,000 in September 2019.

Bond Project Status Report:

The special portion of this report calling out only bond projects now reflects twenty-five (25) projects in progress. These projects are currently estimated to account for just over \$30.7 million of the \$49 million in voter approved general obligation bond funding and just over \$3 million of that has been expended. Supplemental funding is being leveraged for some of these projects and the total estimated project value across all funds currently stands at more than \$34 million, including the bond funding.

Twenty (20) of these bond projects do not have budgets that meet the threshold for Board of Trustees consideration, and are therefore not present on the Capital Projects Status Report. Two of the projects, UMA's Augusta Welcome Center (1100077) and USM's Nursing Simulation Lab (6100327) currently have approved budgets below the Board of Trustees threshold, as noted, but, as planning progresses, those full budgets will exceed Trustee threshold and they will be brought forward for timely Trustee consideration. These projects are not currently on the Capital Projects Status Report as both projects are currently in Design and Pre-Design phases and are set up with limited budgets to cover this phase of the work.

Future reports will be updated to reflect additional active Bond projects as the information becomes available.

Update: USM P3 for Portland Campus Student Housing & Student Center

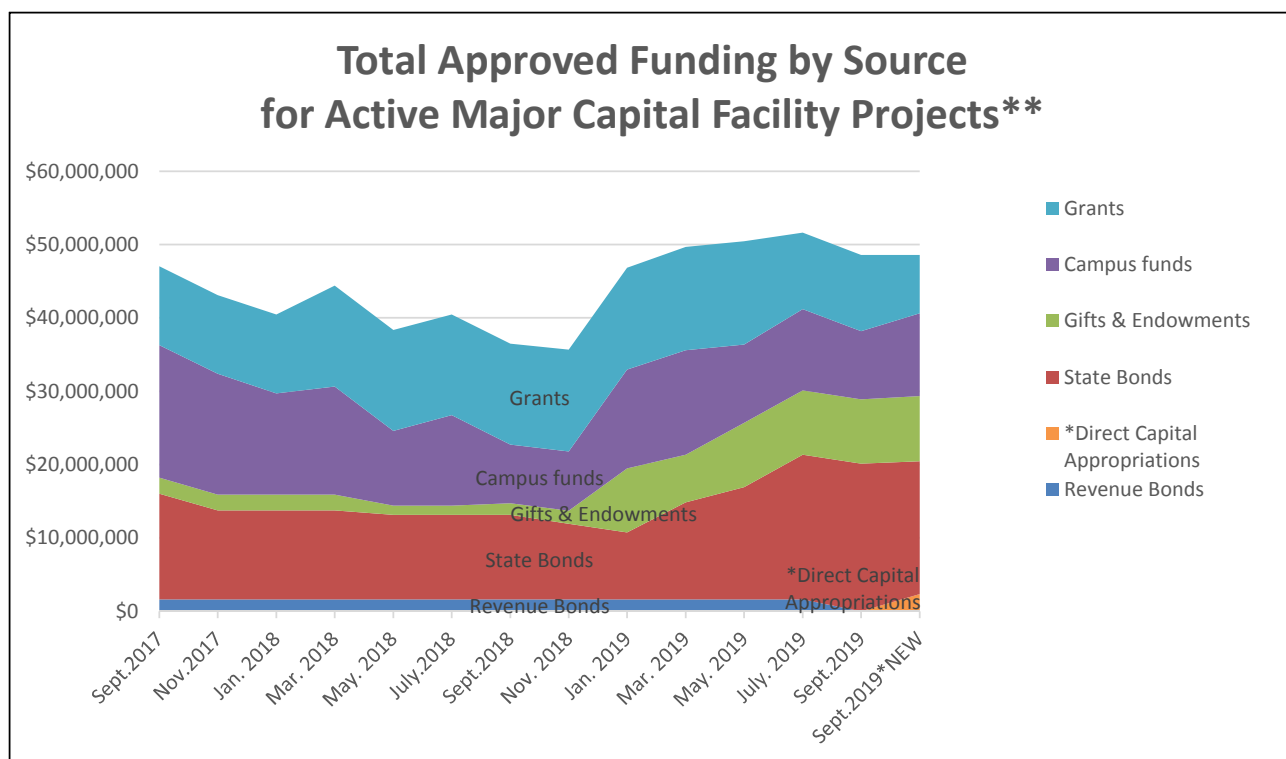
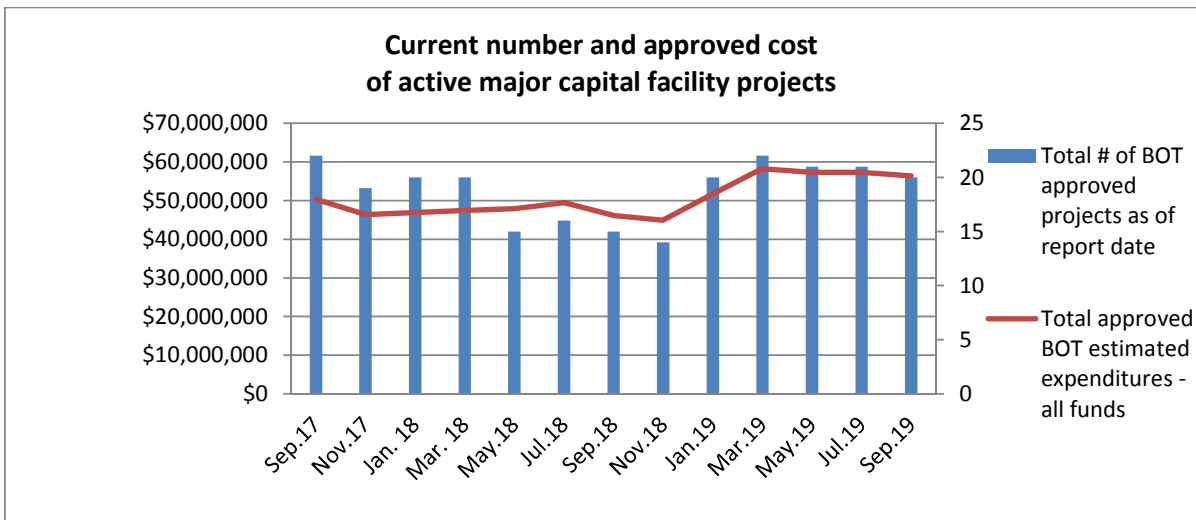
As a result of a public request for qualifications process earlier this year five firms were deemed most qualified to deliver the proposed USM Portland campus housing project and were shortlisted to advance in the solicitation process. A request for proposals was issued to the shortlisted group of firms in early August. Proposals were due on September 20th and four firms submitted a proposal.

The Building Committee for this project is engaged in an in-depth review of proposals. All firms that submitted a proposal have been informed that on site interviews/presentations will take place on October 31st. It is the plan of the Building Committee to select final firm(s) and be ready for negotiations in early November.

Board of Trustee approval will be sought prior to final commitments and agreements being executed for any selected firm(s).

System-Wide P3 Initiatives Update

In addition to the Public Private Partnerships (P3) underway at USM, alternative delivery/P3 projects are being explored at many of the other campuses as well. UM is exploring the opportunity to utilize a P3 structure to renovate some of their existing unoccupied historic buildings. UMF and UMPI are exploring opportunities to improve their residential facilities through P3. All of these initiatives are in the early stages of exploring opportunities and studying viability.



*Direct Capital Appropriations funds consist of capital appropriations in anticipation of revenue bonding, as well as MEIF funds.

**Please note that the graph reflecting Total Approved Funding by Source for Active Major Capital Facility Projects, two sets of data for the current month are captured to reflect a change in methodology. The new methodology does not reflect any change in resources but does reflect a refinement in how those resources are categorized. Next month will return to a single set of data for each month.

11/8/2019

Capital Project Status Report
Board Approved Projects
November 2019 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UMA								
*Handley Hall HVAC System Upgrade (1200029)	2018 State Bond (77%), Campus E&G Funds (23%)	Design in Progress	2020	2020	\$575,000	\$575,000	4%	Board approved \$575K in September, 2019.
UM								
**Advanced Structures and Composites Center Expansion/ASCC Equip W2-Thermoplastics Lab/ASCC Equip W2 Tow Carriage (5100316, 5100414, 5100432)	2010 State Bond (49%), Grants (44%), Gifts (7%)	Project 5100316 is Complete, Project 5100414 Design in Progress, Project 5100432 is Substantially Complete	2014	2020	\$6,400,000	\$10,400,000	91%	Board approved \$6.4M in November, 2012. Board approved \$1.6M in March 2014. Board approved increase of \$871,000 in March 2015. BOT approved additional \$1.5M in May 2016 for equipment project.
Cooperative Extension Diagnostic & Research Lab (5100387)	2014 State Bond (84%), Grants (5%), Campus E&G Funds (11%)	Substantially Complete	2016	2019	\$9,000,000	\$9,600,000	99%	BOT approved \$9M in July, 2015. Board approved increase of \$400,000 in July 2017. Chancellor approved additional increase of \$200,000 in February, 2019.
Aquatic Animal Health Facility (5100440)	Grants (41%), Campus E&G Funds (59%)	Substantially Complete	2017	2019	\$2,300,000	\$2,870,000	99%	Board approved \$2.3M in January, 2017. Board approved increase of \$500,000 in November, 2017. Chancellor approved additional increase of \$70,000 in February 2019.
Darling Marine Center Waterfront Infrastructure (5100459, 5100460, 5100461)	Grants (69%), Campus E&G Funds (31%)	Design in Progress	2017	2021	\$3,000,000	\$5,200,000	7%	Board approved \$3M in July, 2017. Board approved increase of \$2.2M in September, 2019.
Engineering Education and Design Center (5100458, 5100493)	Gifts (30%), Campus Funds (11%), Campus Operating Reserves (16%), Direct Capital Appropriations (43%)	Design in Progress	2024	2024	\$1,000,000	\$9,000,000	50%	Board approved \$1M in September, 2017. Board approved additional \$8M in May, 2018. Initial occupancy of this facility is expected in 2022; final completion in 2024.
**Wells Commons Generator (5100433)	Campus Auxiliary Operating (64%) Campus Auxiliary Reserves (36%)	Substantially Complete	2019	2020	\$525,000	\$525,000	61%	Board approved \$525,000 January, 2018.
**CCAR EDA Hatchery Building Roof Replacement (5100456)	Campus E&G Funds (100%)	Substantially Complete	2019	2020	\$562,000	\$562,000	5%	Board approved \$562,000 in June, 2018.
**Hilltop Commons Servery Updates (5100489)	Campus Auxiliary Operating (41%) Campus Auxiliary Reserves (59%)	Substantially Complete	2019	2020	\$925,000	\$925,000	65%	Board approved \$925,000 January, 2019.
**York Hall Kitchen Hood Replacement (5100490)	Campus Auxiliary Operating (25%) Campus Auxiliary Reserves (75%)	Substantially Complete	2019	2020	\$550,000	\$950,000	63%	Board approved \$550,000 January, 2019. Board approved additional \$400K in May, 2019.
UM Energy Solutions (5200466)	Campus E&G Funds (100%)	Pre-Design in Progress	2023	2023	\$5,700,000	\$5,700,000	10%	Board approved \$5.7M March, 2019.
UMF								
Dearborn Gym HW Upgrades (2100087)	2018 State Bond (100%)	Construction in Progress	2019	2019	\$600,000	\$850,000	67%	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.

Capital Project Status Report
Board Approved Projects
November 2019 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
USM								
** USM Center for the Arts (6100300)	Gifts (100%)	Pre-Design in Progress	2022	2023	\$1,000,000	\$1,000,000	0.16%	Board approved \$1M in January, 2018.
Corthell Hall HVAC Upgrades (6100295)	Campus E&G Funds (100%)	Substantially Complete	2018	2019	\$550,000	\$550,000	94%	Board approved \$550,000 in May, 2018.
Woodward Hall Renovation (6100301)	2018 State Bond (85%), Campus E&G Funds (15%)	Substantially Complete	2019	2019	\$1,800,000	\$1,800,000	58%	Board approved \$1.8M in January, 2019.
**Ricci Lecture Hall Renovation (6100308)	2018 State Bond (30%), Gifts (42%), Campus E&G Funds (28%)	Substantially Complete	2019	2020	\$500,000	\$680,000	73%	Board approved \$500,000 in January, 2019. Board approved additional \$180K in May, 2019.
Brooks Student Center Generator & Switchgear Installation (6100315)	Campus E&G Funds (100%)	Substantially Complete	2019	2019	\$675,000	\$675,000	91%	Board approved \$675,000 in January, 2019.
** Schematic Design of the Career and Student Success Center (6100325)	2018 State Bond (100%)	Pre-Design in Progress	2020	2022	\$1,000,000	\$1,000,000	1%	Board approved \$1M in January, 2019.
**Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323)	2018 State Bond (0.26%), Campus E&G Funds (99.74%)	Project 6100316 is Out to Bid, Project 6100323 is Substantially Complete	2019	2020	\$2,580,000	\$2,580,000	18%	Board approved \$2.58M in January, 2019.
UMPI								
**UMPI Greenhouse (7100010)	Bond (14%), Direct Capital Appropriations (57%), Gifts (29%)	Substantially Complete	2018	2019	\$850,000	\$935,000	62%	Board approved \$850K in September, 2018. Board approved additional \$85,000 in January, 2019.
Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. *** This project has been completed since the last report and is not expected to appear on the next report.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.					Percentage expended reflects total expended as of September 30, 2019 as a percentage of the current approved project estimate.	

Bond Project Status Report
Active Bond Projects
November 2019 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMA								
Augusta Campus Welcome Center (1100077) Project Manager: Sheri Stevens/Walter Shannon	Design in Progress	2021	2021	Bond (100%), Campus E&G Funds (0%)	\$1,155,000	\$9	\$3,000,000	Approved budget of \$400,000 as it remains in study/design phase.
Augusta Campus Fire Alarms (1100078) Project Manager: Sheri Stevens/Walter Shannon	Design in Progress	2020	2020	Bond (100%)	\$400,000	\$46,510	\$400,000	
Bangor Campus Fire Alarms (1100540) Project Manager: Sheri Stevens/Walter Shannon	Design in Progress	2020	2020	Bond (100%)	\$330,000	\$38,053	\$330,000	
Handley Hall A/C Replacement (1200029) Project Manager: Sheri Stevens/Keenan Farwell	Design in Progress	2020	2020	Bond (77%), Campus E&G Funds (23%)	\$530,000	\$18,215	\$575,000	
* Bangor Welcome Center Planning (1100534) Project Manager: Sheri Stevens/Walter Shannon	Design in Progress	2021	2021	Bond (100%)	\$300,000	\$9	\$300,000	
Total Bond for Campus					\$2,715,000	\$102,796	\$4,605,000	
UMF								
Dearborn Gym Hot Water Upgrades (2100087) Project Manager: Keenan Farwell	Construction in Progress	2019	2019	Bond (100%)	\$850,000	\$565,751	\$850,000	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.
274 Front St Acquisition (2100089) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$855,000	\$850,820	\$855,000	Board approved \$855K in January, 2019.
Scott Hall Renovations (2100092) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$171,155	\$200,000	
Dakin Hall Shower Renovations (2100093) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$40,987	\$200,000	
Lockwood Hall Shower Renovations (2100094) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$49,356	\$200,000	
Stone Hall Shower Renovations (2100095) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$18,424	\$200,000	
UMF Campus Paving (2100097) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$200,000	\$1,266	\$200,000	
274 Front St Renovation (2100096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2020	Bond (100%)	\$450,000	\$4,244	\$450,000	
FRC Floor Renovation (2100098) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$125,000	\$183,291	\$125,000	
Exterior Painting Merrill Hall (2200096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2020	Bond (0%)	\$40,000	\$0	\$40,000	
Total Bond for Campus					\$3,320,000	\$1,885,294	\$3,320,000	

Bond Project Status Report
Active Bond Projects
November 2019 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMFK								
UMFK Enrollment/Advancement Center (3100042) Project Manager: Jacob Olsen	Design in Progress	2022	2022	Campus E&G (100%)	\$300,000	\$0	\$320,000	
Total Bond for Campus					\$300,000	\$0	\$320,000	
UMM								
UMM Science Building Roof Replacement (4100042) Project Manager: Art Bottie	Construction in Progress	2020	2019	Bond (100%)	\$325,000	\$150,593	\$325,000	
UMM Dorward Hall Roof Replacement (4100043) Project Manager: Art Bottie	Construction in Progress	2020	2019	Bond (100%)	\$300,000	\$13,757	\$300,000	
UMM Sennett Roof Replacement (4100044) Project Manager: Art Bottie	Design in Progress	2020	2020	Bond (100%)	\$150,000	\$33	\$150,000	
UMM Reynolds Center Roof Repair (4200044) Project Manager: Art Bottie	Construction in Progress	2020	2019	Bond (100%)	\$65,000	\$12,912	\$65,000	
Total Bond for Campus					\$840,000	\$177,295	\$840,000	
USM								
Woodward Hall Renovations (6100301) Project Manager: Carol Potter	Substantially Complete	2019	2019	Bond (85%), Campus E&G Funds (15%)	\$1,500,000	\$878,036	\$1,800,000	Board approved \$1.8M in January, 2019.
Ricci Lecture Hall Renovations (6100308) Project Manager: Carol Potter	Substantially Complete	2019	2020	Bond (30%), Gifts (42%), Campus E&G Funds (28%)	\$150,000	\$150,000	\$680,000	Board approved \$500,000 in January, 2019. Board approved additional \$180K in May, 2019.
** Schematic Design of the Career and Student Success Center (6100325) Project Manager: Joe Gallant	Pre-Design in Progress	2020	2022	Bond (100%)	\$19,000,000	\$9,800	\$19,000,000	Board approved \$1M in January, 2019. The total project cost remains under development and subject to change.
Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323) Project Manager: Carol Potter	Project 6100316 is Out to Bid, Project 6100323 is Substantially Complete	2019	2020	Bond (0.26%), Campus E&G Funds (99.74%)	\$1,460,000	\$1,233	\$2,580,000	Board approved \$2.58M in January, 2019.
USM Nursing Simulation Lab Science (6100327) Project Manager: Joe Gallant	Design in Progress	2021	2020	Bond (100%)	\$1,500,000	\$22,959	\$1,500,000	Approved budget of \$450,000 as it remains in study/design phase.
Total Bond for Campus					\$23,610,000	\$1,062,028	\$25,560,000	

Bond Project Status Report
Active Bond Projects
November 2019 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

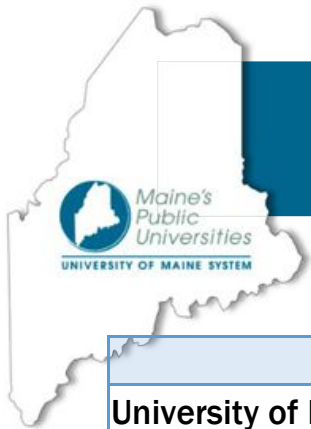
Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMPI								
* Wieden Renovation Bond (7100025) Project Manager: Joseph Moir	Design in Progress	2020	2020	Bond (0%)	\$125,000	\$0	\$125,000	
* Folsom Renovation Bond (7100026) Project Manager: Joseph Moir	Design in Progress	2020	2020	Bond (100%)	\$100,000	\$1,270	\$100,000	
Total Bond for Campus					\$225,000	\$1,270	\$225,000	
Totals:					\$31,010,000	\$3,228,683	\$34,870,000	
Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. *** This project has been completed since the last report and is not expected to appear on the next report.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.						Percentage expended reflects total expended as of September 30, 2019 as a percentage of the current approved project estimate.



University of Maine System

2019 Enrollment and Budget

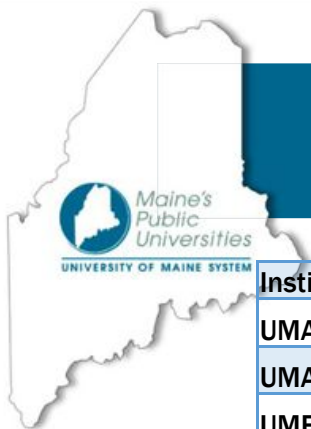
Robert Placido VCAA
Rosa Redonnett AVCSSCA
Ryan Low VCFA



College Bound High School Market Share

	2004	2006	2008	2010	2012	2014	2016	2018
University of Maine	16.0%	13.7%	15.6%	14.2%	15.4%	14.5%	13.9%	13.3%
University of Maine at Augusta	0.0%	4.7%	3.0%	5.4%	2.5%	1.9%	1.4%	2.2%
University of Maine at Farmington	5.3%	4.0%	3.8%	0.0%	3.8%	3.7%	3.8%	3.1%
University of Maine at Fort Kent	1.8%	1.1%	0.8%	0.9%	1.4%	1.2%	1.3%	1.2%
University of Maine at Machias	0.6%	0.7%	0.7%	0.8%	1.0%	1.0%	1.0%	0.9%
University of Maine at Presque Isle	1.9%	1.4%	1.4%	1.6%	1.9%	1.8%	1.6%	1.5%
University of Southern Maine	8.1%	6.8%	7.3%	6.5%	7.3%	6.0%	6.3%	8.1%
UMS Subtotal	33.7%	32.3%	32.6%	29.4%	33.4%	30.2%	29.4%	30.3%
Maine Maritime Academy	0.0%	1.7%	0.0%	2.2%	1.9%	2.0%	2.0%	1.6%
Community Colleges	19.7%	17.9%	20.7%	20.9%	19.5%	20.5%	22.7%	23.2%
Maine Private	8.8%	12.6%	14.3%	12.7%	12.4%	14.2%	14.4%	15.2%
Other NE States	20.8%	20.4%	18.0%	19.2%	18.2%	17.9%	17.4%	17.0%
Other Out of State	16.9%	15.1%	14.3%	15.5%	14.3%	15.0%	14.0%	12.7%

NOTE: 2018 DATA IS PRELIMINARY - NOT FOR PUBLICATION



Applications as of October 27th

Institution	Student Type	2019 All Apps	2020 All Apps	Difference		2019 Admits	2020 Admits	Difference2
UMA	First-Year	188	172	-16		55	35	-20
UMA	Transfer	83	100	17		37	47	10
UMF	First-Year	177	179	2		9	11	2
UMF	Transfer	11	19	8		4	1	-3
UMFK	First-Year	142	98	-44		11	26	15
UMFK	Transfer	73	70	-3		17	27	10
UMM	First-Year	38	69	31		16	11	-5
UMM	Transfer	6	10	4		0	3	3
UM	First-Year	1886	2332	446		378	376	-2
UM	Transfer	103	119	16		20	22	2
USM	First-Year	475	448	-27		20	11	-9
USM	Transfer	262	291	29		11	14	3
UMPI	First-Year	77	94	17		12	11	-1
UMPI	Transfer	7	18	11		1	2	1
All UMS	First-Year	2983	3392	409		501	481	-20
All UMS	Transfer	545	627	82		90	116	26
Totals		3528	4019	491		591	597	6



Total Students (Census Headcount)

Undergraduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	9,297	9,323	9,279	9,365	9,430	36.5%	0.7%	1.4%
UMA	4,683	4,416	4,014	4,128	4,361	16.9%	5.6%	-6.9%
UMF	1,795	1,782	1,811	1,736	1,674	6.5%	-3.6%	-6.7%
UMFK	1,559	1,904	1,760	1,794	1,589	6.2%	-11.4%	1.9%
UMM	786	745	701	675	659	2.6%	-2.4%	-16.2%
UMPI	1,289	1,326	1,408	1,554	1,445	5.6%	-7.0%	12.1%
USM	6,126	6,189	6,110	6,390	6,675	25.8%	4.5%	9.0%
Total	25,535	25,685	25,083	25,642	25,833	100.0%	0.7%	1.2%

Graduate Headcount by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	1,625	1,896	1,961	2,039	2,131	54.9%	4.5%	31.1%
UMF	221	218	269	304	256	6.6%	-15.8%	15.8%
USM	1,359	1,424	1,443	1,497	1,497	38.5%	0.0%	10.2%
Total	3,205	3,538	3,673	3,840	3,884	100.0%	1.1%	21.2%



Total Semester Credit Hours (Census)

Undergraduate Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	125,673	127,895	129,520	129,264	128,919	44.3%	-0.3%	2.6%
UMA	39,390	36,332	32,531	33,644	34,937	12.0%	3.8%	-11.3%
UMF	26,320	26,008	26,043	24,443	23,650	8.1%	-3.2%	-10.1%
UMFK	13,658	15,780	14,256	14,316	12,632	4.3%	-11.8%	-7.5%
UMM	7,394	7,384	6,785	6,440	6,127	2.1%	-4.9%	-17.1%
UMPI	12,351	13,275	13,543	13,993	12,898	4.4%	-7.8%	4.4%
USM	66,053	66,603	68,697	70,950	72,168	24.8%	1.7%	9.3%
Total	290,838	293,277	291,375	293,050	291,330	100.0%	-0.6%	0.2%

Graduate Credit Hours by Campus

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,936	9,609	9,767	10,189	10,693	50.4%	4.9%	19.7%
UMF	714	747	861	1,023	909	4.3%	-11.1%	27.3%
USM	9,360	9,396	9,775	9,953	9,607	45.3%	-3.5%	2.6%
Total	19,010	19,752	20,403	21,165	21,209	100.0%	0.2%	11.6%



Early College Semester Credit Hours (Census)

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	1-year Change	5-year Change
UM	890	760	506	840	1,128	34.3%	26.7%
UMA	2,707	2,889	2,387	2,701	3,750	38.8%	38.5%
UMF	56	34	196	332	416	25.3%	642.9%
UMFK	2,031	3,099	2,658	2,861	2,398	-16.2%	18.1%
UMM	301	266	269	332	426	28.3%	41.5%
UMPI	1,191	2,789	2,742	3,575	2,766	-22.6%	132.2%
USM	2,349	2,453	2,167	3,087	4,769	54.5%	103.0%
Total	9,525	12,290	10,925	13,728	15,653	14.0%	64.3%



In State Semester Credit Hours (Census)

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	94,387	93,004	88,522	85,641	86,399	36.4%	0.9%	-8.5%
UMA	37,825	35,057	31,111	31,893	32,365	13.6%	1.5%	-14.4%
UMF	22,584	22,302	22,371	21,023	20,463	8.6%	-2.7%	-9.4%
UMFK	11,438	13,083	11,723	11,688	10,012	4.2%	-14.3%	-12.5%
UMM	6,068	5,888	5,740	5,665	5,109	2.2%	-9.8%	-15.8%
UMPI	10,731	11,576	11,441	11,990	10,698	4.5%	-10.8%	-0.3%
USM	69,204	68,437	68,990	71,320	72,079	30.4%	1.1%	4.2%
Total	252,236	249,347	239,897	239,219	237,124	100.0%	-0.9%	-6.0%



Out of State Semester Credit Hours (Census)

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	31,748	35,547	41,957	45,413	44,128	67.6%	-2.8%	39.0%
UMA	1,454	1,199	1,256	1,599	2,329	3.6%	45.7%	60.2%
UMF	3,112	2,898	3,043	3,051	2,454	3.8%	-19.6%	-21.1%
UMFK	1,836	2,504	2,429	2,610	2,585	4.0%	-0.9%	40.8%
UMM	971	1,155	809	578	856	1.3%	48.1%	-11.8%
UMPI	940	1,238	1,731	1,762	1,843	2.8%	4.6%	96.1%
USM	8,525	9,679	11,722	12,068	11,103	17.0%	-8.0%	30.2%
Total	48,585	54,220	62,947	67,081	65,297	100.0%	-2.7%	34.4%



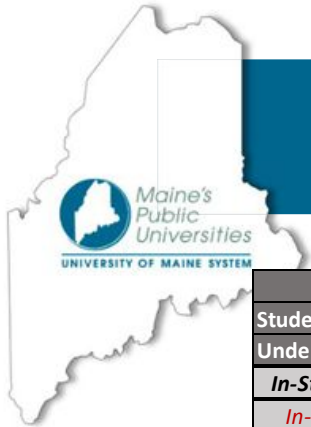
NEBHE Semester Credit Hours (Census)

Campus	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% of Total	1-year Change	5-year Change
UM	8,474	8,953	8,808	8,399	9,086	65.9%	8.2%	7.2%
UMA	111	76	164	152	243	1.8%	59.9%	118.9%
UMF	1,338	1,555	1,490	1,392	1,642	11.9%	18.0%	22.7%
UMFK	384	193	104	19	35	0.3%	84.2%	-90.9%
UMM	355	341	236	197	162	1.2%	-17.8%	-54.4%
UMPI	680	461	371	241	357	2.6%	48.1%	-47.5%
USM	1,241	1,319	1,187	1,214	2,257	16.4%	86.0%	81.9%
Total	12,583	12,898	12,360	11,614	13,782	100.0%	18.7%	9.5%



Undergraduate Return Rate By Credit Hours

	UM	UMA	UMF	UMFK	UMM	UMPI	USM
Undergraduate	64.90%	51.51%	61.83%	52.27%	45.19%	49.68%	57.65%
Fulltime	67.95%	61.49%	64.00%	60.03%	54.07%	56.64%	65.07%
Ua zero	65.13%	47.62%	63.01%	61.76%	41.79%	48.91%	62.45%
Ub 1-30	77.81%	62.45%	72.09%	68.18%	59.77%	65.84%	74.55%
Uc 31-59	88.07%	75.49%	84.57%	66.37%	73.91%	73.11%	85.14%
Ud 60-89	80.84%	75.85%	85.54%	72.41%	74.07%	72.22%	77.49%
Ue >90	21.60%	44.00%	14.33%	40.88%	22.39%	19.69%	27.69%
Parttime	39.19%	45.38%	26.80%	43.70%	32.35%	35.31%	39.54%
Ua zero	22.00%	20.48%	16.67%	7.14%	22.58%	22.37%	22.73%
Ub 1-30	38.46%	42.67%	25.00%	29.55%	32.89%	37.10%	36.49%
Uc 31-59	61.03%	61.52%	50.00%	58.06%	50.00%	47.22%	53.33%
Ud 60-89	69.14%	58.44%	50.00%	73.86%	58.33%	63.83%	63.60%
Ue >90	25.51%	42.05%	17.65%	40.51%	25.86%	24.39%	33.24%



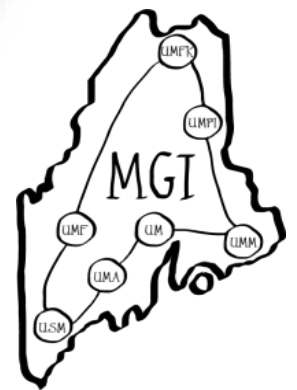
Budget Projection by Return Rate

Student by level	Fall 2019 Census	FY21	Fall				Spring		Summer		Tot. Ann. Credit Hours
		Projected Return Rate	Return	New	Projection	Change	Projection	Change	Projection	Change	
Undergraduate											
<i>In-State Total</i>	32,365		14,873	17,216	32,089	-	27,492	-	8,859	-	68,440
<i>In-Coming Class</i>				13,462	13,462		12,569		8,859		34,890
<i>EarlyCollege</i>	3,750			3,754	3,754		1,035				4,789
Ua zero	3,069	34.1%	1,047		1,047		978				2,025
Ub 1-30	5,806	52.3%	3,037		3,037		2,836				5,873
Uc 31-59	5,369	65.8%	3,533		3,533		3,299				6,832
Ud 60-89	5,767	64.5%	3,720		3,720		3,473				7,193
Ue >90	8,604	41.1%	3,536		3,536		3,302				6,838
<i>Out-of-State Total</i>	2,329		1,123	1,204	2,327	-	2,172	-	650	-	5,149
<i>In-Coming Class</i>				1,204	1,204		1,124		650		2,978
Ua zero	306	19.4%	59		59		55				114
Ub 1-30	248	52.6%	130		130		121				251
Uc 31-59	345	53.0%	183		183		171				354
Ud 60-89	470	71.3%	335		335		313				648
Ue >90	960	43.3%	416		416		388				804
<i>CAN-NEBHE Total</i>	243		147	105	252	-	235	-	42	-	529
<i>In-Coming Class</i>				105	105		98		42		245
Ua zero	22	10.0%	2		2		2				4
Ub 1-30	33	87.5%	29		29		27				56
Uc 31-59	64	66.7%	43		43		40				83
Ud 60-89	45	69.2%	31		31		29				60
Ue >90	79	53.6%	42		42		39				81
Totals	34,937	0.0%	16,143	18,525	34,668	-	29,899	-	9,551	-	74,118

Maine Geospatial Institute (MGI)



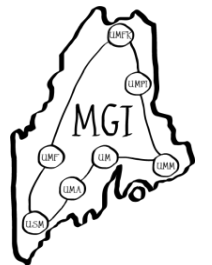
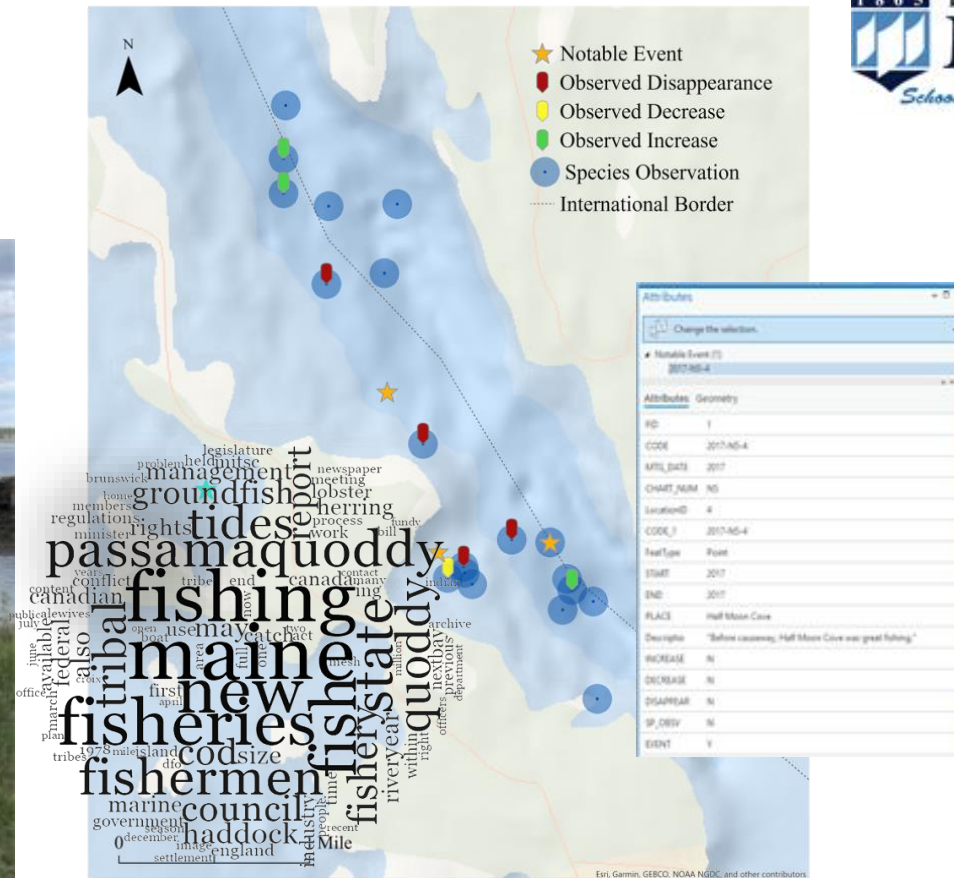
Background
Accomplishments
Future



Western Passage Student Research Collaborative



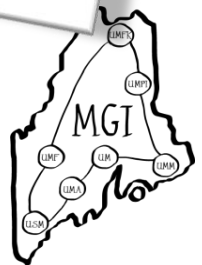
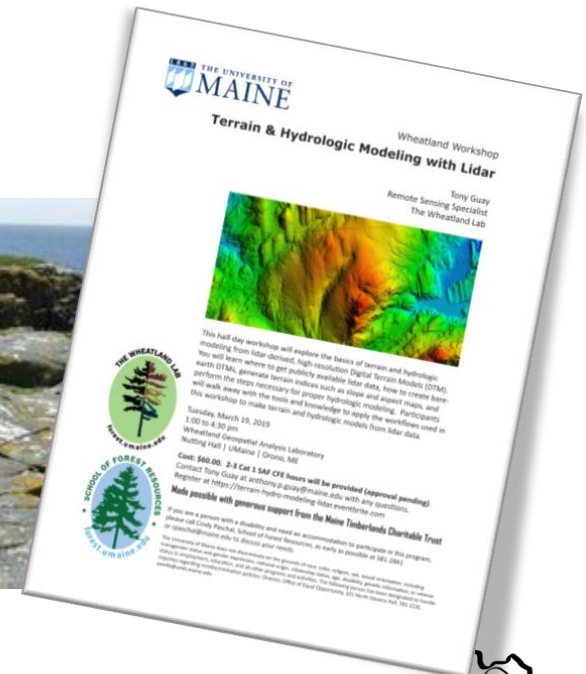
- Stakeholder Meetings
- Mapping Traditional Knowledge
- Monitoring Key Resources
- Providing Mapping Tools



UAS and Mobile GIS for Wildlife



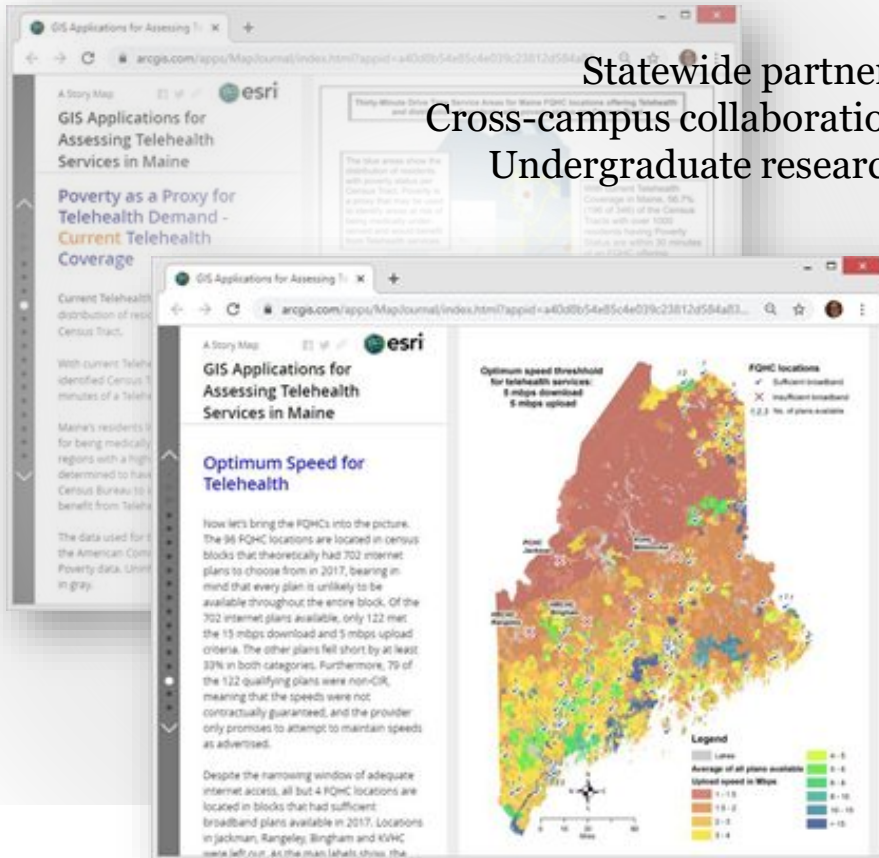
Professional Engagement



Assessing Rural Telehealth



Statewide partners
Cross-campus collaboration
Undergraduate research



GPR for Cemetery Restoration



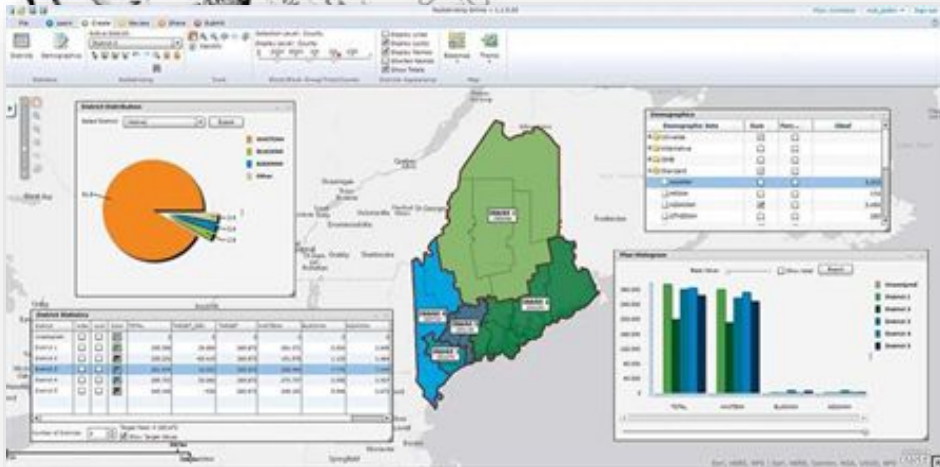
Local partners
Project-based curriculum
Field data collection



Political Redistricting



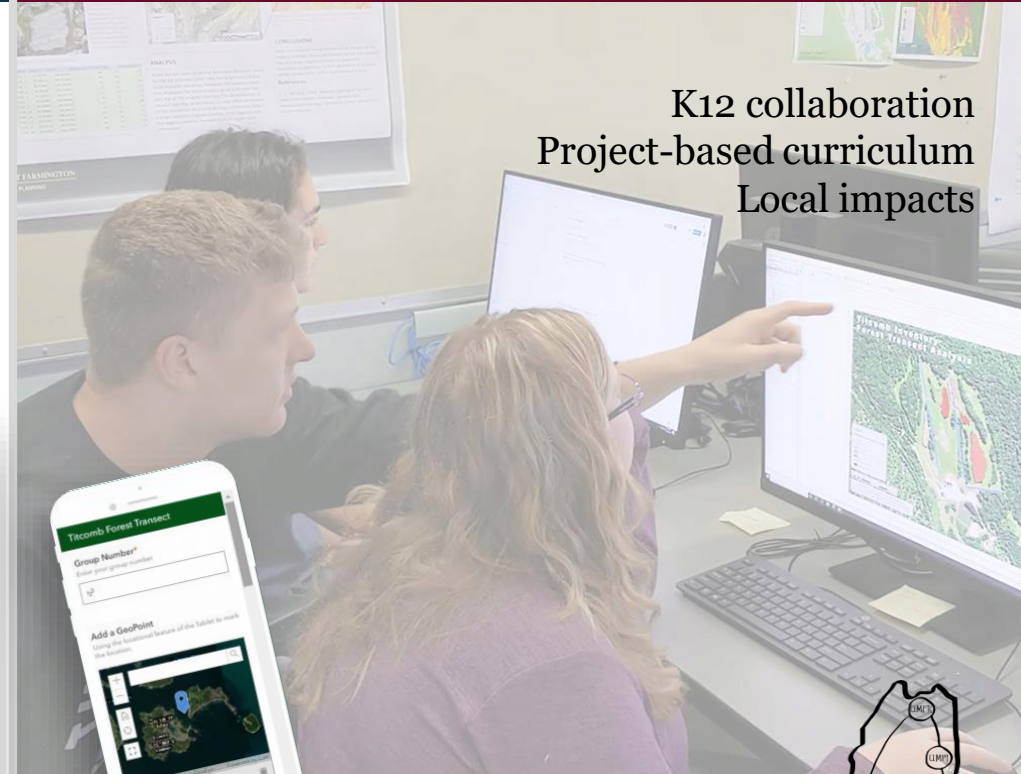
New conceptual models
Cross-campus collaboration
Undergraduate research



Mobile GIS Inventory



K12 collaboration
Project-based curriculum
Local impacts





ExplorEC
Early College at Maine's Public Universities

Amy Hubbard,
Executive Director of Early College, University of Maine System
Scott Voisine, Dean of Community Education
University of Maine at Fort Kent

<https://academics.maine.edu/early-college/>

Early College Programs: Definitions

Programs within the Early College Umbrella:

- **Concurrent Enrollment(CE)**-courses taught by college-approved high school teachers on the high school campus (formerly dual enrollment)
- **Aspirations**- courses taught by college faculty on campus or online
- **Bridge Academy**-provides college courses for students in CTE programs, combining rigor, skills, career exploration, and mentoring

Enrollment

(Source: Early College Report, UMS IR)

- Growth last year 22%
- Predicted growth for this year 20%
- Growth Past 5 years 113%, 10 years 230%

Early College Headcount by Academic Year

All Programs	16-17	17-18	18-19
Grand Total	3,101	3,148	3,844
Unduplicated	2,793	2,909	3,513

- **Challenge: How do we build capacity for continued growth?**

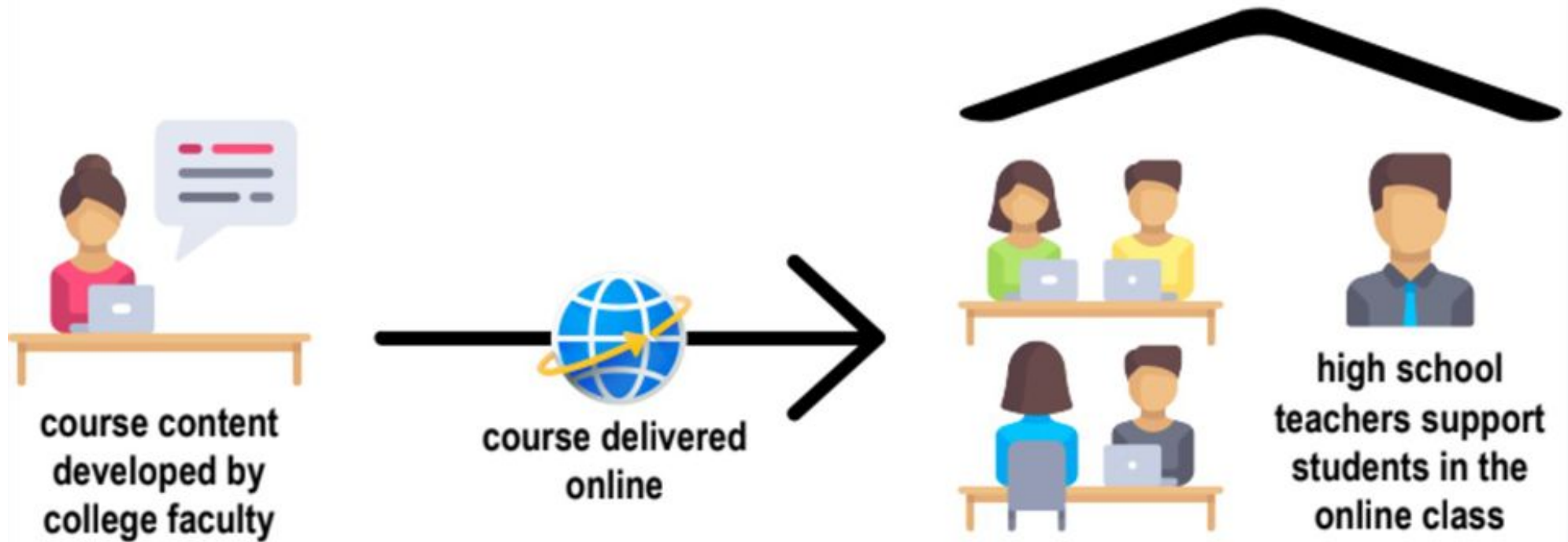
Early College: Modes of Instruction

- Online
 - Accessible for students with computers & broadband
 - Limited student support from HS
 - Authentic college experience
- On campus
 - Accessible for students with transportation
 - Scheduling is challenging
 - Authentic college experience
 - Limited student support from HS

Early College: Modes of Instruction

- High School Campus (Concurrent Enrollment)
 - Most accessible for students
 - Student success rates upon matriculation are similar when compared to on campus and online experiences
 - Significant student support from HS
 - College curriculum is authentic, but student experiences & classroom environment are very different from a college classroom
- Limiting Factors
 - High school teacher credentials
 - Faculty liaisons

Early College Plus (EC+)



Early College Plus

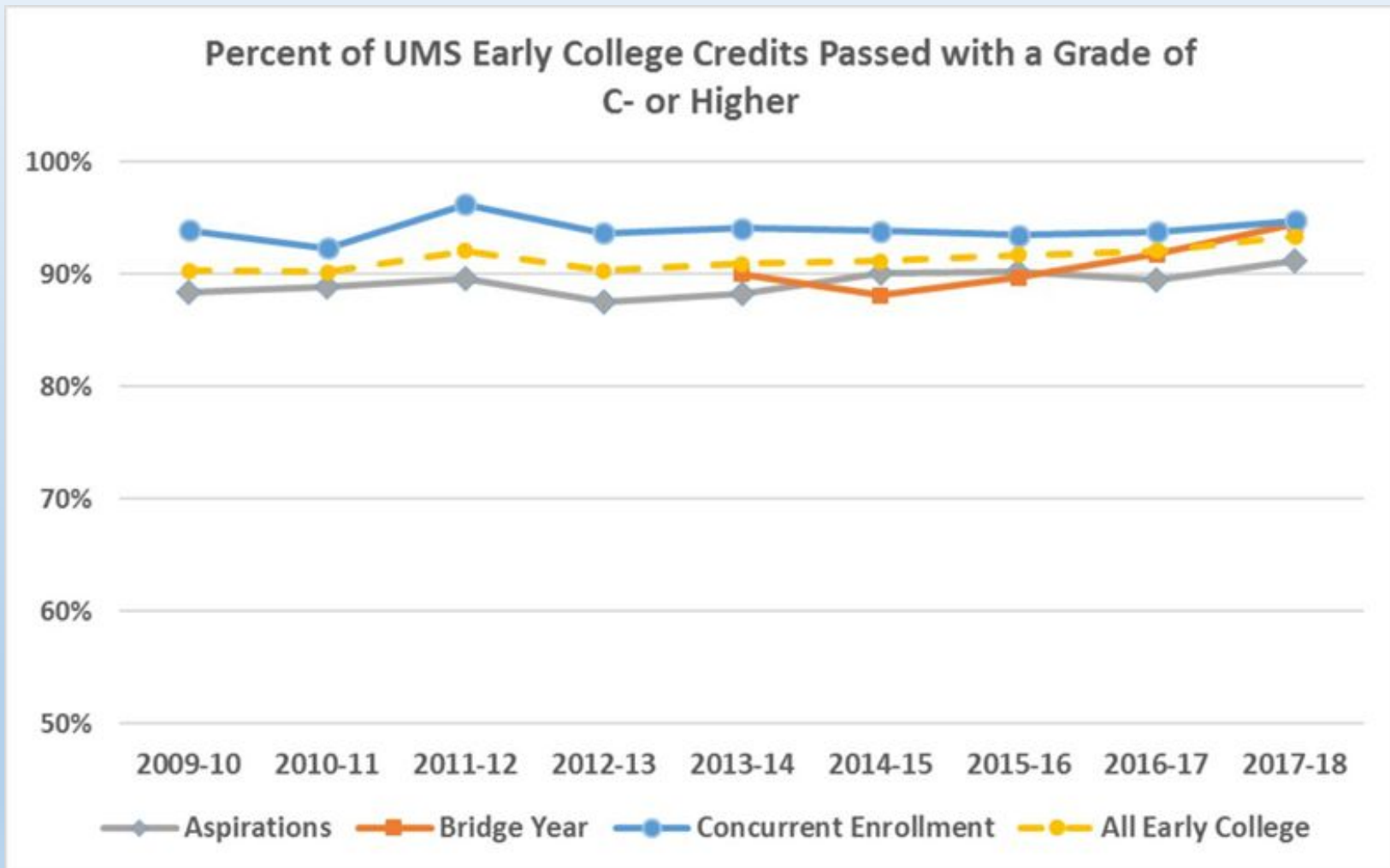
- Blends accessibility with high school support
- Can be adapted to fit the needs of the high school, campus, and course content
- Is being used at other institutions nationally
- Pilot programs:
 - UM
 - UMA
 - USM
 - UMFK

Questions?

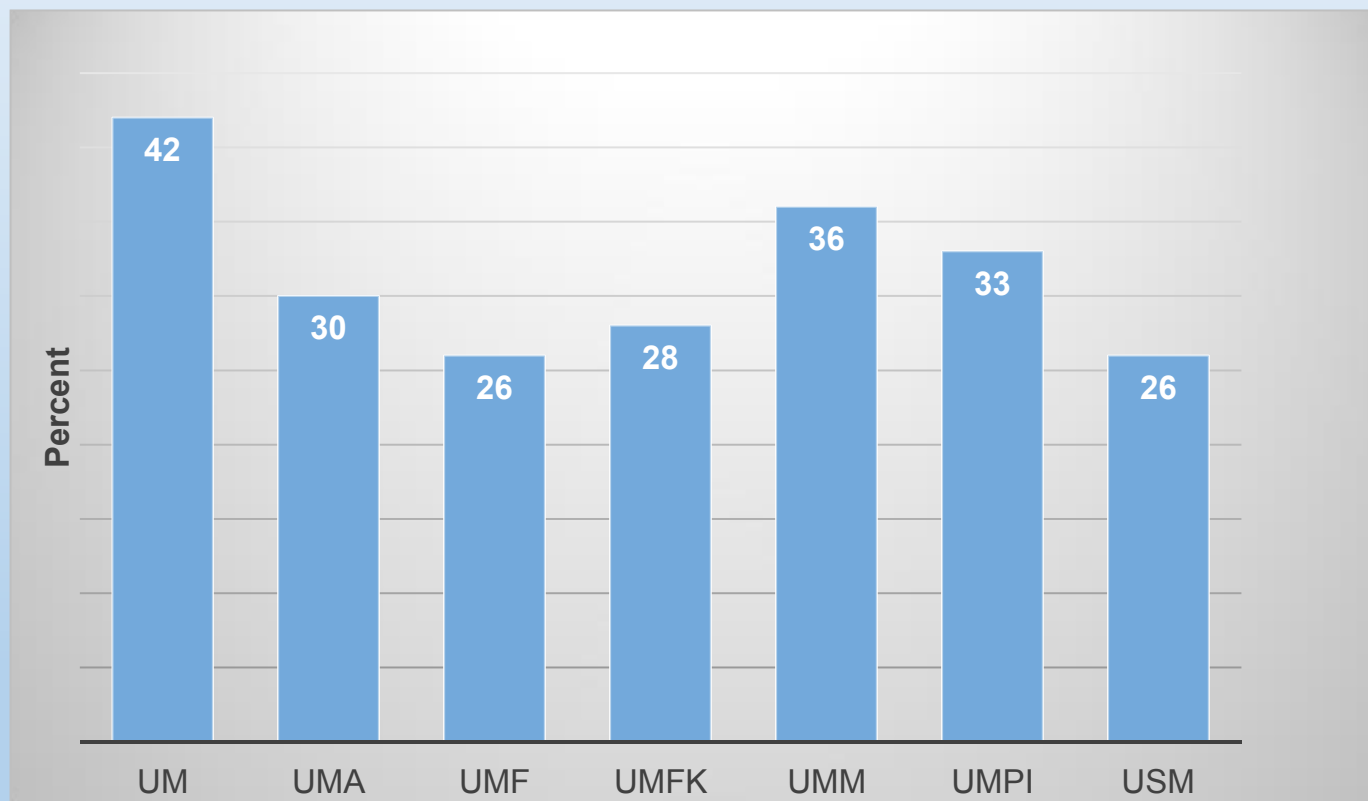


Maine's Public Universities ~ Building Futures, Strengthening Maine

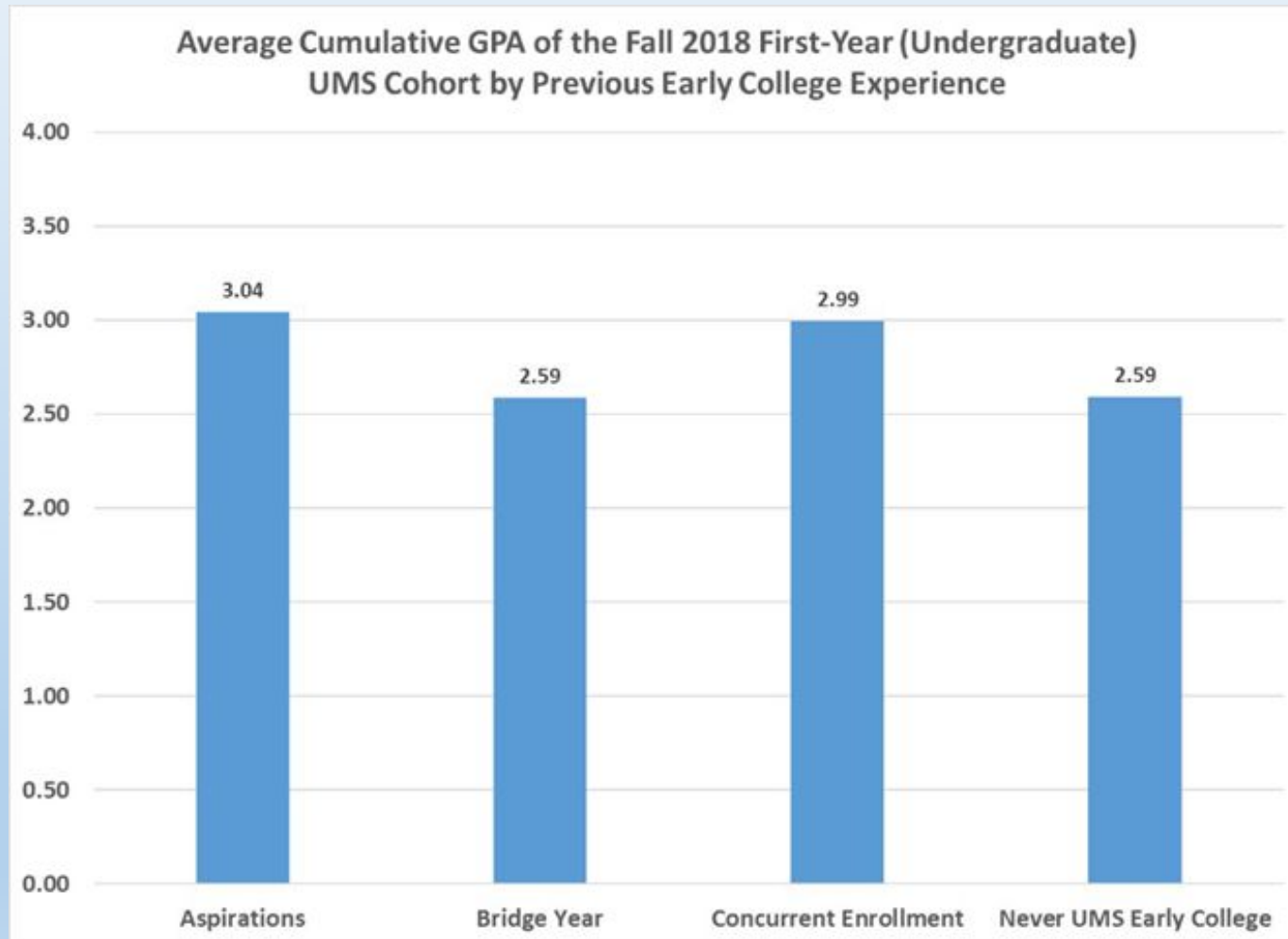
Student Success in EC Courses



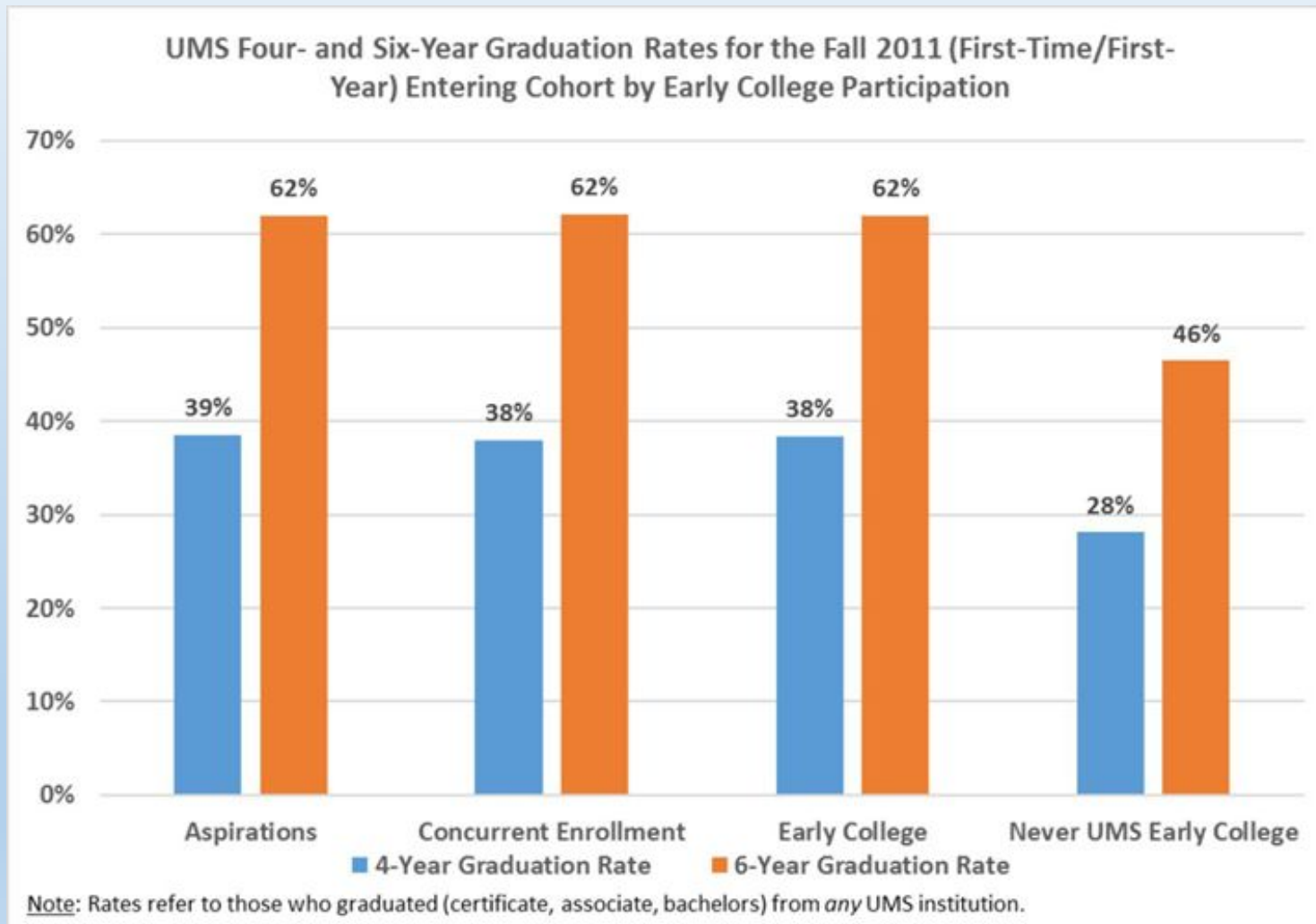
Matriculation Rates (Fall, 2017 Cohort)



Academic Performance



Graduation Rates

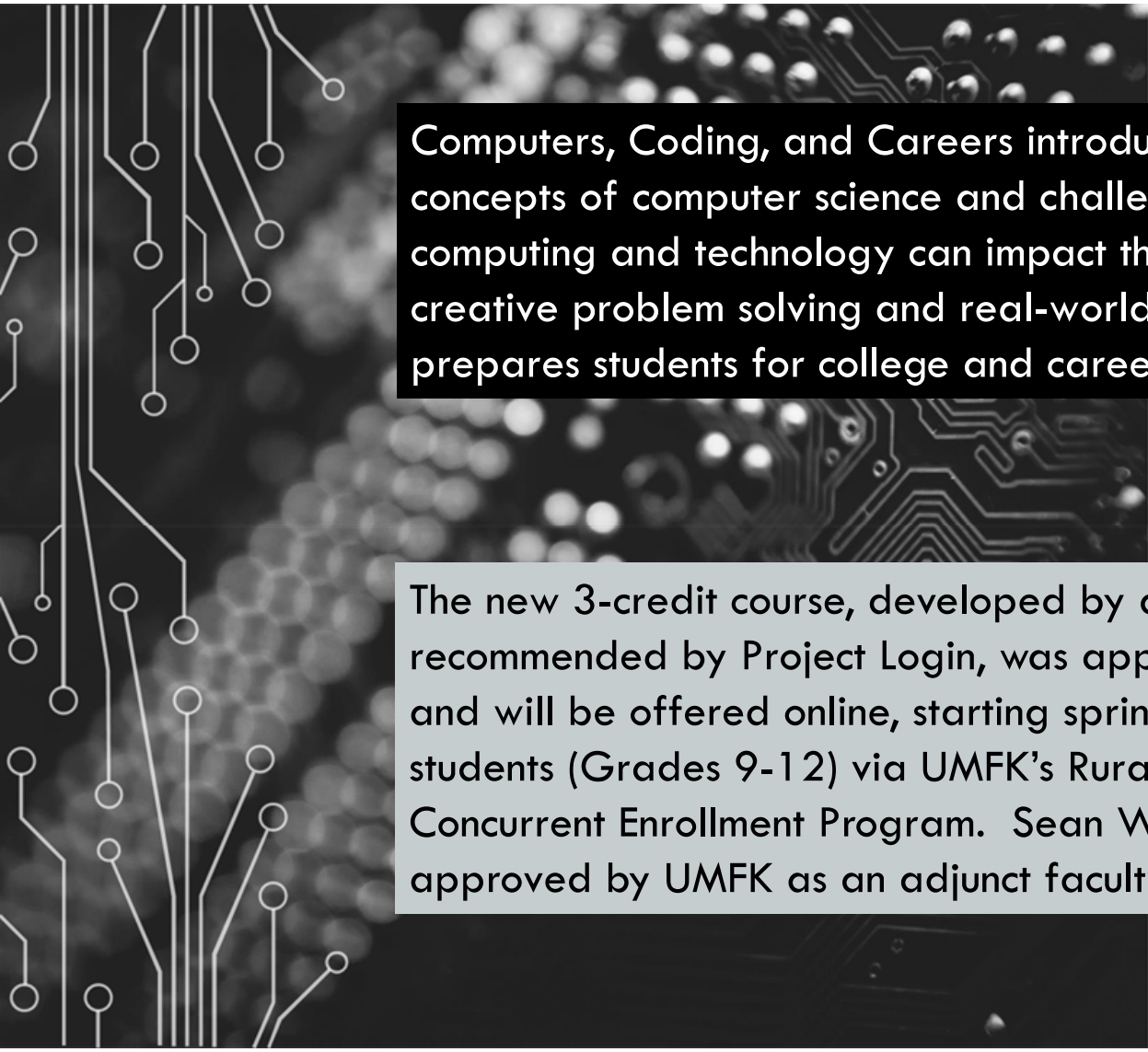




COMPUTERS, CODING & CAREERS

*Presented by Scott Voisine
Dean of Community Education
University of Maine at Fort Kent*

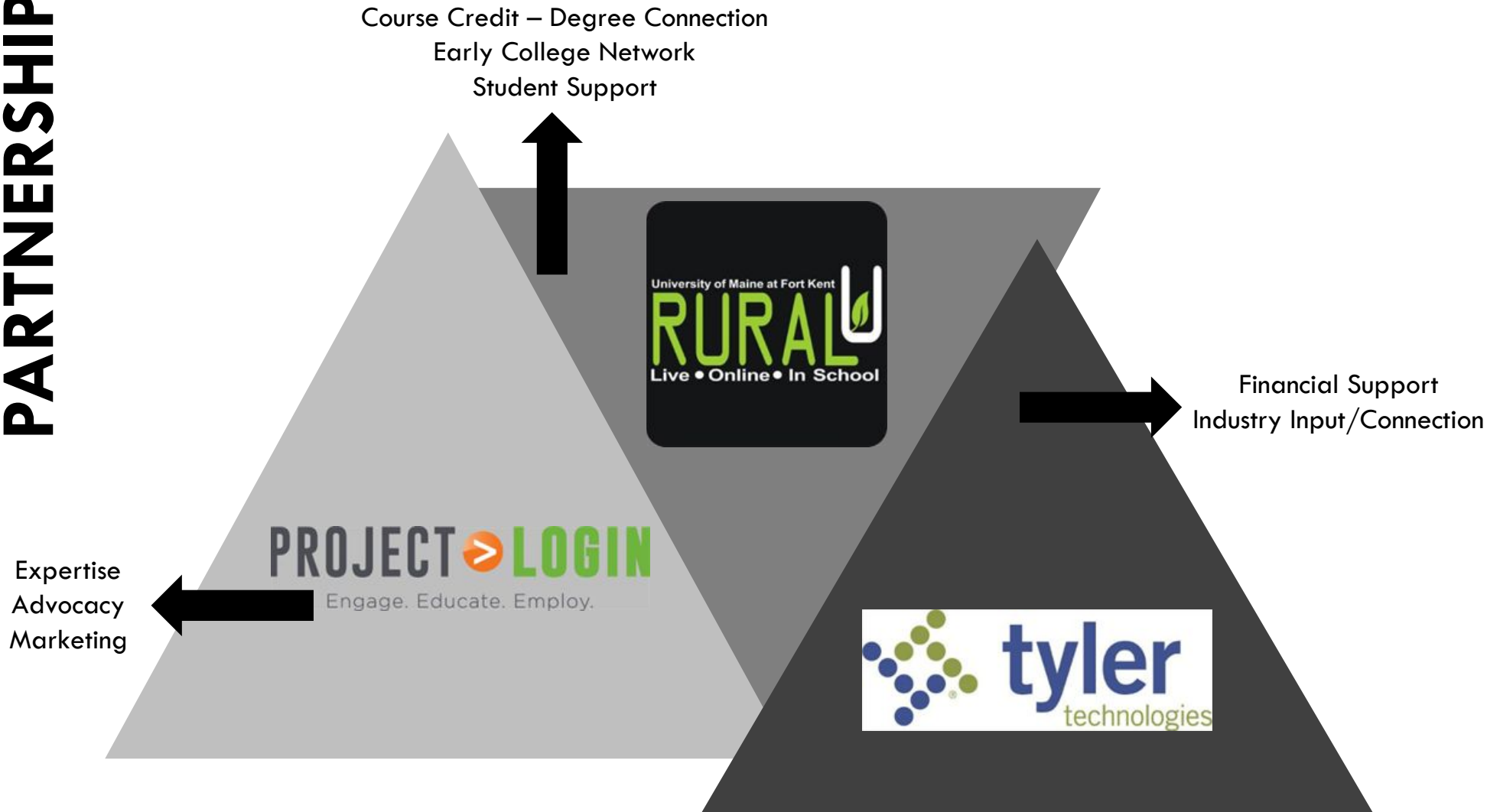




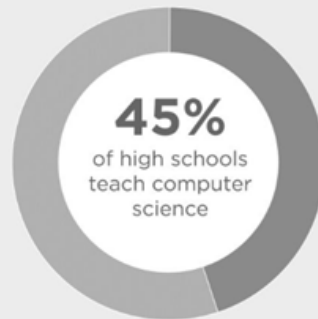
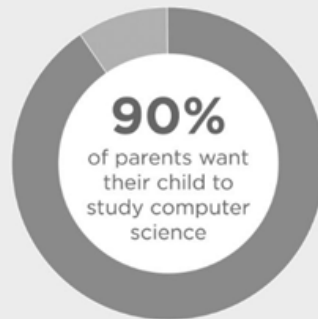
Computers, Coding, and Careers introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, the course prepares students for college and career.

The new 3-credit course, developed by a computer instructor recommended by Project Login, was approved as a new course at UMFK and will be offered online, starting spring 2020, to Maine high school students (Grades 9-12) via UMFK's Rural U Early College and Concurrent Enrollment Program. Sean Wasson, the instructor, was approved by UMFK as an adjunct faculty member.

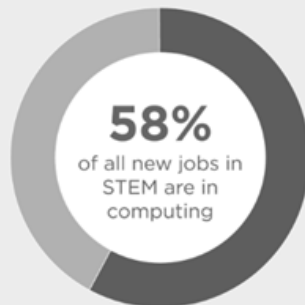
PARTNERSHIP



The majority of schools don't teach computer science



The “STEM” problem is in computer science



Computing jobs are the #1 source of new wages in the US

500,000
current openings

These jobs are in every industry and every state, and they're projected to grow at twice the rate of all other jobs.



Code.org

UMS Priorities

- ☐ Advancing Workforce Readiness
- ☐ Meeting Critical State Needs
- ☐ Expanding Early College

UMFK/Rural U Priorities

- ☐ Mission Focused on Professional Programs and Healthcare Sciences
- ☐ Increasing Enrollments in Computer Applications and Cyber Security Programs
- ☐ Collaboration with Partners to Meet Local, Regional, and State Workforce Needs
- ☐ Building Strong PK-12 Partnerships to Increase Students Aspirations to College

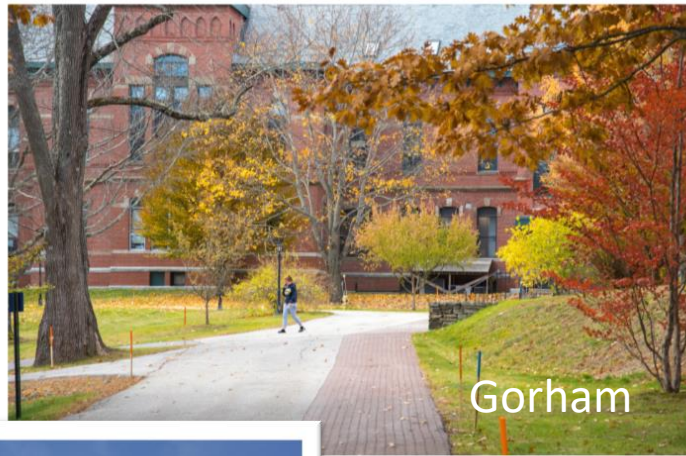
Project Login Mission (As Part of Educate Maine)

- ☐ Career Readiness Through Increased Educational Attainment
- ☐ Expansion of Computer Technology Instruction at all Educational Levels in Maine

Tyler Technologies Mission

- ☐ Providing local governments and school districts with innovative, fully integrated software and services to help them become more efficient, accessible, and responsive to the needs of the public.

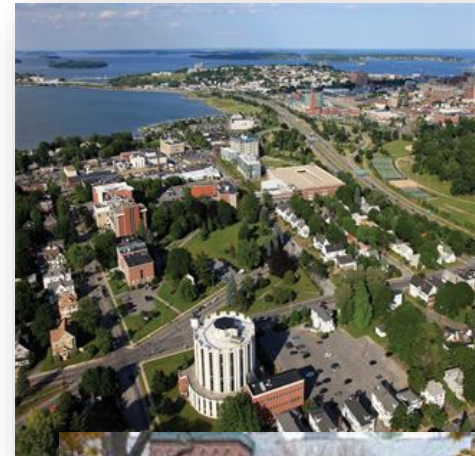
Name Change: Market Research Presentation



Reasons for a Name Change

- Not clear we are a public university
 - New name would align us with the University of Maine System
 - And our Law School
- Name Confusion
 - Southern Maine Community College
 - University of Southern Mississippi (usm.edu)

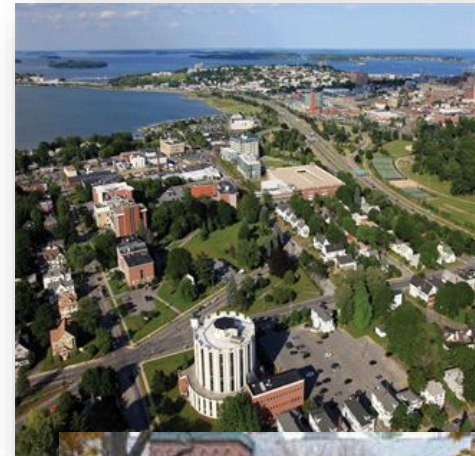
But major reason is this:



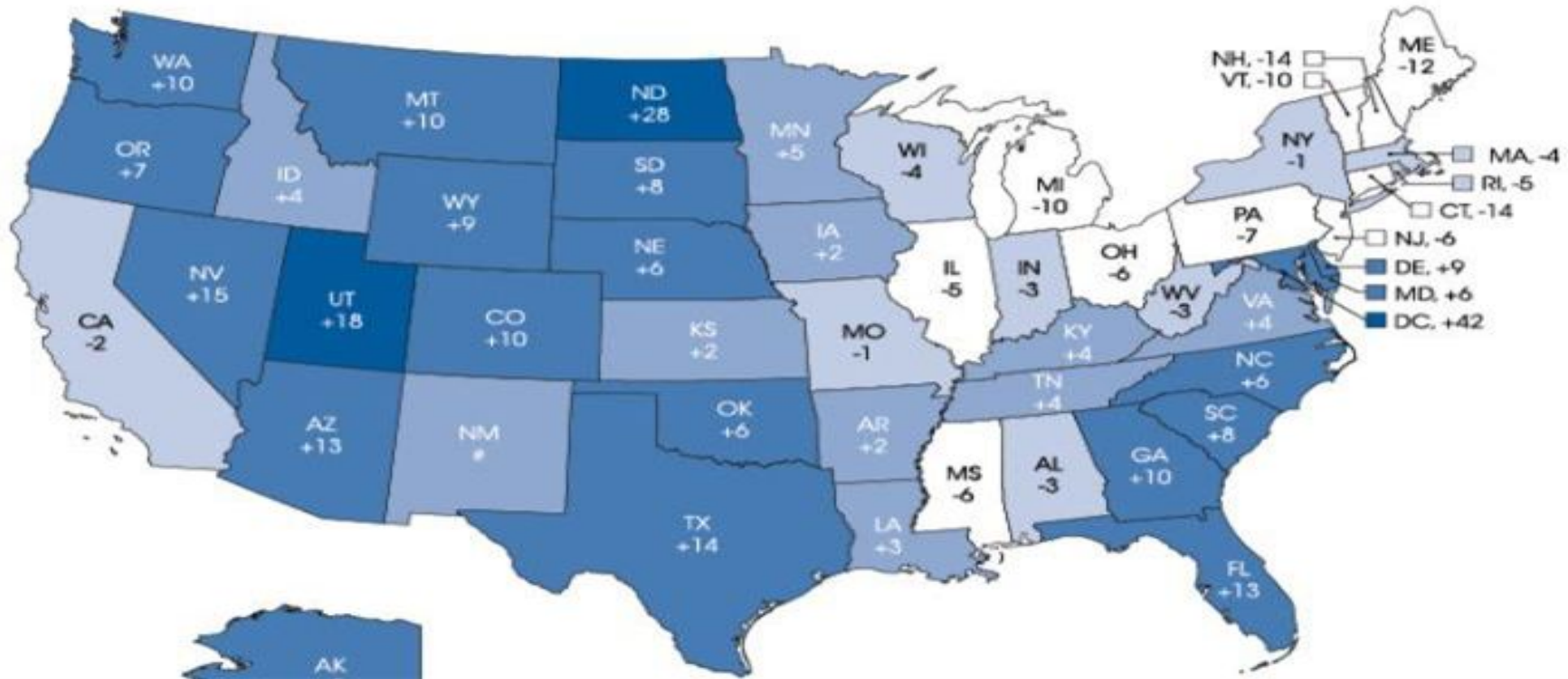
Major Reason for Name Change

Because of alarming population trends in Maine, recruiting more out-of-state students is crucial to

- our university and
- Maine's economy and employers.



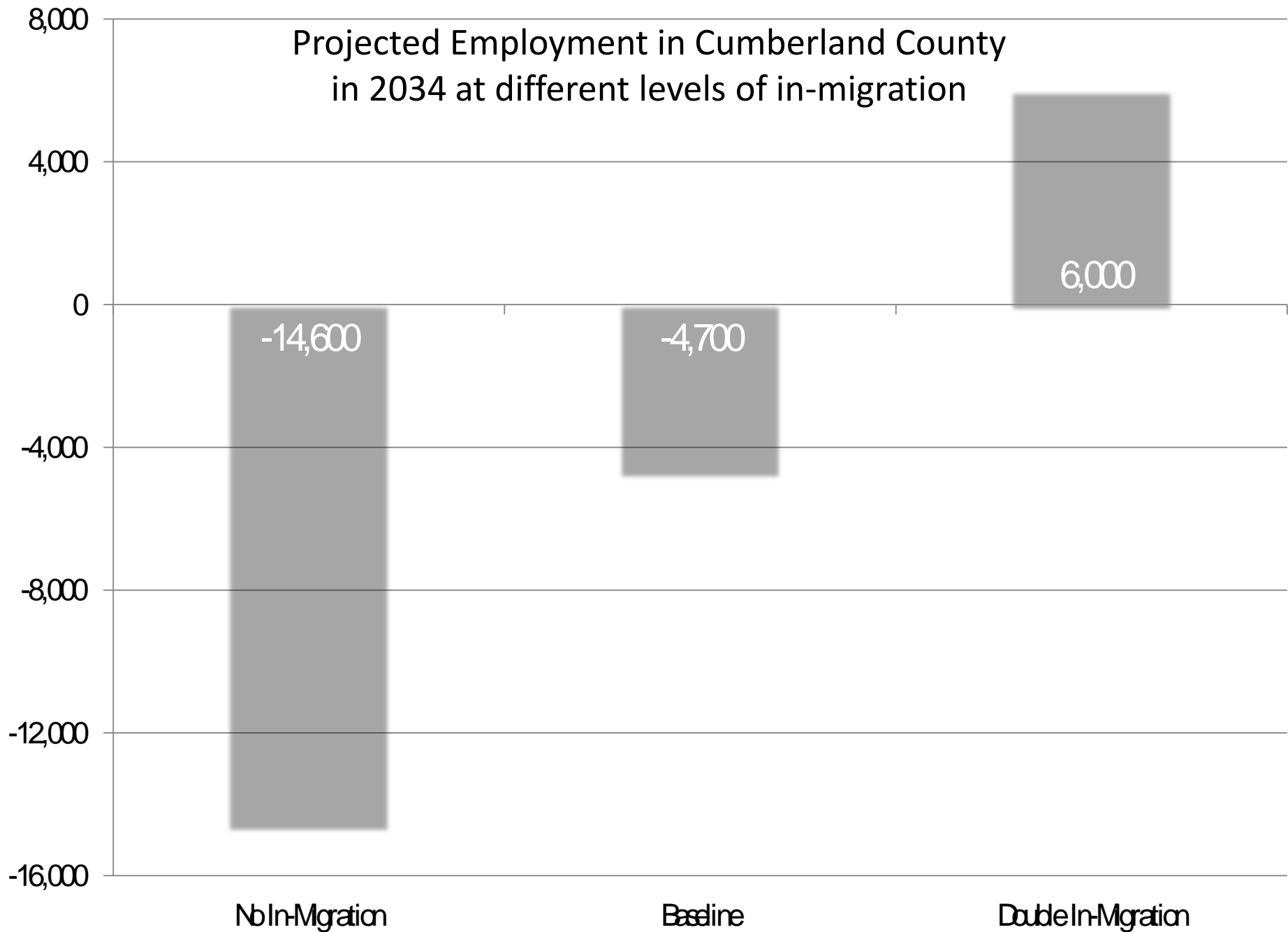
**Figure 3. Projected percentage change in public elementary and secondary school enrollment, by state:
Between fall 2014 and fall 2026**





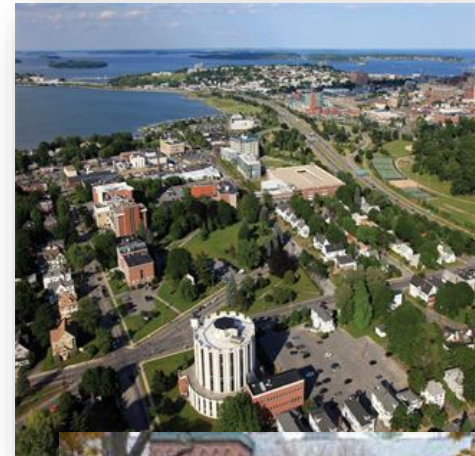
Maine searches for answers as deaths outnumber births

Across the state, the rapid aging of Maine's population has reached a crucial tipping point. As baby boomers head into retirement and many young people



Out-of-State Students: An Imperative for Maine's Workforce Challenge

Bringing in more out-of-state students is essential to addressing this economic challenge, because studies show that 70% of graduates stay within 70 miles of where they attended college.

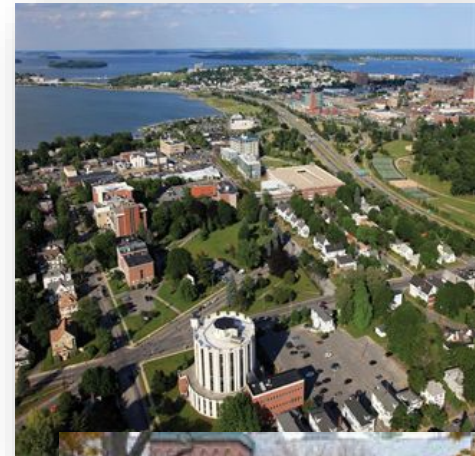


Out-of-State Students: An Imperative for USM's Future

For our university, the precipitous drop in Maine high school students translates to projected lower enrollments and less tuition dollars, which in turn, means:

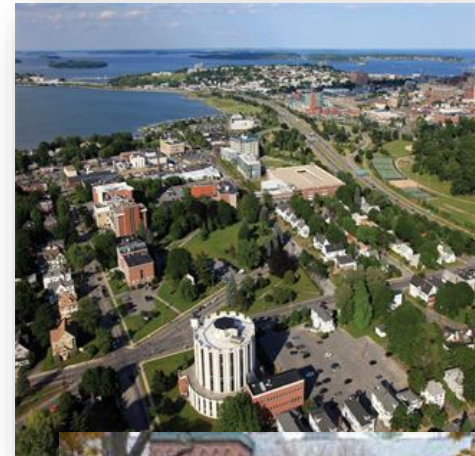
- Less money for student aid & support
- Less money for new faculty & staff
- Less money for academic programs
- Less money to provide upgrades on all three campuses.

Our way out of this impending crisis will depend on our ability to recruit out-of-state students.



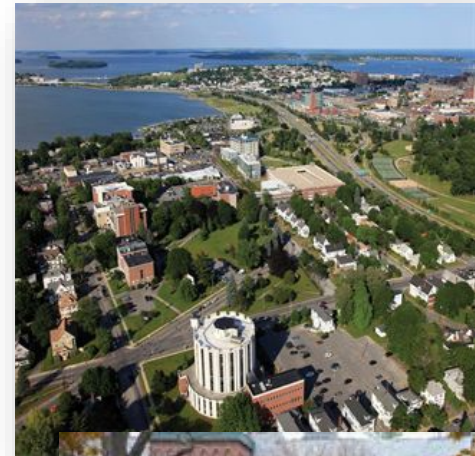
Portland's Appeal to the Out-of-State Market

With our largest campus located in Portland — one of the most appealing and opportunity-laden small cities in America — we should be an attractive option for out-of-state students.



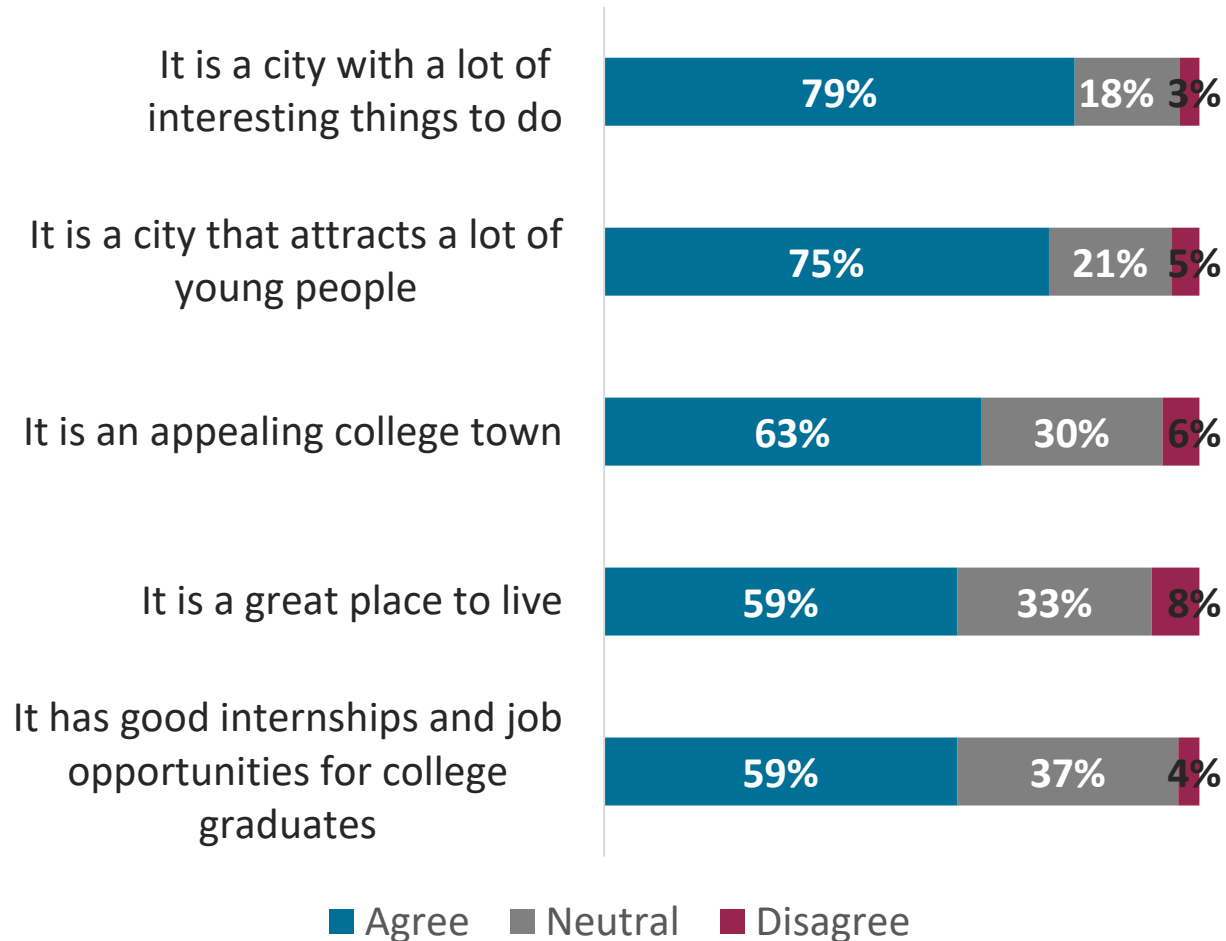
Portland's Appeal

An exhaustive market research study of prospective students, parents of prospective students, and guidance counselors confirmed that Portland is an appealing city throughout New England and the New York Metropolitan area.



Positive Perceptions of Portland

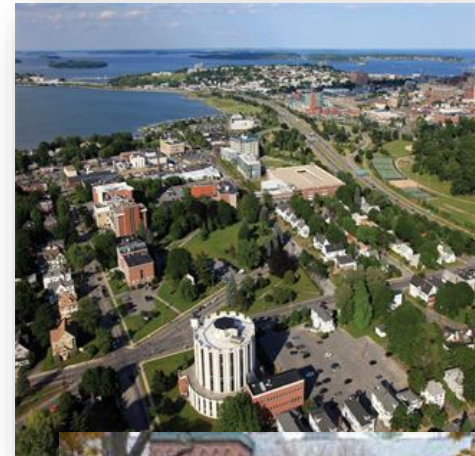
How much do you agree or disagree with the following statements about Portland, Maine: (Prospective Students)



Portland is a popular city among both Mainers – who like the activity and opportunities it offers – and those out-of-state, who have a more general opinion of the city.

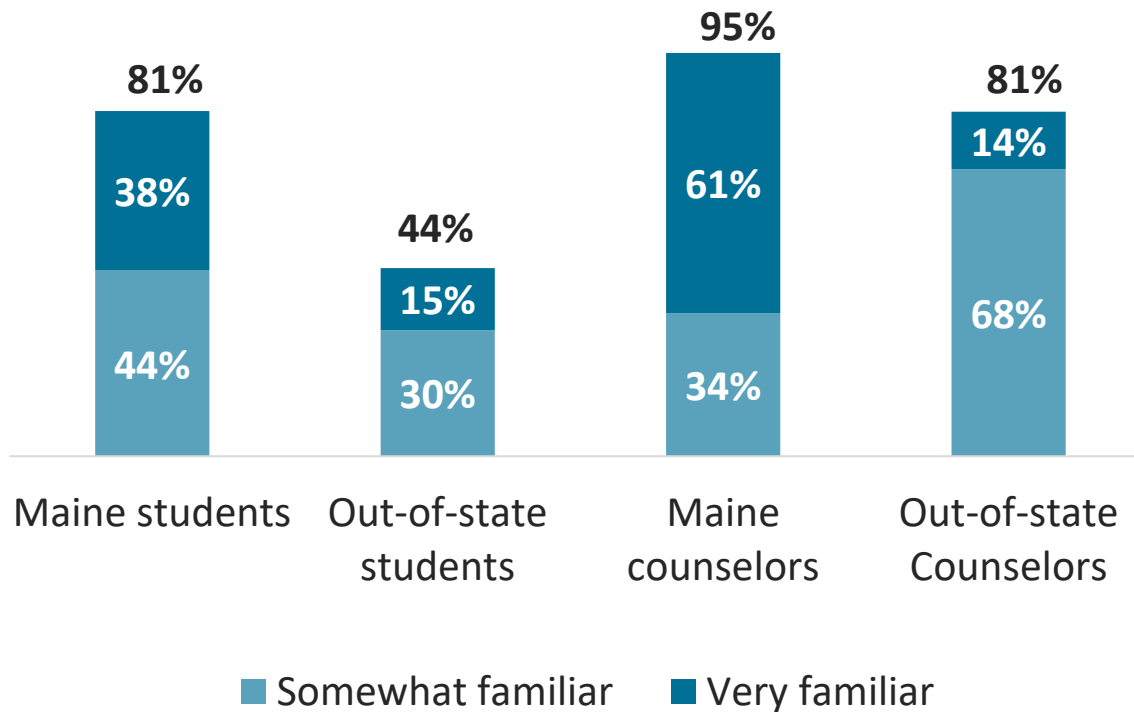
Out-of-Staters Know Little of USM

What we have found from the market research study is that out-of-state students, parents and counselors do not know who or where we are.



High In-State, Low Out-of-State Familiarity with USM

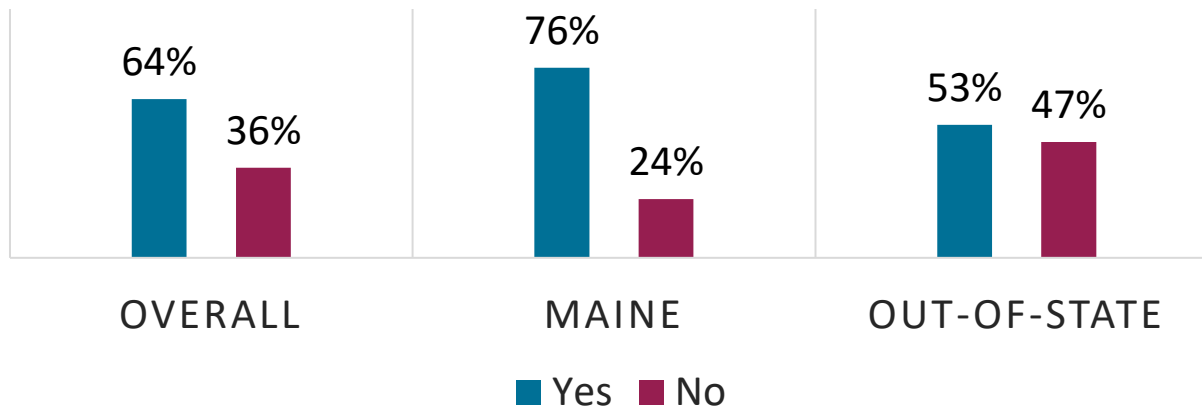
How familiar are you with the University of Southern Maine (USM)? (Prospective Students and School Counselors)



While awareness of the University of Southern Maine in Maine is high, it declines quickly outside the state of Maine.

Low Knowledge of USM's Location

*Do you know where the University of Southern Maine is located?
(Prospective Students)*



Where is that? (Prospective Students)

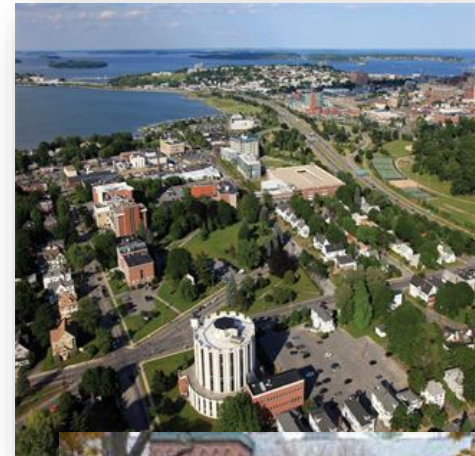
	Overall	Maine	Out-of-State
Portland	48%	65%	27%
Maine	23%	4%	45%
Gorham	14%	21%	5%
Southern Maine	11%	5%	18%
South Portland	6%	9%	2%
Lewiston	2%	4%	1%
Augusta	1%	2%	-
Orono	1%	2%	-
Other	6%	2%	11%

Most out-of-state students do not know where the University of Southern Maine is located (other than Maine).

High knowledge within southern Maine quickly disperses, even within northern Maine.

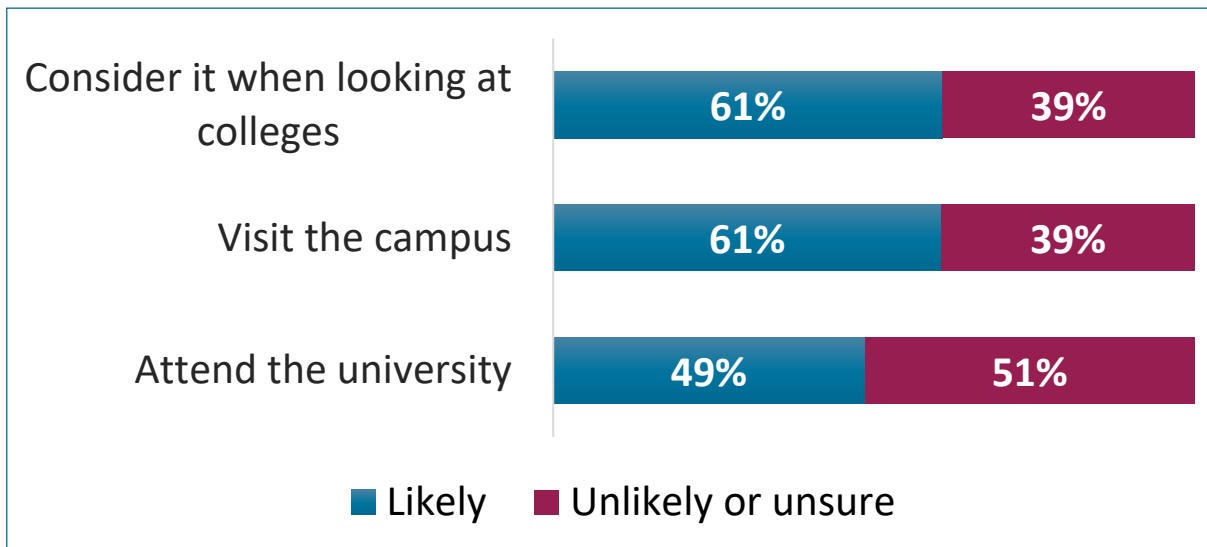
A Name Change Makes a Big Difference

The market research showed a new name that clearly associates us with Portland could significantly move the needle in attracting out-of-state students.



Impact of Name Change on Prospective Students

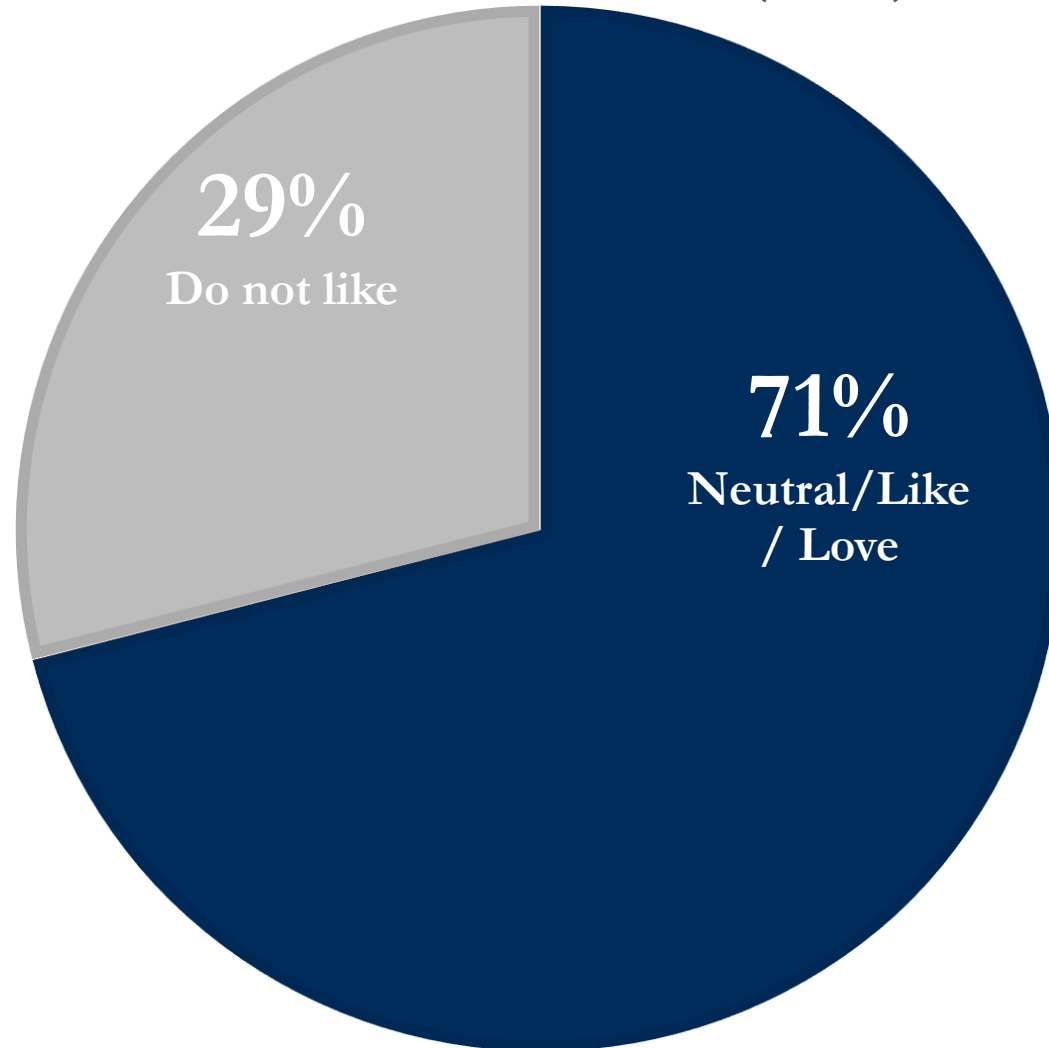
***Thinking about the University of Maine -
Portland, how likely would you be to:***



Association with Portland, both in general and with a name change, helps to drive interest in and likelihood to visit the university.

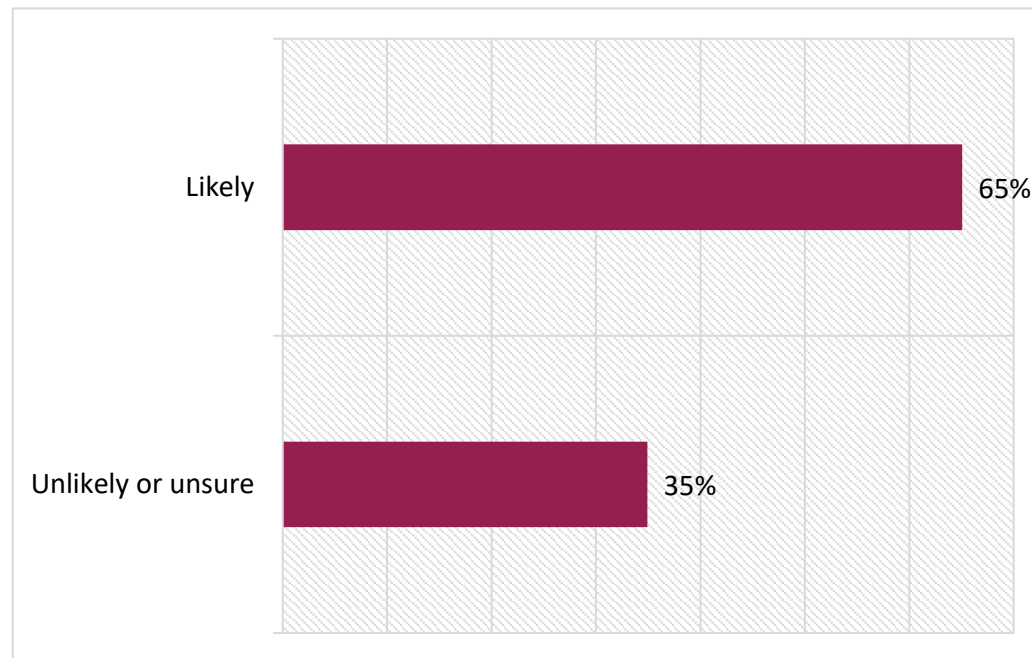
University of Maine at Portland

NON-ENROLLED (1570)



Name Change Also Helps Our Sister Campuses

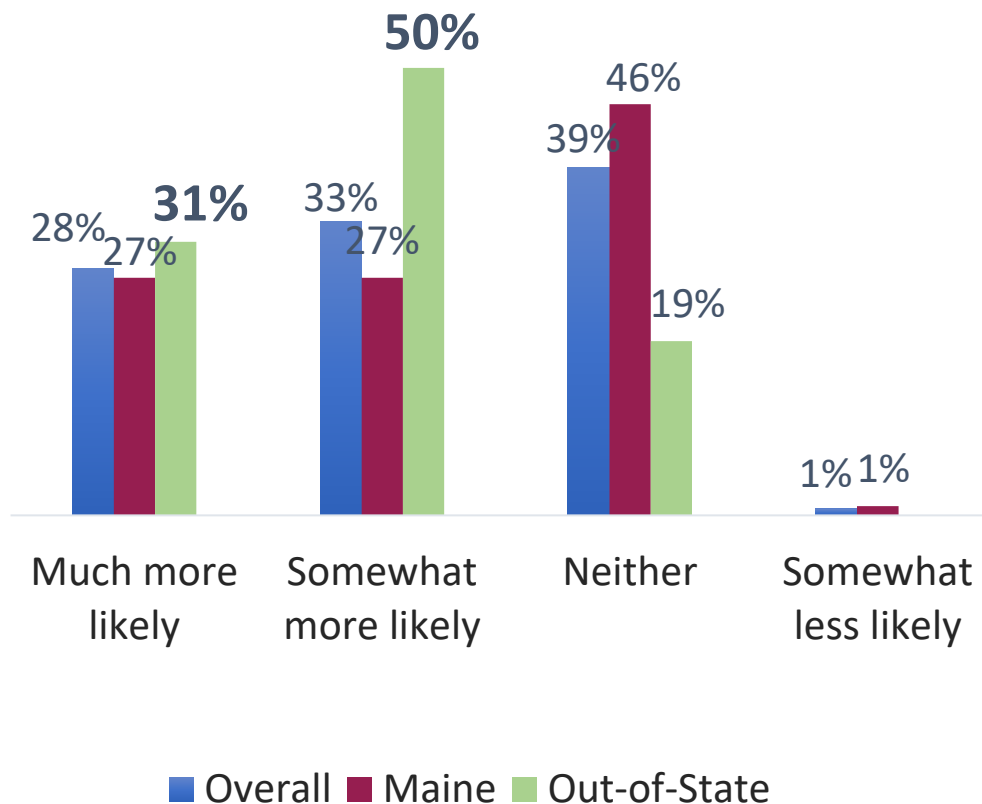
If you were impressed by the University of Maine at Portland after learning more about it and/or visiting the campus, would you be more likely to consider other public universities in Maine?



Nearly two-thirds (65%) of prospective students said they would be likely to consider other public universities in Maine.

Likelihood of School Counselors to Recommend University of Southern Maine

Does knowing that the University of Southern Maine is in Portland make you more or less likely to recommend that students consider it when looking at colleges?



Summary

81% of out-of-state counselors said they are more likely to recommend University of Southern Maine knowing that it is in Portland compared to only 53% of in-state counselors.

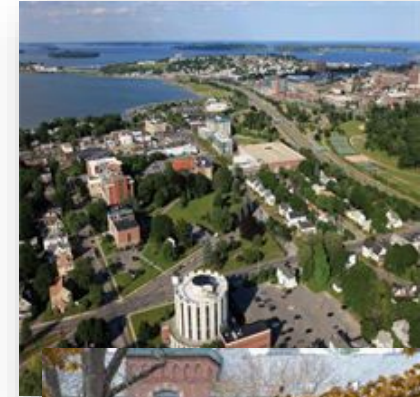
Bottom Line:

Knowing that the University is located in Portland helps increase recommendations among in-state and out-of-state school counselors.

Market Research Conclusion

“According to the data, a name change would significantly increase interest in USM across all out-of-state groups. Given the large populations of these states and the difference between in and out-of-state tuition, these students represent increases in enrollment and in revenue.

Because of this, data suggests that a name change would be a sound strategic move that positions USM for long-term success.”



UNIVERSITY OF MAINE
AT
PORTLAND
GORHAM • LEWISTON • ONLINE

Based on the market research study, and the recommendations of the firms who conducted the study, we are recommending we change our name to:

UNIVERSITY OF MAINE AT PORTLAND

GORHAM • LEWISTON • ONLINE



Name Change Endorsements

- Portland Regional Chamber of Commerce (unanimous vote)
- USM Alumni Board (voted 10-1)
- USM Foundation (voted 18-0)
- USM Board of Visitors (voted 19-0)
- Portland Press Herald



Our View: Time for USM to change its name
The University of Maine at Portland would get on the radar of more out-of-state students.

Share     



BRO
MEETIN
EDITOR
LETTER

CEOs & Business Leaders Say Name Change Good for Economy

Michael Bourque, MEMIC

Jon Ayers, Idexx

Rich Petersen, MaineHealth

Jeff Sanders, MaineMed

Deanna Sherman, Dead River

Steve Smith, LL Bean

Michael Simonds, Unum

John Chandler, BerryDunn

Dayton Benway, Baker Newman Noyes

Chris Joyce, Texas Instruments

Bill Tracy, Auburn Savings

Bill Burke, Sea Dogs

Ellen Belknap, SMRT

Leeann Leahy, VIA

Jo-an Lantz, Geiger

Bill Williamson, Bank of America



UNIVERSITY OF MAINE
PORTLAND
GORHAM • LEWISTON • ONLINE

Projection of Additional Revenue with Name Change

- With name change timed to coincide with completion of new Portland residence hall, we project a 10% increase of out-of-state students in first year.
- This translates to 80-100 new students in first year alone.
- We estimate the hard costs of a name change to be \$1.5 million, and another \$1 million in soft costs.
- New revenue from additional out-of-state students would pay for hard costs in less than 3 years.



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Timeline (subject to change)

- Campus Community Dialogue
Winter – Spring 2019
- Approval of Board of Trustees
Summer/Fall 2019
- Approval of Legislature
Winter/Spring 2020
- Name Change Planning
Summer 2020 - Summer 2021/2022
- Name Change
Effective Fall 2021/2022



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Two Pledges

1. First and foremost, Gorham and Lewiston are part of our long-term future, and in changing our name we will ensure that prospective students and the public understand we are a three-campus university.
2. Second, we will never lose sight that we are a university whose primary mission is to support Maine, our state's citizens and their children.

We are pursuing a name change to to help fulfill that mission, as well as our obligation to meet state economic needs.



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*For more information:
usm.maine.edu/president/name-change*

Thank You!

UNIVERSITY OF MAINE
AT
PORTLAND

GORHAM • LEWISTON • ONLINE





A Summary of Process Considerations and Framework for Pursuing Unified Accreditation

Chancellor Dannel P. Malloy

November 18, 2019



Fall 2019 Campus Visits

- 33 Meetings (to date)*
- More than 1,950 miles traveled

*12 additional meetings scheduled between now and the end of the Fall Semester





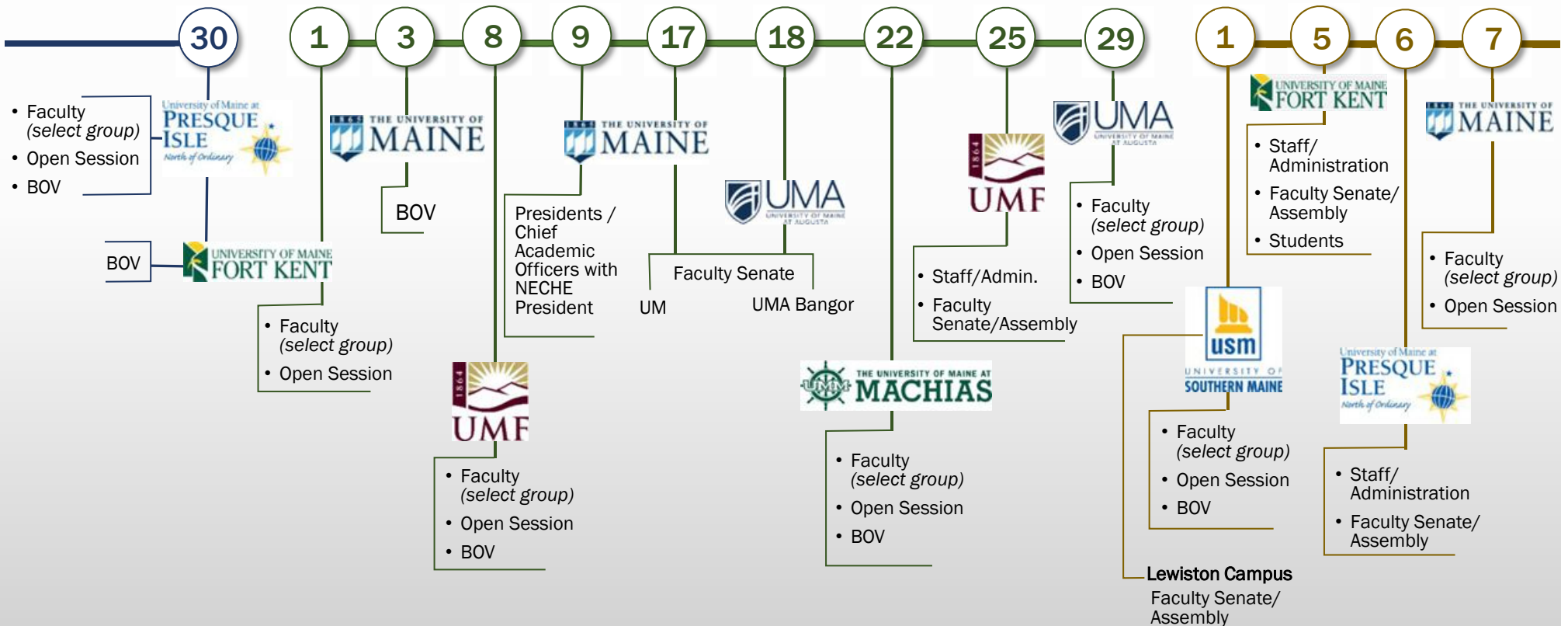
UNIVERSITY OF MAINE SYSTEM

Fall 2019 Campus Visits

September

October

November





Presentation

- Introductory Comments ~ *Chancellor Dannel Malloy/Jim Thelen*
- Unified Accreditation Campus Engagement Survey ~ *Kim-Marie Jenkins*
- Financial Aid & General Academic Observations ~ *Robert Placido*
- Program-Level Accreditation Work ~ *Jeannine Uzzi*
- Preliminary Planning ~ *Jim Thelen*
- Early Thinking on NECHE Standards ~ *Jeff St. John*
- Discussion/Q&A ~ *All*





Unified Accreditation Campus Engagement Survey



Campus Engagement Survey



- Open September 30 – November 8
- 67 Respondents
- 338 Comments
- Campus participation ranged from 2-28
- 31 Faculty; 33 Staff; 9 Other
- 10 Questions: 4 demographic and 6 primary
 - Like about UA
 - Benefits to Students
 - Challenges
 - Concerns/Suggestions
 - Priority Processes and Policies
 - Comments/Suggestions



Emerging Themes

- Moving Forward

- Leadership and Process
- Governance
- Accreditation
- Students and Services
- Programs and Curricula
- Faculty
- Financial

- Questions

- Other Comments
- Alternate Options/Ideas





UNIVERSITY OF MAINE SYSTEM

Respondents said they liked:

"I am generally a fan of the Unified Accreditation idea in that it seeks to make it easier for students to be students, to graduate in a timely manner, and encourages our campuses to be working more with one another."

"The collaboration will be especially relevant as the UMS moves to embrace emerging fields of study."

"It seems to put students and their education above all else."

"It prepares our system for the realities of the future."

- More coherency
- Consistent quality
- Will smooth the student experience
- More collegial and cooperative
- Streamlined and efficient processes
- Allows us to adapt to changing labor market
- More flexibility and choices for our students
- Guiding Principles



UNIVERSITY OF MAINE SYSTEM

Respondents raised Concerns and Challenges:

"The biggest challenge is probably MaineStreet followed closely by policies, procedures, and practices."

"There is a lot of fear about loss of autonomy."

"I see a number of insurmountable obstacles, including the loss of campus individuality, the undermining of local efficiency and governance, and a huge reduction in student choice."

"A lot of work will need to be done to make this work effective in order to benefit students and our mission."

- Will hurt students
- Loss of control at campus level
- Guiding Principles are not specific enough
- Loss of jobs due to redundancy of positions
- Fear of the unknown
- Faculty time and compensation for curriculum revisions
- Hinders individual campuses from fulfilling their distinct missions

What's next?



- Feedback helped inform the FAQ page
- Full survey results and a summary are posted on the UA site
- Results of the survey and the Guiding Principles will inform the plan for moving forward
- Transparency and Communication
- Remain mindful of what is at stake:
 - “Allow each school to thrive in a way that makes sense to its geography, infrastructure, and regional opportunities”
 - “(UA) gives Mainers better access to the best UMS has to offer”



Financial Aid & General Academic Observations



Perspective and Clarity

- Maintaining Separate OPEID
 - 11,636 in state students received some form of federal financial aid and 73% had family incomes of less than 60k
(2018 Financial Aid Report)
 - Our financial aid programs have an impact on mission differentiation
- Academic Innovation
 - Adding opportunities by leveraging resources
 - Enhancing quality – GIS
 - Removing barriers for student success



Program-Level Accreditation Work



Program-Level Accreditation Work

- A Guiding Principle – *maintain program-level accreditation*
- CAO-led work to identify all university-level/program-level accreditations
- Early work to engage program-level accreditors suggests outreach will be important
- NECHE/CHEA have pledged to help



Preliminary Planning



Preliminary Planning

- Key: *A University-led shared governance process*
- Substantive Change Steering Committee
 - Who, What/How
- Academic Governance Working Group
 - Important role of faculty senates/assemblies
- Implementation Teams
 - Confirming Visit (6 months)
 - Comprehensive Evaluation (2 years)
- US DOE engagement
- Governance Policy Review (proposed Policy 308 revision)



Early Thinking on NECHE Standards



Meeting the NECHE Standards

NECHE evaluates institutions against nine standards addressing the following areas:

- Standard One (Mission and Purposes)
- Standard Two (Planning and Evaluation)
- Standard Three (Organization and Governance)
- Standard Four (The Academic Program)
- Standard Five (Students)
- Standard Six (Teaching, Learning, and Scholarship)
- Standard Seven (Institutional Resources)
- Standard Eight (Educational Effectiveness)
- Standard Nine (Integrity, Transparency, and Public Discourse)



Standards We'll Need To Consider: Example #1

Standards 2.3 and 2.4 (Planning and Evaluation)

- Standard 2.3 asks us to *plan beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints.*
- Standard 2.4 asks us to show evidence *that the institution plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives.*



Standards We'll Need To Consider: Example #2

Standard 4.32 (The Academic Program)

- Standard 4.32 requires that the institution *demonstrates its clear and ongoing authority and administrative oversight for the academic elements of all courses for which it awards institutional credit or credentials.*
- This standard encompasses *course content; delivery of instructional programs; selection, approval, professional development, and evaluation of faculty; admission, registration, and retention of students; and related facets of academic operations.*



Next Steps



Resolution Before the Board

The Board of Trustees is asked to:

- Receive and accept today's Report
- Authorize:
 - Transmitting Report to NECHE/USDOE
 - Continuing Campus/NECHE/USDOE engagement
 - Preparing materials to bring action item/vote on whether to apply for Unified Accreditation to UMS Board at its January 2020 meeting
 - Preliminary planning for Substantive Change Application should UMS Board authorize that action in January 2020



Discussion/Q&A
