



Board of Trustees
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December 19, 2019

TO: Members of the Academic & Student Affairs Committee

FR: Ellen N. Doughty, Clerk of the Board *Ellen N. Doughty*

RE: **January 6, 2020 - Academic & Student Affairs Committee 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

The Academic & Student Affairs Committee will meet from **9:00 am to 12:00 pm on January 6, 2020.** The meetings will be held at the University of Maine System Executive Offices in the Rudman Conference Room, 253 Estabrooke Hall, 15 Estabrooke Drive in Orono. The following Polycom sites will also be available:

- UMA – Room 125, Robinson Hall
- UMF – Executive Conference Room 103, Merrill Hall
- UMFK – Alumni Conference Room, Nadeau Hall
- UMM – RM 221, Torrey Hall
- UMPI – Executive Conference Room, Preble Hall
- USM – Room 423/424, Glickman Library

Phone – 1-800-605-5167 Passcode 743544#

Refreshments will be provided at the UMA and USM locations. The meeting materials will be posted to the Diligent Board Portal as well as the Board of Trustees website (<http://www.maine.edu/about-the-system/board-of-trustees/meeting-agendas/academic-student-affairs-committee/>).

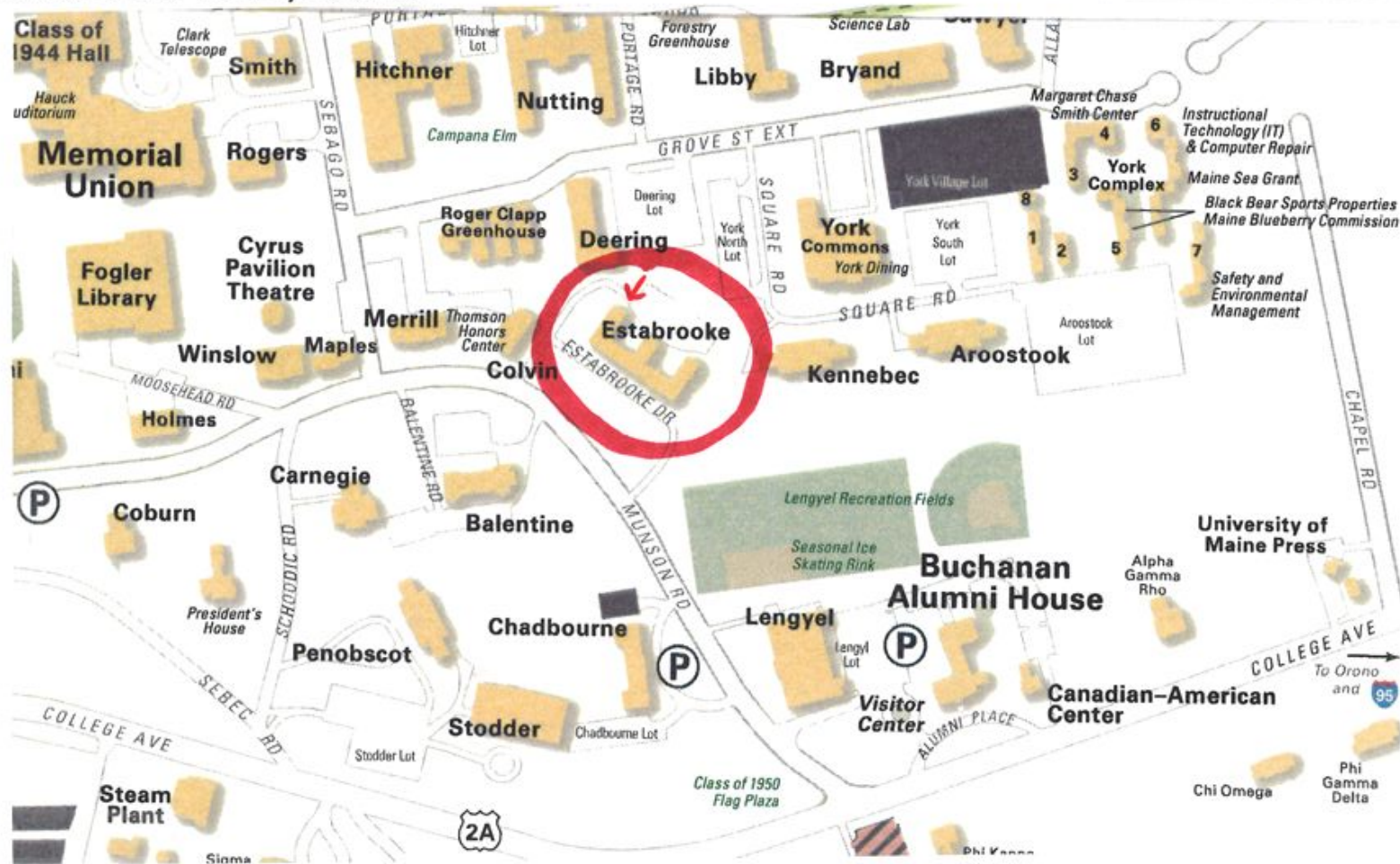
If you have questions about the meeting arrangements or accessing the meeting materials, please call me at 581-5840. If you have any questions or desire additional information about the agenda items, please call Robert Placido at 581-5843.

cc: Chancellor, Dannel Malloy
Board of Trustees
Faculty & Student Representatives
Presidents
System Staff

University of Maine System

15 Estabrooke Drive, Orono

Rudman Conference Room
253 Estabrooke Hall, 2nd Floor
15 Estabrooke Drive, Orono



Directions to the UMS located on the UMaine Campus

From the South on I-95: take exit 191 to Kelly Road and turn right. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

From the North on I-95: take exit 191 to Kelly Road and turn left. Continue on Kelly Road for 1 mile until you reach the traffic light, then turn left onto Route 2 and go through downtown Orono. Cross the river. Turn left at the lights onto College Avenue. Buchanan Alumni House will be the first campus-related building on your right. Right after the Buchanan Alumni House, take a right onto Muson Road. Estabrooke Hall is the building on the right after Lengyel.

The UMS is located on the 2nd floor of Estabrooke Hall. Enter Estabrooke Hall from the back of the building, the entrance closes to Deering Hall.

**Board of Trustees
Academic and Student Affairs Committee
January 6, 2020
University of Maine System Office
253 Estabrooke Hall, Orono**

9:00-9:15am

Tab 1

[Adult Degree Completion](#)

9:15-10:00am

Tab 2

[Student Success Initiatives - EAB](#)

10:00-10:25am

Tab 3

[Outcomes-Driven Teaching and Learning](#)

10:25-10:40am

Tab 6

[New Academic Program Proposal: UMF Master of Arts in Counseling Psychology with an Emphasis in Creative Arts](#)

10:40-11:00am

Tab 5

[Update: Unified Accreditation](#)

11:00-11:15am

Tab 6

[Faculty Representative Discussion](#)

11:15am-11:30am

Tab 7

[Student Representative Discussion](#)

11:30-11:40am

Tab 8

[Changes to Board of Trustee Policy 308 Accreditation Policy](#)

11:40-11:50am

Executive Session



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Adult Credential and Degree Completion: Update
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:**
Primary Outcome: Enrollment
5. **BACKGROUND:**

Engaging adult learners is a well-established UMS priority. UMS's Adult Degree Completion (ADC) initiative has been active since 2013 and in November 2013, the BOT passed a resolution recognizing adult learners as a core student constituency. More recently, led in part by UMS, Maine was one of four states selected by SHEEO¹ with funding from Lumina to participate in a multi-state pilot for engaging and retaining adult learners (Maine Adult Promise). The UMS is one of six core team members of MaineSpark, Maine's statewide initiative to meet Maine's attainment challenges; connecting to the work of MaineSpark, and its strategic focus on adults via Maine Adult Promise, will be an important factor in the "next generation" of the UMS' approach to responding to the adult credential and degree attainment challenge. The recently released *Maine Economic Development Strategy 2020-2029: A Focus on Talent and Innovation* clearly illustrates how critical talent development within Maine will be for both workforce and economic development, and reinforces many of the priorities we have identified within our own adult credential and degree completion work.

At its March 2019 meeting, the Board of Trustees received an update on the implementation plans for the next stage of our UMS-focused adult credential and degree completion recommendations (issued late 2018), and in July 2019, received an overview of the recommendations of the micro-credential steering committee which is one element of the ADC plan. In August 2019, critical funding to further our ADC initiative was included within the Governor's budget. Finally, focused leadership for this initiative was finalized in late September 2019.

Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment for the UMS and Chair of the Adult Degree Completion Steering Committee, will provide a brief overview to the Academic and Student Affairs Committee of those elements already underway as well as planning for a full rollout by Summer 2020. There will be a brief reminder of how the Board of Trustees can support this work and how we can work in partnership to adapt to the changing higher education environment and deliver on our shared promise to make education accessible, affordable and flexible to respond to the needs of these students across the entire state, and to respond to the broader economic, workforce and community development needs of Maine.

¹ SHEEO is the State Higher Education Executive Officer organization
12/18/19

ADULT CREDENTIAL AND DEGREE COMPLETION: UPDATE

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE UMS BOARD OF TRUSTEES
JANUARY 6, 2020

PRESENTED BY: ROSA REDONNETT

ADULT CREDENTIAL AND DEGREE COMPLETION: BACKGROUND

- Adult Credential and Degree attainment well established UMS priority – BOT resolution and now the BOT Declaration document (goal 2)
- State attainment goal of 60% by 2025
- Clear linkages to “*Making Maine Work,*” *MaineSpark,* *Maine Adult Promise* and “*Maine Economic Development Strategy 2020-2029: A Focus on Talent and Innovation*”
- Report delivered in 2019 examines progress since 2013 and provides recommendations for the critical next stages of work

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Identify and Garner Internal and External Funding
 - Governor's budget includes funding for ACDC FY 20 and FY 21 (\$1.5M per year)
 - Lumina All Learning Counts Grant – statewide micro credential development (awarded late August 2019; \$350,000)
 - One year internal funding for UMS micro credential development (\$200,000)

- Identify leadership
 - Formalized September 2019 (Associate Vice Chancellor)

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Prioritize target academic programs
 - Faculty/Professional Development – planning is underway for the Annual SAALT Institute, E-Learning Institute
 - Collaborative Masters and Doctoral degrees – ex. DPT
 - Program Innovation Fund included criteria specific to adults and to development of flexible credential and degree options (ex. UMM/UMPI collaboration in early childhood education)
 - CBE programming (via UMPI) is expanding
 - Development of pathways between MCCS and UMS: math pathways, guided pathways under discussion; connection to MCCS market study underway 2020
 - Exploring concept of a more “unified” core for online UG programs: preliminary discussion with CAOC
 - Develop more flexible course schedules and accelerated course formats
 - Academic Partnership model (6 sessions per year) is one that could be adopted more uniformly as is the CBE model
 - Model programs and services after AP/OPM model – “success coaches” part of requirement for UMS “navigator” positions

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Developing a path for stackable credentials – Micro Credentials and Meta-badges
 - **UMS specific:**
 - Hired Assistant Vice Chancellor for Innovation in Digital Badges and Micro Credentials
 - Steering committee formed, includes representation from all 7 campuses
 - Framework and campus liaison roles have been developed
 - Application and Guidelines in final form
 - RFP Development for platform – will be reissued shortly (includes MCCS)
 - Applied for All Learning Counts grant to develop statewide ecosystem, awarded (see next slide)
 - Work with Education Design Lab specific to 21st century skill development (UMS is a subgrantee of an EDL Lumina grant); presenting at the Annual HR conference in May with EDL and Bangor Savings Bank
 - Participating in HVCNE/NEBHE Credential Engine project
- Inventory of work within the UMS and identification of possible pilots
 - Connecting with relevant leaders of campus projects (ex. UM Lifelong Learning, Career Services, USM [work of the Career Hub], UMA [via Student Life], UMM [Program Innovation proposal], connections to UMS Academy, possible micro credential for completion of SAALT Institute, etc.)

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Developing a path for stackable credentials – Micro Credentials and Meta-badges
 - statewide:
 - **All Learning Counts (statewide grant):**
 - Partners: MCCS, DOL, DOC, Me DOE Adult Education, Maine State Libraries, UM, UMA, UM Wabanaki Center, UTC CTE program
 - Awarded grant end of August 2019; 20 months, \$350,000
 - Steering Committee formed and meeting; Subcommittees formed for areas of focus (incarcerated, low income, New Mainers, Native Americans), meetings in process
 - ALC First Meeting with Funder (Lumina – October 30)
 - ALC First Convening – Indianapolis, Dec 3-4
 - Preliminary work on framework alignment
 - Project Manager search underway (60% ALC, 40% ACDC)

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

➤ Develop Shared Student Support Delivery Model

- Have linked current campus based navigators to MaineSpark and Maine Adult Promise and to additional professional development
- Develop a unified/cross-institution support team: Have developed a job description for two UMS “navigators” who will act as “coaches/advisors” for adult learners – goal is to fill by April 2020
- Develop training for navigators to include how to best “on board” adult students (Jan-April), training to occur April -June
- Conduct an assessment of current service and expectations of adult learners and providers of service to adults at all campuses: AL 360 conducted Oct-Nov 2019, results due mid-January 2020 with next steps incorporated into our workplan
 - Incentive Grants for development of Adult Learner programs/services – February 2020
- Inventory of other policies and procedures and determine other barriers: complete inventory to occur Spring 2020 (ex (solved): ability for students with small outstanding balances to return
- Identify and implement best practice for online service delivery: met with AP related to enrollment and success coaches, and marketing practices late October 2019 – will incorporate some of their approaches

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

➤ Launch Marketing and Communication Plan

- Firm linkage to MaineSpark and Maine Adult Promise: UMS is part of a team developing communication and web hub for Maine Adult Promise (DOL, State Chamber, Educate Maine, MDF, etc.)
- Will be scheduling visits to the campuses Spring 2020 to include open sessions specific to adult credential and degree completion and micro credentials
- Development of a comprehensive Systemwide outreach and communication plan that reaches and targets adult learners: Will incorporate messaging specific to adult learners in the values.maine campaign for rollout Summer 2020
 - First focus on those non-completers from Maine who attended one of our campuses and did not finish elsewhere – will conduct study Spring 2020 to determine target population, review learner status in degree program; UMS “navigators” will discuss completion options
- Develop and invest in a single source, high quality interactive one-stop information resource website for the UMS: learn.maine.edu will be repurposed to include current content specific to online and new content specific to adult learners and service providers (discussions underway with possible vendors) – goal is to have phase 1 “live” to coincide with an outreach rollout Summer 2020

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Partner in MCCS Market Study specific to adults – goal is to partner on an “aspirational campaign” Fall 2020 and determine appropriate academic pathways between UMS and MCCS that meet learner expectations
- Develop a comprehensive outreach plan that includes Governor’s office, legislature, businesses: TBD – Ties in with state economic development plan (ex. *Live, Work and Study in Maine!*)
- Enhance marketing/communication expertise within the UMS: TBD
- Promote a more “activist agenda” specific to adult credential and degree completion: began last legislative session with the expansion of the Maine State Grant to better serve adults, the addition of the HOPE scholarship program and Parents as Scholars (DHHS)

ADULT CREDENTIAL AND DEGREE COMPLETION: MAJOR RECOMMENDATIONS AND STATUS

- Provide Financial Intervention and Scholarships:
 - have expanded the current scholarship to be available for summer enrollment
 - are pulling together a plan for expanding the availability of the scholarship to those with zero to 30 credits, those pursuing alternative credentials
 - Have pilot funding for small debt forgiveness – will be identifying campuses to pilot Spring 2020 and for use by UMS “navigators”
 - Continue to work with state and federal gov’t to promote workforce development policies that better support adults (ex. HOPE, PaS, MSG and Micro credentials)

ADULT CREDENTIAL AND DEGREE COMPLETION: BOT AND LEADERSHIP ROLES

How can we achieve this plan and best align with the BOT Strategic Priorities?

- Engage the Governor, key legislative committees, new Trustees and new Presidents
- Include non-traditional students in any messaging about our student population
- Work statewide to message the value of credentials and degrees in the future of Maine
- If you have a business, determine ways you can support this work – participating in micro credentialing work, encouraging your own employees to “take the next step”
- Advocate for Gubernatorial and legislative support for adult credential and degree attainment in Maine (both in word and deed/resources), and for the connection of Maine’s current adult learners to the achievement of the state economic development plan
- Support our own employees in attaining advanced credentials and degrees
- Strengthen UMS connections to business, industry, other IHE, NPOs and service orgs, key state departments (DOE, DOL, DECD, etc.)
- Continue to make a UMS education affordable and develop other ways to reduce the debt burden
- Keep the focus on this work. Be patient – this takes time!

ADULT CREDENTIAL AND DEGREE COMPLETION: CLOSING

- Questions?




AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Success: EAB-Navigate
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:**
Primary Outcome: Enrollment
5. **BACKGROUND:**


EAB (formerly Education Advisory Board) provides technology and techniques designed to maximize student success and completion. From the beginnings of the Foundation tool, which provide predictive analytics associated with student success and risk within key course and major milestones (all seven campuses participate in this tool), to the current Navigate suite currently implemented at four campuses (UM, UMA, UMM, UMPI), our work with EAB enables campus teams to identify patterns of student success and failure, plan strategic interventions, coordinate student support, measure impact of these interventions, enable advisors to “nudge” students at critical points in the semester, and provide more intentional success coaching to students and mobile access to scheduling and success messaging.

The software, support and best practice guidance provided by EAB is one part of a multi-part student success strategy for our campuses. David Demers, UMS Chief Information Officer, will brief the Academic and Student Affairs Committee of the Board of Trustees on progress to date at the campuses already implemented, and planning for the future to enable full engagement by all campuses.




UMS-EAB Student Success Initiative

Academic-Student Affairs Committee
January 6, 2020




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University Services
Information Technology











UMS-EAB Student Success Initiative




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- Overview of EAB
- History of UMS-EAB Partnership
- Updates and Impact of Current Efforts
- Future Directions




UMS-EAB Student Success Initiative










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- **Overview of EAB**
 - EAB (formerly 'Education Advisory Board') is an evidence-based organization which offers member institutions access to numerous research forums, services and technology platforms designed to promote student and institutional success, including:
 - University/Academic Affairs/Enrollment Management Research Forums
 - Enrollment Services
 - Academic Performance/Student Success Solutions
 - Over 1,500 member schools, colleges and universities
 - >3.7M student records contained in Analytics database




UMS-EAB Student Success Initiative



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- **History of UMS-EAB Partnership**
 - UMS entered into service contract with EAB for the 'Student Success Collaborative - Foundations' platform in 2014
 - Provide access to EAB research data to inform student and institutional success strategies
 - Best practices
 - Peer benchmarking
 - Provide portfolio of predictive modeling/analytics and advising/retention tools to be used across UMS
 - Analytics included up to 10 years of historical academic data for development of predictive models based on patterns of student success (and failure)
 - Provide campuses with insight around advising and academic planning practices to improve student success, persistence and graduation rates



UMS-EAB Student Success Initiative

- **History of UMS-EAB Partnership**
 - UMS amended contract with EAB in 2017 to include the 'Student Success Collaborative – Guide/Navigate' platform
 - Provide platform designed to promote student engagement and manage 'at-risk' cases
 - Mobile app to connect students with support services
 - Automated collection of 'progress reports'
 - Coordinated management of 'at-risk' cases

Define paths to success

Provide self-service tools

Alerts to keep student on track

UMS-EAB Student Success Initiative

- **History of UMS-EAB Partnership**
 - Combination of both SSC-Foundations and SSC-Guide/Navigate platforms provide UMS with comprehensive, high-impact student success framework

SSC-Foundations

Student Risk Data

Pre-enrollment information

Student demographics

Course registrations

Academic records

Transfer articulation








SSC-Guide/Navigate

Proactive Outreach and Interventions


Campus-Wide Case Management

Reporting Dashboard

Central Reporting and Evaluation


UMS-EAB Student Success Initiative



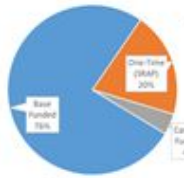
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- **History of UMS-EAB Partnership**
 - **Funding**
 - Support for Research Forums & SSC-Foundation were base-budgeted
 - \$494,500 annually
 - Covers access and licensing fee for all 7 UMS campuses
 - Support for the SSC-Guide/Navigate amendment was covered by SRAP funds (limited)
 - \$132,000 annually (*through Dec. 2020*)
 - Covered 3 campuses with option to add additional campuses for reduced fee (\$21K):
 - UMA
 - UMM
 - UMPI
 - *UM (joined in 2018; campus funded the \$21K fee)
 - *Lack of long-term funding strategy presented challenge for other campuses interested in adding SSC-Guide/Navigate*




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- **Current Efforts**
 - **Predictive Modeling**
 - Evaluates all variables in a given data set to make informed predictions about what might happen in the future
 - The current Student Success Predictive Model (SSPM) is at version 2.5 (in use at UMA, UMPI and UMM)
 - Leveraging historical data for each campus from 2015-2016*
 - **Challenges with data consistency and integrity have limited ability to ingest a broader range of historical data*
 - Utilizes 'Graduation Ever' as success metric
 - Refresh of model will provide additional options to score students against other outcomes (i.e. persistence, graduation, etc.)



EAB



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- **Current Efforts**
 - Predictive Modeling
 - Institutional Dashboard - UM

Total Students
9,574

Avg. Cumulative GPA
2.90

GPA Metrics


Cumulative GPA	# Students
0.00	341
0.01-1.99	699
2.0-2.19	392
2.2-2.39	563


Course Performance

Total Number of D's and F's Earned


# Students	Predictive Profile
1,334	327
797	
596	
442	
348	
947	

Students grouped by the total number of D and F grades earned at your institution. This number may differ from their student profile in Navigate, where we calculate the number of courses a student has earned D and F grades in, rather than the raw number of D/F grades.





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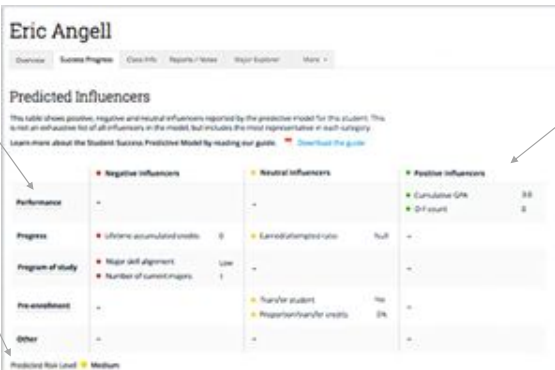


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- **Current Efforts**
 - Predictive Modeling
 - Identifies 'Predictive Influencers' for each student








Influencer category - what type of variable is this?

Predicted Risk Level - how is this overall success score classified?




Influencer directionality - does this variable have a negative, neutral, or positive impact on the student's success score?



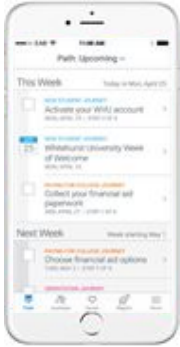
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- **Current Efforts**
 - **Navigate – Student Engagement**
 - Integrated progress tracking, appointment scheduling and case management via Mobile Navigate App
 - Goal: foster student engagement by providing direct access to support services; increasing student success
 - Currently in-use at UMPI, UMM, UMA and UM





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- **Current Efforts**
 - **Navigate – Student Engagement - UMPI**
 - Launched with “Central Command” Case Management Model to handle faculty-issued alerts

1




Midterm Progress Report Requests Sent to Faculty.
Faculty identified students at risk, students were notified of their instructors' concerns, and case triggered by highest priority alerts.

2











Single Staff Member in Dean of Students Office Served as Central Command to Triage Incoming Cases.
Assigned all incoming cases to the appropriate case manager based on faculty feedback, nature of alert, and type of intervention needed.

3




Case Managers intervened with students marked at risk.
Assigned staff performed student outreach & intervention. Cases were closed when resolved, student took action, or no student response after three separate contacts.



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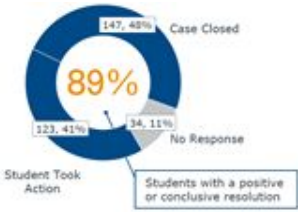
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- **Current Efforts**
 - **Navigate – Student Engagement - UMPI**

Fall 2018


Cases *automatically* triggered when alert issued from progress report(s)








- 472 Total Cases for 272 unique Students
- 89% Positive Conclusive Resolution




Persistence Impact

- **74%** of students with Positive Case Resolution retained to **Spring 2019** term
 - Compared to **59%** of students with no response
 - 15% Increase in Persistence (36 students)
 - Appx. **\$110K** additional tuition revenue
- **47%** of students with Positive Case Resolution retained to **Fall 2019** term
 - Compared to **41%** of students with no response
 - 6% Increase in Persistence (13 students)
 - Appx. **\$37K** additional tuition revenue



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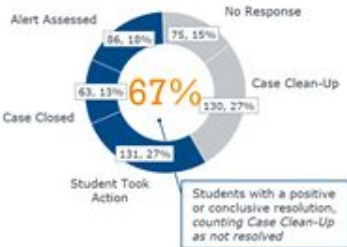
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- **Current Efforts**
 - **Navigate – Student Engagement - UMPI**

Spring 2019


Cases *manually and automatically* triggered from progress report(s)


- 831 Total Cases for 395 unique Students
- 67% Positive Conclusive Resolution



Persistence Impact

- **67%** of students with Positive Case Resolution retained to **Fall 2019** term
 - Compared to **58%** of students with no response OR case clean up
 - 9% Increase in Persistence (20 students)
 - Appx. **\$58K** additional tuition revenue







UMS-EAB Student Success Initiative


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- **Current Efforts**
 - **Navigate – Student Engagement - UMM**
 - Initial Fall 2018 focus on faculty submission of Progress Reports
 - *Goal: identify students struggling academically to triage/intervene with additional support resources*



- Students marked 'at risk' were encouraged to schedule advising appointments





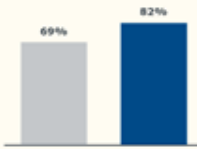
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- **Current Efforts**
 - **Navigate – Student Engagement - UMM**
 - For (3) straight terms, students with appointment through Navigate demonstrated higher persistence rates than rest of student population

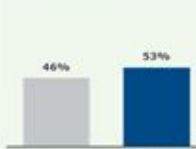
FA18 to SP19 Persistence

- With Appointments: **82%**
- Rest of Population: **69%**
- 13% Increase (16 students)
- Appx. **\$54K** additional revenue




FA18 to FA19 Persistence


- With Appointments: **53%**
- Rest of Population: **46%**
- 7% Increase (7 students)
- Appx. **\$24K** additional revenue










SP19 to FA19 Persistence


- With Appointments: **61%**
- Rest of Population: **52%**
- 9% Increase (7 students)
- Appx. **\$24K** additional revenue






















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- **Current Efforts**
 - **Navigate – Student Engagement - UMA**
 - Initial Fall 2018 focus on driving student engagement by encouraging connections with UMA support resources through the Navigate App
 - Features include:
 - To-Do lists & targeted calendar events
 - Class Schedule
 - Campus Resources
 - Study Buddies
 - Registration quick-poll (SP2018)
 - Student Generated Appointments (SU2019)

UMS-EAB Student Success Initiative

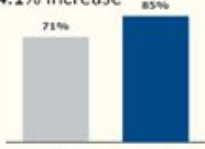


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- **Current Efforts**
 - **Navigate – Student Engagement - UMA**
 - Students with Navigate App persist at higher rates than those without app

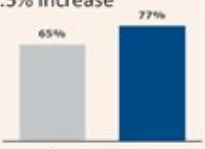
FA18 to SP19 Persistence

- 302 Students w/ App: **84.6%**
- Rest of Population: **70.5%**
- 14.1% Increase



SP19 to FA19 Persistence

- 367 Students w/ App: **77.4%**
- Rest of Population: **64.9%**
- 12.5% Increase




Appx. Increase of \$218K tuition Revenue


FALL 2019

642 Enrolled Students started the semester with Navigate Student


115%

Growth of enrolled students using Navigate Student






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- **Current Efforts**
 - **Navigate – Student Engagement - UM**
 - Initial Pilot completed in Spring 2019
 - Coordinated launch for 1st year Students in Fall 2019

Pilot Group	Faculty Training	Navigate Student
<p>2,963 Appointments with 1,893 unique students from 51 appointment campaigns</p>	<p>25+ Department-level faculty trainings in Fall 2019</p>	<p>2,546 Total Student Downloads</p>
<p>93% Faculty progress report response rate for 3 pilot courses</p>	<p>127 Faculty and professional advisors trained to date</p>	<p>84% First year students using the app</p>
<p>106 Alerts issued on 71 students in progress report pilot</p>	<p>27 Advisors actively scheduling student appointments in Navigate</p>	<p>634 Students completing Major Explorer exercise</p>



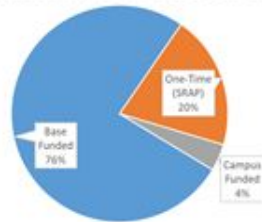
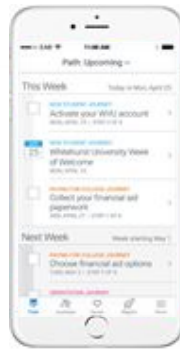



UMS-EAB Student Success Initiative




UNIVERSITY OF MAINE SYSTEM


- **Future Directions**
 - Having significant, positive impact on student enrollment, particularly for campuses benefitting from the Navigate platform
 - Needed to resolve funding gap to provide long-term support for all UMS campuses
 - Recall 20% of current annual contract covered with one-time SRAP funds

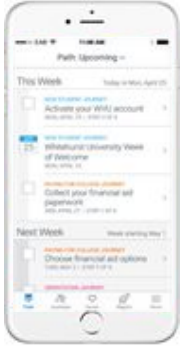
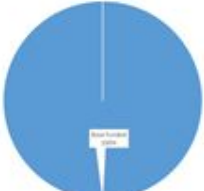










UMS-EAB Student Success Initiative



- **Future Directions**
- **Over several months, UMS has negotiated with EAB to shift expenditures and reduce costs to fit within current base-budget**
 - Previous Contract: \$711,613 annually
 - Reduce cost to cover all campuses with ongoing access to:
 - Academic Affairs Research Forum
 - SSC – Foundations (Predictive Modeling/Analytics)
 - SSC – Navigate (for all campuses)
 - New Contract: \$544,966 annually
 - *Eliminate additional cost to participating campuses*



AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Outcomes-Driven Teaching and Learning
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:**
Improve Student Success & Completion
- 5. **BACKGROUND:**

More than ever before, today's learners desire clarity, relevance, and transferability of knowledge and skills into the workforce. This presentation will focus on the critical role learning outcomes play in the design of UMPI's courses and how outcomes play a role in final course grades. Additionally, methods for tracking student progress toward meeting learning outcomes will be shared, including how learning management systems (i.e. Blackboard) help instructors do so.

THE WAY IT SHOULD BE

Outcomes-Driven Teaching and Learning



University of Maine at
PRESQUE ISLE
North of Ordinary

“... think first about what is essential that students know or be able to do after the course or program – what students need to know and could make powerful use of to enhance their lives and more effectively contribute to society. We believe that such reflection will lead instructors to focus on a broad synthesis of abilities that combine knowledge, skills and values into a whole that reflects how people really use knowledge.” *So, what’s a learning outcome anyway?* Mark Battersby, p. 1

THE WAY IT SHOULD BE





Learning outcomes:

- are statements that describe the knowledge or skills students should acquire by the end of a particular assignment, class, course, or program.
- help students understand why that knowledge and those skills will be useful to them.
- focus on the context and potential applications of knowledge and skills.
- emphasize the application and integration of knowledge.

Instead of focusing on coverage of material, learning outcomes articulate how students will be able to employ the material, both in the context of the class and more broadly.

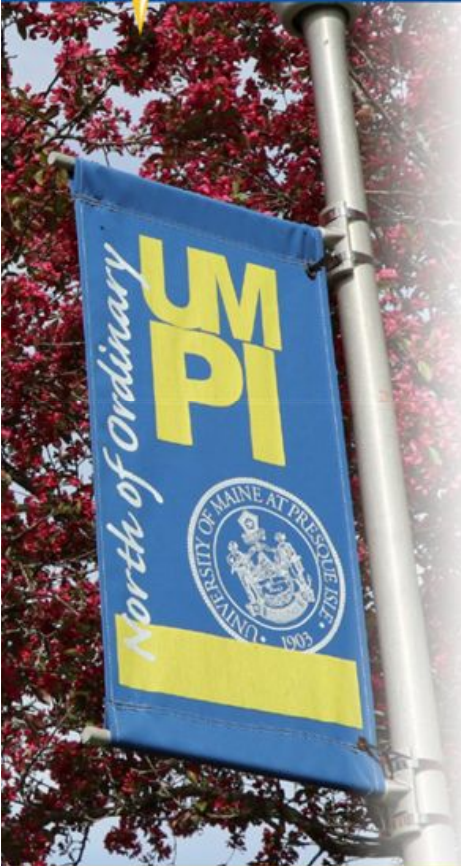


Why Focus on Learning Outcomes?

“...students already know they want a degree. The challenge is to help students become highly intentional about the forms of learning and accomplishment that the degree should represent.”

College Learning for the New Global Century, AAC&U, p. 29





- The development of learning outcomes and their use within a unit of instruction shapes learning and assessment activities and can enhance student engagement and learning.
- Establishing a focus on integrated, generalizable, and transferable skills complements contemporary demands on graduates and builds a foundation for lifelong learning.
- As government and public attention on the products of higher education increases, learning outcomes help to define the goals and essential aspects of higher education within the institution, to students, and to the general public.

Other Compelling Reasons for Clear Learning Outcomes

- Sharing learning outcomes prior to learning can also increase students'
- Learning outcomes give learners a sense of purpose for their learning, answering the frequently asked question, *"Why am I learning this?"*
- Learning outcomes help students feel more connected to the course material and perceive the content as useful.
- When students understand what is expected of their learning, they are more likely to feel that they can be successful in meeting those expectations. This is particularly true for first-generation, low-income, and underrepresented students
- One reason why students feel more confident is because learning outcomes reduce ambiguity in a course

THE WAY IT SHOULD BE





“They (The instructors) are supposed to spell out what I shall achieve so that I do not have to guess. I know what they intend to teach, but I am not very clear what kind of outcomes they want us to achieve. For example, to what level are we going to apply the knowledge we have learned.”

Wang, X., Su, Y., Cheung, S., Wong, E., & Kwong, T. (2013). An exploration of Biggs' constructive alignment in course design and its impact on students' learning approaches. *Assessment & Evaluation in Higher Education*, 38, 477-

491. <http://www.tandfonline.com/doi/abs/10.1080/02602938.2012.658018>



Student Learning Outcomes: Our Work at UMPI



An UMPI Education

At the University of Maine at Presque Isle, we value excellence in teaching and learning and strive to provide rich learning opportunities within and beyond the classroom.

OUR COMMITMENT

With consideration given to program-specific structures and demands, the following academic commitments form an UMPI education:

- Clear and measurable learning outcomes
- A student-centered learning environment
- Timely Assessments and feedback*
- A clear and fair grading system

*Work submitted after stated deadlines may not be eligible for re-dos or retakes.

YOUR COMMITMENT

In preparation for both learning and career, it is critical for UMPI students to partner with us in:

- Demonstrating effective time management and preparation
- Utilizing feedback for improvement
- Engaging fully in learning experiences
- Maintaining clear, consistent, and respectful communication

TOGETHER, WE WILL

- Model civility as a key principle of our campus culture



University of Maine at
PRESQUE ISLE
North of Ordinary



Examples- Students will be able to:

Interpret, analyze, and solve diverse problems related to Human Anatomy and Physiology by using case studies.

Evaluate and assess the quality of 4 foundational elements of an analytic competitor

Describe digital age learning theories in the context of learning theories, 21st Century Skills and ISTE Standards

Construct a mathematical model which incorporates important quantitative aspects of the situation and which makes accurate predictions.





Proficiency Achievement	Course Letter Grade
Advanced Course Proficiency •Student has submitted evidence of exceptional performance of critical knowledge and skill levels, including those identified in all course outcomes •Earned by students who meet with conspicuous excellence every demand that can fairly be made by the course	A+
	A
	A-
Course Proficiency •Student has submitted evidence of meeting expectations of critical knowledge and skills identified in critical and supplemental course outcomes •Earned by students who add to the fundamental proficiency through evidence of attainment in categories such as the following: organization, accuracy, originality, understanding, insight.	B+
	B
	B-
Fundamental Course Proficiency •Student has submitted evidence of meeting the minimum expectations identified in critical course outcomes •Earned by students who submit evidence of limited experience in basic knowledge and skills associated with course outcomes	C+
	C
	C-
Failed to demonstrate fundamental proficiency within the course	F
Not Proficient •Student earned additional time to demonstrate proficiency in a critical course outcome(s)	NP
Passed •Student met minimal expectations of course outcomes	P
Incomplete	I
Student stopped attending, recorded as an F	L
Withdrawal	W





Not Proficient (NP):

- An NP grade (Not Proficient) means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student extra time to demonstrate proficiency (up to 45 days) beyond the end of the semester.
- A contract must be created between the instructor and student in MaineStreet about how the student will meet proficiency.
- Instructors assign the “NP” grade only when the student has completed a substantial amount of work and when the student is scoring at the 2 or 1 (not proficient) level regarding completed work. If the student is not proficient within the time allotted by the faculty member, the grade will automatically be changed to an “F” grade.



How Our Learning Management System (Blackboard) Supports Outcomes-Based Education:

- Course Learning Outcomes Become "Categories"
- Assignments are Tagged by Category
- Can Configure to Weigh Some Categories More than Others

D2L's Brightspace (new LMS) will allow for a much smoother process of aligning assignments to outcomes- and the tracking of student progress toward proficiency in all course learning outcomes





AGENDA ITEM SUMMARY

- 1. **NAME OF ITEM:** Student Representatives: Discussion
- 2. **INITIATED BY:** Lisa Marchese Eames, Chair
- 3. **BOARD INFORMATION:** X **BOARD ACTION:**
- 4. **OUTCOME:** **BOARD POLICY:**
- 5. **BACKGROUND:**

The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Academic and Student Affairs Committee. The discussion will be led by Nathan Carlow, USM Undergraduate Student Representative to the Board of Trustees.



Vice Chancellor for Academic Affairs
15 Estabrooke Drive
Orono, ME 04469

Tel: 207-973-3211
Fax: 207-581-9212
www.maine.edu

Date: November 18, 2019

To: Dannel Malloy, Chancellor
 University of Maine System (UMS)

From: Dr. Robert Placido, VCAA

The University of Maine

Regarding: UMF Master of Arts in Counseling Psychology with an Emphasis in Creative Arts

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

Please find the attached program proposal from the University of Maine at Farmington (UMF) to offer a M.A. in Counseling Psychology with an Emphasis in Creative Arts (MCCA). The attached material includes a recent letter of support from President Edward Serna, Husson Supplement from Provost Eric Brown, as well as the original program proposal. This program will provide a unique option for the field of Counseling which will blend areas of the Creative Arts to meet student demand and increase our competitiveness with external Universities.

The proposed program was reviewed and subsequently recommended by the Chief Academic Officers Council (CAOC) as a program request on October 18, 2018. The CAOC reviewed the proposal again on November 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 UMF MCCA


 Chancellor Dannel Malloy


 Date



4.1

Office of the President
Merrill Hall
224 Main Street
Farmington, Maine 04938

November 6, 2019

Robert Placido, Interim Vice Chancellor of Academic Affairs
University of Maine System
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Placido:

I am pleased to support enthusiastically the University of Maine at Farmington's program proposal for a Master of Arts in Counseling Psychology with an Emphasis in Creative Arts. The new program aligns well with UMF's mission and strengths in both human health and expressive arts, and addresses increasing statewide demand for highly credentialed mental health counselors. The opportunities to partner with other UMS campuses in support of the curriculum, particularly in the creative arts, also supports the System's goals of increased multi-campus collaboration

The program proposal has passed through all necessary approval steps on our campus, including unanimous endorsement from President's Council earlier this month. I request that it now be moved forward for System approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Serna', with a long horizontal flourish extending to the right.

Edward Serna
President

Supplement: UMF's *Creative Arts Counseling Program* as an Alternative to Husson's *Clinical Mental Health Counseling Program*

Husson University (in Bangor, Maine) offers a Master of Science in Clinical Mental Health Counseling that prepares students for "careers in mental health agencies, hospital programs, private practices, ministry-related counseling centers, and other public and private facilities." The curriculum includes coursework typical of mental health counseling programs (e.g., *Theories of Counseling, Counseling Techniques, Crisis Intervention*). Total program enrollment in the 2019-2020 academic year is 48 students, and the program completion rate is reported as "50% full and part time within six years."¹

The MA Counseling Program at UMF is designed to serve students who similarly hope to pursue careers in mental health counseling. A distinguishing feature of the UMF program is a special focus on the *creative arts*, a field of study that may be especially relevant to professionals working with special populations (e.g., children, the elderly, veterans). In addition to standard theory and practice coursework, our curriculum includes seminars exploring the relevance of the creative arts to the counseling process. Further, we provide multiple opportunities for students to immerse themselves in art, music, and creative writing at the graduate level.

The UMF program adopts a flexible scheduling model, with the substantial majority of courses employing a hybrid or blended delivery format. As such, we anticipate that our program will appeal to active professionals working in the field of human services as well as adult learners interested in a career change.

The MA Counseling program might also be attractive to high school students considering UMF as their first undergraduate home. In Fall 2016, UMF launched an accelerated undergraduate psychology program designed to prepare students for graduate study in counseling and social work. This program integrates the best features of a public liberal arts education (including multiple "special topics" seminars and the opportunity to work closely with faculty) while also streamlining career preparation by compressing the full undergraduate course load of 128 hours into three years (including summers). Time saved at the undergraduate level reduces the overall cost of college (including room and board) and helps students enter their professional field a year early.

Significantly, this accelerated undergraduate experience can also serve as the first phase of an integrated 3+2 program in *Creative Arts Counseling* at UMF. Students enrolled in the program can take a broad range of courses at the undergraduate level, including psychology, art, music, and creative writing. The liberal arts curriculum at UMF serves as an ideal foundation for graduate-level courses in counseling and the creative arts. Moreover, participating students will get a head start on securing practicum and internship sites and obtaining individualized career guidance.

In sum, the proposed UMF Counseling Program enjoys several competitive advantages:

- a) The integration of creative arts into counseling practice is of value to counselors working with a broad range of special populations
- b) flexible delivery formats should appeal to active professionals
- c) an integrated undergraduate-graduate experience (that can be completed in a total of five years) may be attractive to prospective freshmen considering a career in the helping professions.

¹ <https://www.husson.edu/college-of-science-and-humanities/school-of-education/graduate-programs/clinical-mental-health-counseling/student-outcome-data>

University of Maine System Program Proposal

4.1

Full program title: Master of Arts in Counseling Psychology with an Emphasis in Creative Arts

Program Objectives:

A. *Narrative description of program rationale*

UMF's *Master of Arts in Counseling Psychology, with an emphasis in Creative Arts*, will provide students across Maine and beyond with the training and experience necessary to deliver a wide array of counseling services. A special focus on creative arts promotes an approach to counseling responsive to the unique needs of individuals for whom traditional talk therapy is inappropriate, such as those with dementia and autism.

The program will be coordinated by faculty in the Division of Psychology and Human Development at UMF, an academic community with a rich history of delivering innovative psychology curricula rooted in the humanistic tradition. The development of this graduate program is guided by six core principles:

- 1) **The experience of community:** The Division embraces a philosophy of education that recognizes the critical role played by relationships in intellectual and personal growth. As such, the Division strives to offer a *holistic educational experience* involving *sustained relationships with faculty members and other students*.
- 2) **Long-term mentoring relationships:** The UMF Mission Statement recognizes that our university “supports multiple modes of teaching and learning, but prioritizes face-to-face instruction with highly qualified faculty in settings that allow close relationships between students and their instructors to flourish.” Division faculty have a longstanding commitment to building such relationships, both as classroom educators and as mentors.
- 3) **Teaching Excellence:** Division faculty strive to nurture an educational climate that promotes the intellectual development of every member of the academic community. At a public liberal arts college, this climate includes (a) *deep engagement* inside the classroom, (b) *quality experiential learning* outside the classroom, and (c) *substantive guidance and support* for every student.

- 4) **Theoretical eclecticism:** In a 1947 report that inspired the development of the scientist-practitioner model of clinical training, *The Committee on Training in Clinical Psychology of the American Psychological Association* observed that graduate students “should come into contact with a number of instructors representing a variety of points of view and types of experience.” The Division recognizes such eclecticism remains a vital element of any quality psychology program. Students in the MA Counseling program will be exposed to a broad range of theoretical perspectives and must, in the end, develop an approach to counseling that is uniquely their own.
- 5) **Interdisciplinary education:** Division faculty recognize the value of drawing upon the wisdom of multiple disciplines when exploring issues of personal or professional concern. The proposed MA Counseling program encourages students to fully immerse themselves in one of the creative arts as they develop an understanding of counseling theory and practice. As such, the program is conceived as an authentically interdisciplinary experience.
- 6) **Personal Growth:** The UMF Mission Statement highlights the importance of graduating students “who will live purposeful, ethical, and personally rewarding lives.” Many of the courses offered as part of the MA Counseling program are formally designed to foster personal development, and the program also includes numerous experiential learning opportunities (e.g., internships) that are intended to enhance self-awareness and foster civic engagement.

A unique feature of the MA Counseling program at UMF is the opportunity to explore the creative arts at the graduate level while simultaneously completing a program of study in the field of counseling. The creative arts are valued for their own sake, even as they are integrated into the student's understanding of the counseling process. Significantly, our program does not promote a specific vision of creative or expressive art therapy. Rather, we encourage our students to develop their own understanding of how the arts can supplement or enrich the counseling enterprise.

B. General program goals

The MA Counseling program is designed to provide a solid clinical foundation while also fostering a climate that allows for the effective integration of the creative and expressive arts into the practice of counseling and psychotherapy. The program facilitates the development of counseling skills via professional clinical training and immersion in various artistic modalities (e.g., music, painting, creative writing). Graduates of the program are prepared to serve their communities as creative, productive, service-oriented leaders in the counseling profession. With appropriate post-graduate experience, graduates are qualified to sit for the Maine State Licensing Exam to become a Licensed Clinical Professional Counselor (LCPC).

C. Specific student outcomes or behavioral objectives:

1. Students will be prepared for post-graduate entry-level work in the field of counseling.
2. Students will develop diverse ways to conceptualize and utilize the creative arts in clinical practice.
3. Students will be prepared to employ an integrative theoretical counseling approach with a diverse array of populations.

Evidence of Program Need:

According to the US Bureau of Labor Statistics, Occupational Outlook Handbook, significant growth in counseling professions (including mental health, substance abuse, and behavioral disorder specializations) is anticipated over the next 10 years, with estimates at 23% for the US as a whole, and at least 10% for Maine. Occupational analyses utilizing Burning Glass Technology similarly projects 23% growth over the next ten years in the fields of *Mental Health/Behavioral Counseling* and *Family/Behavioral Therapy*.

The Maine Department of Labor, Center for Workforce Research, recently issued the *Maine Workforce Outlook 2014 – 2024*. This document outlines a continued change in the economy from manufacturing/extraction-based to service-based (including the provision of professional services). Growth in health care professions and related fields (including counseling) is expected to be pronounced for the foreseeable future. As noted in the report, “[the] fastest rate of job growth is expected in human capital intensive occupations that typically require a post-secondary award or degree.” The Maine Center for Workforce Research and Information anticipates similar trends between 2016 and 2026. The need for counselors of various types is likely to grow between 7% and 10% over this time.

While access to mental health services in Maine is not as restricted as it is in other states, there are still notable barriers, according to the 2017 State of Mental Health in America (provided by Mental Health America). Of those living with mental illness in Maine, 17.8% reported they were not able to get needed treatment. Barriers to treatment included both lack of treatment providers, and lack of available treatment types. Of youth with major depression, almost 50% received no treatment at all. The Health Resources and Services Administration of the US Department of Health and Human Services identifies Maine as having a “high health professional shortage” in mental health, indicating a great need for counseling professionals. Thus, the proposed counseling program represents an important contribution to the workforce needs of Maine.

In addition to workforce considerations, populations that will benefit from counseling modalities with a creative arts emphasis are growing. The previously-cited *Maine Workforce Outlook 2014 – 2024* highlights the changing demographics of Maine, including a significant rise in the average age of Mainers compared to the US overall.

The Centers for Disease Control (CDC) estimates that those living with Alzheimer's and related dementias will double by 2060, to 417 million. The CDC also noted this year that the prevalence of autism in children has increased by 15% in the last 2 years, and now stands at 1 in 59 children. Compounding effective interventions for autism is that there is no reliable estimate of autism prevalence in adults, even though it is a lifelong condition. At a minimum, 50,000 teens with autism age out of school-based services each year, yet their needs may persist well into adulthood.

Furthermore, the US Veterans Administration notes that counseling utilizing creative arts therapies may be especially beneficial for those who are "resistive to other treatment approaches." This includes veterans with chronic pain, neurocognitive disorders, traumatic brain injury, Post-traumatic Stress Disorder, and Substance Use Disorder.

Given these realities, counselors with creative arts emphases may find employment in an expanding range of settings, including nursing homes, assisted living facilities, home health agencies, community mental health agencies, inpatient and outpatient children's treatment centers, and the full range of facilities providing services to veterans and their families.

Significantly, there appears to be considerable interest in a creative arts counseling program on the part of UMF students and alumni. In Spring 2019, a survey was distributed to 122 undergraduates enrolled in selected psychology courses at UMF, as well as 650 graduates of the UMF psychology program. The survey included a brief description of the proposed graduate program as well as a question assessing whether they would indeed be interested in pursuing a Master of Arts in Counseling Psychology, with an emphasis in Creative Arts. A definitive "yes" response was offered by 50 undergraduates and 15 alumni, with an additional 41 undergraduates and 20 alumni reporting "maybe." Themes highlighted in participants' written comments included a general interest in the creative arts as well as acknowledgement of the value of creative endeavors in a therapeutic context. For example, one undergraduate comments that he is "an avid musician" who has considered "music therapy" as a career path. Another observes that she has "a strong desire to incorporate my creative talents and background in art with psychology in a counseling setting." A third reminds us that "kids, especially elementary age kids, don't always know how to explain what they are feeling." Significantly, one UMF alumnus draws attention to the creative potential implicit in the very structure of our program: "I'm a baker and would love to do the artistic part of that with counseling."

While data on the effectiveness for creative/expressive arts therapies are not as extensive as other treatment modalities, there is promising and compelling evidence of positive outcomes for various populations treated. This is noted by the Veterans Administration, as well as the National Coalition of Creative Arts Therapies Associations, which provides an extensive database of research publications supporting its effectiveness.

The growth potential for master's level counselors with this expertise, however, cannot currently be met with existing programs. The International Expressive Arts Therapy Association identifies only three master's programs in the United States that focus on creative arts, and seven master's programs that focus on expressive arts.

- **Similar programs that are offered within the University System, other higher education institutions or other agencies within the state**
 - The University of Southern Maine, Husson University, and Northern Vermont University offer master's degrees in counseling in the state of Maine. However, these programs do not include a focus on the application of creative arts in a therapeutic context.

- **Enrollment projections for five years.**
 - Based on the high level of interest documented in our survey of UMF undergraduates and alumni (described above), we anticipate an initial cohort of approximately 10 to 15 students in the fall of 2020. We further expect 10 to 15 students to matriculate into the program each subsequent year. Students may enroll in the program full-time or part-time. Total enrollment is likely to be 20 to 40 students at any given time.

Program Overview:

The Master of Arts in Counseling Psychology, with an emphasis in Creative Arts, provides the training and experience necessary to deliver a wide array of counseling services. With appropriate post-graduate experience, students completing the program are eligible in Maine (and some other states) to be a licensed clinical professional counselor (LCPC). In addition, the emphasis on creative arts addresses the unique needs of people for whom traditional talk therapy is insufficient or inappropriate, such as children and persons with dementia.

The program will be designed to meet the standards documented in the Accreditation Manual of the *Master's in Psychology and Counseling Accreditation Council* (MPCAC). As documented in the Accreditation Manual:

- *"The mission of the MPCAC is to accredit academic programs that provide science-based education and training in the practice of counseling and psychological services at the master's level, using both counseling and psychological principles and theories as they apply to specific populations and settings. Although programs may vary in the specific model of training and professional development utilized, commitment to science-based education is emphasized in the interest of providing services that are culturally responsive and that promote the public good."*

A. Outline of required and/or elective courses

A two-year degree plan is provided below. All courses are required to complete the program.

	Course Name	Delivery Format	Credits
<u>Year 1</u>			
Fall			
	Creative Arts in Counseling	Hybrid	3
	Professional Orientation and Ethics in Counseling	Hybrid	3
	Fundamentals of Counseling Theories and Skills I	In Person	3
	Social and Cultural Foundations	Hybrid	3
	Research Methods	Online	3
Winter			
	Human Growth and Development	Online	3
Spring			
	Fundamentals of Counseling Theories and Skills II	In Person	3
	Special Topics: Creative Arts I*	Hybrid	3
	Diagnosis and Treatment	Hybrid	3
	Group Counseling	In Person	4 (including a 1-credit lab)
	Measurement and Evaluation	Online	3
Summer			
	Practicum	Onsite	3
<u>Year 2</u>			
Fall			
	Crisis Intervention	Hybrid	3
	Addictive Disorders	Hybrid	3
	Special Topics: Creative Arts II*	Hybrid	3
	Internship**	Onsite	4.5
Spring			
	Marriage and Family Counseling	Hybrid	3
	Human Sexuality for Counselors	Hybrid	3
	Advanced/Intermodal Creative Arts Therapies	Hybrid	3
	Internship**	Onsite	4.5

* At the discretion of the Program Director, coursework and practica in relevant disciplines can substitute for *Special Topics: Creative Arts (I & II)*.

** Graduates of the program will also need to complete a post-degree clinical internship in order to be eligible for licensure as a Licensed Clinical Professional Counselor in Maine.

B. Development of new courses and/or what they may displace;

- Two psychology courses (*Research Methods* and *Measurement and Evaluation*) and the six-credit Creative Arts sequence might be delivered by faculty at other UMS campuses. The remaining courses will be developed by UMF faculty.

C. *Type of research activity, if any, in program design;*

- A significant research project is not required in this program.

D. *Nature of independent study, clinical experience, and/or field practica employed in curricular design.*

- The two-year Masters of Counseling Psychology integrates a practicum after the first two semesters of instruction, and then an internship in the second year. These experiences are required components of graduate programs to ensure graduates will eventually be eligible to become licensed clinical professional counselors in the state of Maine. Settings will include a broad, diverse array of agencies serving children, families, the elderly, and others living with mental illness and developmental disabilities.

E. *Impact of program on existing programs.*

- The potential impact of the proposed MA program on the resources available to the undergraduate psychology program at UMF is discussed below (under *Personnel: Supporting Faculty*).

F. *A statement on the extent to which the program would be appropriate for online and hybrid delivery*

- As documented in the degree plan above, the majority of courses in this program can utilize a hybrid delivery model, and several will be offered online. For courses that require "in person" meetings, we are considering a model that includes one full day each week and/or "intensive" seminars extending over a week (or weekend).

G. *A consideration of ways the program could lend itself to the delivery of micro-credentials tied to specific skill sets and competencies.*

- Several courses in the program (e.g., *Creative Arts in Counseling*) might be offered to regional counselors as Continuing Education Units (CEUs).

Program Resources:

A. *Personnel*

A possible course cycling plan is provided below. As documented in the second table (Year 2+), the program is sustainable with (a) one program director teaching 12 credits each academic year, (b) one full-time faculty member teaching 24 credits each academic year, and (c) 16 credits covered by part-time faculty or overloads (or by instructors at other UMS institutions).

Staffing Needs

Year 1 (Implementation)*

Fall	Winter	Spring	Summer
Fundamentals of Counseling I (3 credits)	Human Growth and Development (3 credits)	Fundamentals of Counseling II (3 credits)	
Professional Ethics in Counseling (3 credits)		Diagnosis and Treatment (3 credits)	
Creative Arts in Counseling (3 credits)		Group Counseling (4 credits)	
Social and Cultural Foundations (3 credits)		Advanced Intermodal Creative Arts Therapy (3 credits)	
Research Methods (3 credits)**		Measurement and Evaluation (3 credits)**	
		Creative Arts Immersion (3 credits)**	
Coursework: 15 credits	Coursework: 3 credits	Coursework: 19 credits	Practicum: 3 credits

* The Program Director will assume responsibility for practica and twelve credits of coursework each academic year

** *Research Methods, Measurement and Evaluation, and Creative Arts Immersion* may be delivered by other UMS campuses.

Year 2+ (Sustainable Staffing Model)

Fall	Winter	Spring	Summer
Fundamentals of Counseling I (3 credits)	Human Growth and Development (3 credits)	Fundamentals of Counseling II (3 credits)	
Professional Ethics in Counseling (3 credits)		Diagnosis and Treatment (3 credits)	
Creative Arts in Counseling (3 credits)		Group Counseling (4 credits)	
Social and Cultural Foundations (3 credits)		Advanced Intermodal Creative Arts Therapy (3 credits)	
Crisis Intervention (3 credits)		Marriage and Family Counseling (3 credits)	
Addictive Disorders (3 credits)		Human Sexuality for Counselors (3 credits)	
Research Methods (3 credits)**		Measurement and Evaluation (3 credits)**	
Special Topics: Creative Arts I (3 credits)**		Special Topics: Creative Arts II (3 credits)**	
Coursework: 24 credits Internship: 4.5 credits	Coursework: 3 credits	Coursework: 25 credits Internship: 4.5 credits	Practicum: 3 credits

* The Program Director will assume responsibility for internships, practica and twelve credits of coursework each academic year

** Note: *Research Methods, Measurement and Evaluation, and Special Topics: Creative Arts* may be delivered by other UMS campuses.

Program Director

The MPCAC Accreditation Manual indicates that *"one faculty member shall be clearly designated as the program director for each program in which accreditation is sought, and is responsible for the coordination of the entire program"*:

- *"The program director shall hold a graduate degree in psychology, counseling or a closely related field, have professional experience in the program area, hold membership(s) in appropriate professional organizations, be employed by the institution and be regularly involved in the instructional activities of the program (e.g., teach courses, supervise students, etc.)"*

In the UMF counseling program, the Program Director will work on a 12-month contract and shall assume the following responsibilities:

- **Recruitment and Admissions**
 - Coordinate and maintain a working relationship with UMF's Graduate Center with regards to student recruitment.
 - Coordinate program recruitment activities (welcome receptions, college and career fairs).
 - Travel as needed for the purposes of recruitment and program implementation (recruitment activities, field site visits, conferences).
 - Maintain correspondence with potential students.
 - Develop an application review process and coordinates a committee to review student applications, including the interviews for admission.
 - Initiate the accreditation process (and maintain accreditation)
- **Program Implementation and Administration**
 - Assist in recruitment of program faculty.
 - Coordinate degree and course planning.
 - Establish and maintain relationships with field internship sites.
 - Conduct visits at student internship sites to ensure that students are receiving a high quality experience, including excellent supervision, in line with the requirements of the Maine licensing board.
 - Establish and maintain a relationship with the State of Maine Office for Licensed Clinical Professional Counselors for the purposes of providing a program that continues to meet state licensing standards.
 - Establish and maintain a membership with MEMHCA (Maine Mental Health Counselors Association).
 - Participate in relevant UMF committees.
 - Procure program assets (white noise machines, recording video and/or audio equipment).
 - Provide oversight of the program budget and expenditures.
- **Teaching and Professional Development**
 - Instruct twelve credits of coursework each academic year (typically, two three-credit classes each semester).
 - Coordinate internships and practica experiences.
 - Advise the incoming cohort of students; assigns students to advisors as the program grows, and ensures that students receive excellent mentorship throughout the program.
 - Meet the requirements to provide clinical supervision per the Maine LCPC regulations.
 - Maintain Maine LCPC licensure

Supporting Faculty

The MPCAC accreditation manual also states that "*the other full-time, adjunct, and/or affiliate program faculty members shall hold graduate degrees in psychology, counseling or closely related fields, hold membership(s) in professional organizations, and have had professional experience in the program area.*"

- There are currently two clinical faculty members in the Division of Psychology and Human Development with the expertise necessary to teach the counseling courses in the proposed MA program, and there is a presently a search underway for a third clinical/counseling psychologist (to teach at the undergraduate level). We will need to hire at least one additional faculty member if the Division is to sustain quality programs at the undergraduate and graduate levels.
- Non-clinical faculty (across UMS) may be utilized to teach support courses, such as *Human Growth and Development* and *Research Methods*.

B. *Current library acquisitions available for new programs.*

- UMF's Mantor Library has extensive resources available for this master's degree program due to the university already offering two master's degrees. Mantor Library provides access to more than 350,000 volumes and 75,000 serials in print and digital form, as well as over 140 full-text databases and indexes. Current library resources currently support the two existing master's degree programs on campus (Educational Leadership and Early Childhood Education). Students and faculty have access to numerous databases including those commonly used in the field of psychology such as PsycInfo, Academic Search Complete, ERIC, and JSTOR.

C. *New equipment necessary for new program and plan for its acquisition and implementation*

- For spaces where students will practice counseling skills (see "D" below), there is a need for white noise machines to protect confidentiality. Additionally, technology to allow faculty supervisors to listen into counseling sessions is needed. We anticipate an investment of \$1,000.

D. *Additional space requirements, if any, including renovations*

- No additional space is required for this program. The undergraduate psychology program is housed in the Psychology Building, which includes space that will be utilized for practicing counseling skills. However, there is a need for modest renovations to the space to support their use as spaces for counseling sessions. This may include painting, sound proofing, and renovations to ensure privacy (e.g., window coverings or removing internal windows). \$1,000 is estimated for this investment.

E. *Extent of cooperation with other programs, both on the initiating campus and other campuses*

- Two core courses (*Research Methods* and *Measurement and Evaluation*) might be effectively delivered online, in collaboration with other UMS institutions. In addition, the immersion component of our program (e.g., *Special Topics: Creative Arts*) may involve students working with faculty on other campuses.

Total Financial Consideration

A. Estimate of anticipated cost and anticipated income of the program for five years

Costs are estimated using current fiscal year price of tuition and program costs (e.g., salary, benefits, travel)

Year	Costs	Revenue
1*	\$130,000	\$154,000
2**	\$205,000	\$266,000
3	\$205,000	\$266,000
4	\$205,000	\$266,000
5	\$205,000	\$266,000
Total	\$950,000	\$1,218,000

* Year one costs include (a) start-up costs (\$7,000), (b) the salary and benefits of the program director (\$90,000), and (c) compensation for 22 credits to be taught by adjuncts or as overloads (22 x \$1500 = \$33,000). Year one revenue assumes 10 students paying in-state tuition.

** Costs in years two through five assumes (a) one program director (\$90,000), (b) one full-time faculty member (\$90,000), (c) compensation for 16 credits to be taught by adjuncts or as overloads (16 x \$1500 = \$26,000), and (d) various supervision and program coordination expenses, including travel (\$1000). Revenue in years two through five assumes 20 students paying in-state tuition.

B. Detailed information on first year costs

1. New personnel requirements

- As discussed above, the program will require a **program director** with a background in counseling or clinical psychology:
 - Salary + benefits = \$90,000 (approximate)
- We anticipate that 22 credits will need to be taught by adjuncts or as overloads (for a total expense of approximately \$33,000).
- Note: An additional full-time faculty member will need to be hired by Year 2 to ensure the long-term sustainability of the program.

2. First year revenue (and identity of source)

- Assuming an enrollment of 10 full-time students paying in-state tuition, revenue would be approximately \$154,000.
 - Utilizing tuition rates for the 2019-2020 academic year, revenue would be \$154,290 with 10 full-time students paying in-state tuition.

3. How operational costs are to be absorbed into current campus operating budget over a 5-year period

- We anticipate that once the program is fully enrolled, the funding for the program will be self-sustaining through tuition dollars.

4. Additional funding required to support the program

- **Materials:** Courses and assignments that require consumable materials (e.g., psychological assessments) will be paid for through any applicable course fees. \$500 per year is anticipated for this expense. Additionally, travel and supervision for students in practica and internships is expected to be approximately \$1,000 per year. This estimate is based on current costs of field supervision in current undergraduate programs. The source for this funding will be from revenue generated through tuition.
- **Course development:** New courses will be developed as part of the process of program implementation. A total cost of \$5000 (during the summer prior to implementation) is budgeted for this activity.
- **Other Start-Up Costs:** Approximately \$2000 is required for equipment and renovations.
- **Program coordination:** As noted above, the MPCAC Accreditation Manual stipulates that "*one faculty member shall be clearly designated as the program director...and is responsible for the coordination of the entire program.*" This is a critical position if this program is to ensure effective recruitment, admissions, advising, and oversight of practica and internships. This program director will be employed on a 12-month contract.

Assessment and Evaluation

The MA Counseling will be evaluated in accordance with the standards articulated in the MPCAC Accreditation Manual. The following provisions are worthy of special note:

- "Outcome evaluation shall be conducted in reference to...[the] program's purposes, goals, and objectives."
- "Continuing evaluation of the program and its outcome shall follow a formal procedure that includes regularly scheduled review by program faculty of program emphases, curricular offerings, current professional trends in the program area, and types of students seeking admission into the program. Evaluation shall also include follow-up studies of graduates of the program, employers of program graduates, field placement supervisors, and personnel in cooperating and associated agencies regarding the assessment of their perceptions and evaluations of the major aspects of the program."
- "The results of program evaluations shall be made available on a systematic basis to students currently enrolled in the program, program faculty, institutional administrators and personnel in cooperating and associated agencies."
- "Students will demonstrate competence and professional behavior consistent with each program's mission statement and goals prior to the completion of the program."

Appendix -- Vita of existing faculty who will assume major roles in the program

NATASHA LEKES

Associate Professor of Psychology
 University of Maine at Farmington
 Psychology and Human Development
 234 Main Street, Farmington, ME
 207.778.7287
 natasha.lekes@maine.edu

EDUCATION

- 2012 **Ph.D. in Clinical Psychology**
 McGill University
 Dissertation: Self-growth, close relationships, and community contribution:
 Exploring the development of intrinsic value priorities and their influence on well-
 being (supervised by Dr. Richard Koestner)
- 2003 **M.Ed. in Human Development and Psychology**
 Harvard Graduate School of Education
 Thesis: Assessing preschoolers' social competence in the classroom (supervised by
 Dr. Catherine Ayoub)
- 1998 **B.A. in Psychology**
 McGill University
 Awarded with Great Distinction

ACADEMIC APPOINTMENTS

- 2017-present **Associate Professor of Psychology**
 University of Maine at Farmington
- 2013-2017 **Assistant Professor of Psychology**
 University of Maine at Farmington
- 2012-2013 **Postdoctoral Fellow**
 Université de Québec à Montréal

PUBLICATIONS**Peer-Reviewed Journal Articles**

Lekes, N., Houlfort, N., Milyavskaya, M., Hope, N., & Koestner, R. (2016). The role of intrinsic values for self-growth and community contribution at different life stages: Differentially predicting the vitality of university students and teachers over one year. *Personality and Individual Differences, 98*, 48-52.

Lekes, N., Guilbault, V., Philippe, F. L., & Houle, I. (2014). Remembering events related to close relationships, self-growth, and helping others: Intrinsic autobiographical memories, need satisfaction, and well-being. *Journal of Research in Personality, 53*, 103-111.

Philippe, F. L., Koestner, R., & **Lekes, N.** (2013). On the directive function of episodic memories in people's lives: A look at romantic relationships. *Journal of Personality and Social Psychology*, *104*, 164-179.

Lekes, N., Hope, N. H., Gouveia, L., Koestner, R., & Philippe, F. L. (2012). Influencing value priorities and increasing well-being: The effects of reflecting on intrinsic values. *Journal of Positive Psychology*. 249-261.

Philippe, F. L., Koestner, R., Beaulieu-Pelletier, G., Lecours, S., & **Lekes, N.** (2012). The role of episodic memories in current and future well-being. *Personality and Social Psychology Bulletin*, *38*(4), 505-519.

Taylor, G., **Lekes, N.**, Gagnon, H., Kwan, L., & Koestner, R. (2012). Need satisfaction, work-school interference and school dropout: An application of self-determination theory. *British Journal of Educational Psychology*, *82*(4) 622-646.

Lekes, N., Joussemet, M., Koestner, R., Taylor, G., & Gingras, I. (2011). Transmitting intrinsic values from mothers to adolescents: The moderating role of a supportive family environment. *Child Development Research*. vol. 2011, 9 pages. doi:10.1155/2011/167146

Philippe, F.L., Laventure, S., Beaulieu-Pelletier, G., & **Lekes, N.** (2011). Ego-resiliency as a mediator between childhood trauma and psychological symptoms, *Journal of Social and Clinical Psychology*, *30*(6), 583-598.

Lekes, N., Gingras, I., Philippe, F. L., Koestner, R., & Fang, J. (2010). Parental autonomy-support, intrinsic life goals, and well-being among adolescents in China and North America. *Journal of Youth and Adolescence*, *39*(8), 858-869.

Renaud-Dubé, A., Taylor, G., **Lekes, N.**, Koestner, R., & Guay, F. (2010). Adolescents' motivation towards the environment: Age-related trends and correlates. *Canadian Journal of Behavioural Science*, *42*(3), 194-199.

Joussemet, M., Koestner, R., **Lekes, N.**, Landry, R. (2005). A longitudinal study of the relationship of maternal autonomy support to children's adjustment and achievement in school. *Journal of Personality*, *73*,1215-1236.

Joussemet, M., Koestner, R., **Lekes, N.**, & Houliort, N. (2004). Introducing uninteresting tasks to children: A comparison of the effects of rewards and autonomy support. *Personality and Social Psychology Bulletin*, *72*, 139-166.

Villacorta, M., Koestner, R., & **Lekes, N.** (2003). Further validation of the Motivation toward the Environment Scale. *Environment and Behavior*, *35*, 486-505.

Houliort, N., Koestner, R., Joussemet, M., Nantel-Vivier, A., & **Lekes, N.** (2003). The impact of performance-contingent rewards on perceived autonomy and competence. *Motivation & Emotion*, *26*, 279-295.

Koestner, R., **Lekes, N.**, Powers, T. A., & Chicoine, E. (2002). Attaining personal goals: Self-concordance plus implementation intentions equals success. *Journal of Personality & Social Psychology*, 83, 231-244.

Kasser, T., Koestner, R., & **Lekes, N.** (2002). Early family experiences and adult values: A 26-year, prospective, longitudinal study. *Personality & Social Psychology Bulletin*, 28, 826-835.

Invited Chapters

Lekes, N. (2012). Life goals. In R.J.R. Levesque (Ed.), *Encyclopedia of Adolescence*, DOI 10.1007/978-1-4419-1695-2, Springer Science+Business Media LLC.

Lekes, N. (2007). Montreal youth use their voice to transform their lives and prevent violence in their communities: A discussion of the Leave Out Violence program. *New Directions in Youth Development*, 116, 127-139

U.S. Department of Education Reports

Lekes, N., Bragg, D.D., Loeb, J.W., Oleksiw, C.A., Marszalek, J., Brooks-LaRaviere, M., Zhu, R., Kremidas, C., Akukwe, G., Lee, H., & Hood, L. (2007). *Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career*. St. Paul, MN: National Research Center for Career and Technical Education. Office of Vocational and Adult Education, US Department of Education (<http://www.nccte.org>)

Oleksiw, C.A., Kremidas, C., Johnson-Lewis, M., & **Lekes, N.** (2007). *Community College Non-credit Occupational Programming: A Study of State Policies and Funding*. St. Paul, MN: National Research Center for Career and Technical Education. Office of Vocational and Adult Education, US Department of Education (<http://www.nccte.org>)

SCHOLARSHIPS, FELLOWSHIPS, AND AWARDS

- 2012 Shortlisted for the International Society for Quality-of-Life Studies Best Dissertation Award
- 2012 The International Network of Personal Meaning Conference – Honorable mention in the student competition
- 2012 McGill Graduate Studies Fellowship – \$5,000 awarded
- 2010 McGill Graduate Enhancement and Travel Award – \$1075 awarded
- 2009 Research Fellow, The Mind and Life Summer Research Institute, Garrison, NY
- 2009 McGill Graduate Enhancement and Travel Award – \$500 awarded
- 2008 Social Sciences and Humanities Resource Council of Canada, Joseph-Armand Bombardier CGS Doctoral Scholarship – \$105,000 awarded (May 2008 – April 2011)
- 2008 McGill Graduate Studies Fellowship – \$5,000 awarded

- 2008 McGill Alma Mater Travel Grant – \$750 awarded
- 2006 Sidney Tickton Proposal Development Fellowship, Academy for Educational Development – \$500 awarded
- 2003 Fonds québécois de la recherche sur la nature et les technologies Master's Research Scholarship – \$30,000 awarded (\$10,000 accepted due to one-year master's program), rank = 4

CONFERENCE PRESENTATIONS

Invited Talks

Lekes, N. (July 2008). *Life Goals and Well-Being: The 'American Dream' in Other Cultures*. Participant in a plenary discussion at the 4th European Conference on Positive Psychology, Rijeka, Croatia.

Selman, R., **Lekes, N.**, and others (February 2003). A framework for ethical development: Can we set standards and measure growth...? Panel presentation to the Harvard Graduate School of Education Student Research Conference & International Forum, Cambridge, MA.

Peer-Reviewed Presentations

Lekes, N. & Orcutt, K. (June 2016). Sexting and sexual assertiveness: The roles of relationship status, autonomous self-regulation, gender, and perceptions of consequence. Poster presentation at the 6th International Conference on Self-Determination Theory, Victoria, BC, Canada.

Guilbault, V., **Lekes, N.**, & Philippe, F. (June 2013). The role of need satisfaction in intrinsic and extrinsic episodic memories on well-being Poster presentation at the 5th International Conference on Self-Determination Theory, Rochester, NY.

Hope, N., **Lekes, N.**, Milyavskaya, M., & Lekes, M. (January 2013). Pursuing happiness in all the right places: The differential effects of interpersonal and academic goal progress on well-being. Poster presentation at the 2013 Society for Social and Personality conference, New Orleans, Louisiana.

Hope, N., **Lekes, N.**, Houlihan, N., & Koestner, R. (January 2012). Intrinsic aspirations and well-being: The role of personal growth and community contribution aspirations at different life stages. Poster presented at the 2012 Society for Social and Personality conference, San Diego, California.

Lekes, N., Hope, N.H., Gouveia, L., & Koestner, R. (July 2011). Reflecting on intrinsic values: Testing the effect of an intervention on young peoples' well-being and values. Poster presented at the 2nd World Congress on Positive Psychology, Philadelphia, PE.

Lekes, N., Gingras, I., Philippe, F.L., Koestner, R., & Fang, J. (May 2010). From autonomy-supportive parenting to intrinsic life goals to well-being: The experiences of adolescents in

China and North America. Poster presented at the 4th International Self-Determination Theory Conference, Ghent, Belgium.

Lekes, N., Gingras, I., Taylor, G., & Koestner, R. (June 2009). Valuing wealth and fame versus affiliation and community: The life goals, parenting experiences, well-being, and ecologically responsible behaviour of adolescents. Poster presented at The Mind and Life Summer Research Institute, Garrison, NY.

Lekes, N., Gagnon, H., Taylor, G., & Koestner, R. (August 2008). Part-Time Work Experiences and High School Engagement, Poster presented at the American Psychology Association 116th Annual Convention, Boston, MA.

Lekes N., Gingras I., Koestner, R. (July 2008) Adolescent life goals, parenting experiences, and well-being in Canada, China, and the United States. Poster presented at the 4th European Conference on Positive Psychology, Rijeka, Croatia.

Lekes, N., Castellano, M., & Bragg, D. (December 2005). *CTE and High School Transition*. Paper presented at the Association for Career and Technical Education Convention and Career Tech Expo, Kansas, MO.

Bragg, D., Loeb, J., Akukwe, G., Brooks-Laraviere, M., Hood, L., **Lekes, N.,** & Marszalek, J. (April 2005). Effective practices in career and technical education (CTE): Assessment of selected CTE transition programs. Paper presented at the annual meeting of the American Educational Research Association (AERA), Montreal, QC, Canada.

CAMPUS TALKS

2015 *Making a "to-be list": Do your values influence your happiness?* The UMF Public Classroom lecture series, Emery Community Arts Center, September 23.

2014 *A conversation with Dr. Natasha Lekes on her top 7 tips for responding to stress.* Presentation to launch the UMF Health Education Resource Office, November 19.

Wellness and Crisis in the Classroom: How can you appropriately support students who are dealing with mental health challenges? Co-presented with Katie Fournier. Teaching Commons on Mental Health, November 14.

Sexpresso: An open discussion about sexual health with Professor Natasha Lekes while sipping on a hot cup o' joe. Sponsored by the Sexual Wellness club, The Landing, Olsen Student Center, March 26.

Stress: Friend or Foe? The Lunch and Learn series for faculty and staff, part of UMF's 150 Healthy Habits campaign, sponsored by the UMF Wellness Committee, February 24.

2013 *Psychotherapy and the Good Life.* Psychology Forum, part of UMF's 150th Celebration, Thomas Auditorium, December 11.

2012 *What Makes Us Happy? Valuing Self-Growth and Community Versus Wealth and Status.*
 Three Minutes to Change the World, McGill University, March 14, featured on McGill's
 YouTube channel, <http://bit.ly/ODnlUn>

4.1

TEACHING EXPERIENCE

2013-present **University of Maine at Farmington**
Assistant Professor of Psychology

Courses taught:
 Abnormal Psychology
 Career Counseling
 Couples Therapy
 Crisis Intervention
 Death and Dying
 General Psychology
 Personal Development and Psychological Well-Being
 Sex Therapy

Thesis supervised:
 Kate Orcutt, Wilson Scholar (Sexting: A sign of assertiveness or a risky behavior?)

Interdisciplinary instructional collaboration:
 Trauma and resilience co-lab: Creating a resilient and trauma informed community

Research group supervised:
 End of life care

2013 **Université de Québec à Montréal**
Lecturer

Course taught:
 Psychologie de la Motivation et des Emotions

2010-2012 **Université de Montréal**
Guest Lecturer

Positive Psychology (3rd year Ph.D. seminar)

2007-2012 **McGill University**
Teaching Assistant/ Graduate Student

Courses assisted:
 Introduction to Psychology
 Human Motivation
 Introduction to Personality

Guest lecture given:

Social and Personality Psychology (April 10, 2012)

Undergraduate theses supervised:

Nora Hope (Enhancing well-being by reflecting on intrinsic values)

Lucie Gouveia (Enhancing well-being by reflecting on intrinsic life goals)

Cynthia Psaradellis (The impact of teaching religion on religious beliefs and well-being: The mediating role of life goals)

Jennifer Gutberg (Teachers' life goals and well-being: A self-determination theory perspective)

2001-2002 **Yamasato Elementary School and Chizu Junior High School – Japan
English Language Instructor**

Taught and assisted English lessons

2000-2001 **YMCA and Berlitz Language School – Montreal, QC
English Language Instructor**

Taught English classes for young adults and business people

2000 **English Language Summer School at Oxford University – Oxford, UK
English Language Instructor**

Taught English classes to foreign high school students

1999-2000 **Caledonian School – Prague, Czech Republic
English Language Instructor**

Taught English classes to college students and business people

PROFESSIONAL RESEARCH EXPERIENCE

2006-2007 **National Institute for Work and Learning – Washington, DC
Program Officer**, supervised by Dr. Catherine Oleksiw

- Program evaluation for the National Institute of Health
- Facilitator for a national teacher preparation reform initiative involving 11 U.S. universities
- Youth Director at the annual Bridge to Employment conference

2003-2005 **National Institute for Work and Learning – Washington, DC
Program Associate**, supervised by Dr. Keith MacAllum

- Project coordinator for a mixed-method study on high school programs
- Conducted case study visits to high schools and community colleges in two states, including focus groups on postsecondary goals and plans

- 2002-2003 **Harvard Graduate School of Education** – Cambridge, MA
Research Assistant, supervised by Dr. Gil Noam
- Program in Afterschool Education and Research
 - Conducted research on development and psychotherapy
- 1999-2001 **McGill University** – Montreal, QC
Research Coordinator, supervised by Dr. Koestner
- Coordinated a research team; supervised undergraduate thesis students

CLINICAL EXPERIENCE

- 2013 **Private Practice** – Montreal, QC
Clinical Psychologist, Order of Psychologists of Quebec (OPQ)
- Individual and couples therapy
 - Depression, anxiety, relationship difficulties, stress, health problems, recovery from sexual abuse
- 2008-2012 **Sex and Couples Service, Royal Victoria Hospital** – Montreal, QC
- Contract Worker (paid position)**, supervised by Dr. Gerald Wiviott
September 2011 – December 2012
- Individual and couples therapy (relationship difficulties, aggression, premarital counseling, relationship enhancement, low sexual desire, pain during sex, sexual abuse)
 - In-take assessments in English and French
- Intern**, supervised by Dr. Phyllis Amato and Dr. Dennis Kalogeropoulos
September 2010 – August 2011
- Individual and couples therapy
 - Group therapy for women with pain during sex
- Clinical Student**, supervised by Dr. Phyllis Amato
September 2008 – July 2009
- Individual and couples therapy in English and French
- 2008-2009 **Cognitive and Behaviour Therapy Service, Royal Victoria Hospital**
Clinical Student, supervised by Dr. Ian Bradley, Dr. Sylvie Goulet, and Dr. Debbie Sookman
- Individual therapy for OCD, adjusting to bariatric surgery, social anxiety, phobias

- 2007-2008 **Jewish General Hospital** – Montreal, QC
Clinical Practicum Student, supervised by Dr. Elizabeth Foley and Dr. Ruta Westreich
- Conducted personality, intelligence, and clinical assessments
- 2007-2008 **Montreal Children’s Hospital** – Montreal, QC
Clinical Practicum Student, supervised by Dr. Judith LeGallais
- Conducted full day assessments of children presenting with cognitive and behavioural problems
- 2002-2003 **Harvard Children’s Initiative** – Cambridge, MA
Practicum Intern, supervised by Dr. Robert Selman and Dr. Richard Weissbourd
- Implemented individual and group interventions at the Trotter Elementary School, Boston, MA

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PROFESSIONAL AND ADMINISTRATIVE CONTRIBUTIONS

Chair, Faculty Search Committee – Clinical/Counseling Psychology position, 2017

Chair, Faculty Search Committee – Clinical/Counseling Psychology position, 2016

Member, Undergraduate Research Council, 2016 – present

Member, Sabbaticals and Scholarships Committee, 2017 – 2018

Division Representative, Faculty Senate, 2014-2016

Facilitator, Ongoing Learning Evaluation (OLE), in which mid-semester evaluations are conducted at the request of a professor, 2014-present

Member, Counselor Search Committee, UMF Center for Student Development, 2015

Participant, UMS Aging Initiative Workshop at the University of Maine Orono, Bangor, ME, August 25, 2015

Member, Faculty Search Committee – Clinical/Counseling position, 2014

Ad-hoc Reviewer for *Social Development*, September 2014

Facilitator, Workshop on conflict resolution for the Student Leadership Summit organized under the auspices of the Partnership for Civic Advancement, October 18, 2014

Member, Faculty Search Committee – Developmental Psychology position, 2013-2014

Division Representative, Curriculum and Program Development Committee, 2013-2014

Member, Campus Violence Prevention Coalition, 2014-2015

Sponsor of the Psychology Club, 2014-2016 and 2018 – present

Ad-hoc Reviewer for the *Journal of Happiness Studies*, February 2013

Ad-hoc Reviewer for the *Journal of Research on Adolescence*, August 2012

Member, Clinical Committee, contributing one of two student voices aimed at evaluating and improving the Clinical Psychology program at McGill University, 2007-2008

COMMUNITY SERVICE

Member, Western Maine Palliative Care Committee, 2013– present

- Organized two conferences for health professionals and community members:
 - End of Life Care: Having the conversation*, Franklin Health Commons, April 8, 2015
 - End of Life Care: Continuing the conversation*, Franklin Health Commons, April 27, 2016

Participant, Community Town Hall on Child Abuse, Neglect, Teen Suicide, and Poverty, Mount Blue High School, Farmington, ME, September 16, 2015

Facilitator, LGBTQIA Weekly Support Group, sponsored by the Psychology Department, 2013

Facilitator, Parenting skills workshop for parents of elementary students at Enfant Soleil school in Montreal, QC, Spring 2013

Interviewed for a podcast for the National Research Center for Career and Technical Education, <http://www.nrccte.org> *Career and technical education pathway programs, academic performance, and the transition to college and career - A Podcast with Natasha Lekes*, June 2009.

Steven W. Quackenbush, Ph.D.

Division of Psychology and Human Development
University of Maine at Farmington

Farmington, ME 04939
(207) 778-7518

Education

- Ph.D. Kansas State University, 1996 (Psychology)
Dissertation: *Recollection and Evaluation of Critical Experiences in Moral Development: A Cross-Sectional Examination*
- M.S. Kansas State University, 1992 (Psychology)
Thesis: *Correlates of Reminiscence Activity among the Elderly*
- B.A. California State University, Chico, 1989 (Psychology)

Professional Experience

Assistant Professor, Department of Psychology, Wright State University (Fairborn, Ohio), September, 1995 to August, 1997.

Assistant/Associate Professor, Department of Psychology, Central Methodist College (Fayette, Missouri), August, 1997 to May 2003 (tenured and promoted to the rank of Associate Professor of Psychology in September, 2002).

Assistant/Associate/Full Professor, Department of Psychology, University of Maine at Farmington, September 2003 to present (promoted to the rank of Associate Professor in September 2004; tenured September, 2007; promoted the rank of Professor in September, 2013)

Chair, Division of Psychology and Human Development, University of Maine at Farmington, July 2014 to June 2019.

Associate Provost and Dean of Arts and Sciences, University of Maine at Farmington, July 2019 to present.

Publications (refereed)

Quackenbush, S. W., Lockwood, A. K., & Cyr, T. G. (2016). "And yet your duty is to hope": The Positive Psychology of Jean-Paul Sartre. *Theory & Psychology, 26*, 360-376.

Quackenbush, S. W. (2008). Theoretical unification as a practical project: Kant and the Tree of Knowledge System. *Theory & Psychology, 18*, 757-777.

Quackenbush, S. W., & Henriques, G. (2008). Clinical psychology and politics. In M. Hersen & A. Gross (Eds.); *Handbook of Clinical Psychology* (pp. 834-856). Hoboken, NJ: John Wiley & Sons Inc.

- Quackenbush, S. W. (2005). Remythologizing culture: Narrativity, justification, and the politics of personalization. *Journal of Clinical Psychology, 61*, 67-80.
- Quackenbush, S. W. (2001). Trait stability as a noncontingent truth: A pre-empirical critique of McCrae and Costa's stability thesis. *Theory & Psychology, 11*, 821-839.
- Quackenbush, S. W. (2001). Reliability as a value in personality research: A rejoinder to McCrae. *Theory & Psychology, 11*, 849-855.
- Quackenbush, S. W. & Barnett, M. A. (2001). Recollection and evaluation of critical experiences in moral development: A cross-sectional examination. *Basic and Applied Social Psychology, 23*, 55-64.
- Quackenbush, S. W. (1997). [Review of the book *The art and science of reminiscing: Theory research, methods, and applications*]. *Death Studies, 21*, 83-88.
- Barnett, M. A., Quackenbush, S. W., & Pierce, L. K. (1997). Perceptions of and reactions to the homeless: A cross-sectional examination. *Journal of Social Distress and the Homeless, 6*, 283-302.
- Barnett, M. A., Vitaglione, G. D., Harper, K. G., Quackenbush, S. W., Steadman, L. A., Valdez, B. S. (1997). Late adolescents' experiences with and attitudes toward videogames. *Journal of Applied Social Psychology, 27*, 1316-1334.
- Barnett, M. A., Quackenbush, S. W., & Sinisi, C. S. (1996). Factors affecting children's, adolescents', and young adults' perceptions of parental discipline. *Journal of Genetic Psychology, 157*, 411-424.
- Quackenbush, S. W., & Barnett, M. A. (1995). Correlates of reminiscence activity among elderly individuals. *International Journal of Aging and Human Development, 41*, 169-181.
- Barnett, M. A., Quackenbush, S. W., & Sinisi, C. S. (1995). The role of critical experiences in moral development: Implications for justice and care orientations. *Basic and Applied Social Psychology, 17*, 137-152.
- Barnett, M. A., Feierstein, M., Jaet, B. P., Quackenbush, S. W., Saunders, L. C., & Sinisi, C. S. (1992). The effect of knowing a rape victim on reactions to other victims. *Journal of Interpersonal Violence, 7*, 44-56.
- Barnett, M. A., Quackenbush, S. W., Sinisi, C. S., Wegman, C. M., & Otney, K. L. (1992). Factors affecting reactions to a rape victim. *Journal of Psychology: Interdisciplinary and Applied, 126*, 609-620.
- Barnett, M. A., Sinisi, C. S., & Quackenbush, S. (1991). Reactions to a "known" rape victim: Role of subject's gender and personal experience with rape. *Journal of Social Psychology, 131*, 139-141.

Publications (non-refereed)

- Quackenbush, S. W. & Maybury, K. K. (2016). "The God who appears": An inductive-humanistic approach to undergraduate education. *Teaching Matters: Essays by Faculty of the University of Maine at Farmington* (Vol. 2).
- Quackenbush, S. W. (2014). "But you can never leave": Deep engagement in a college classroom. *Teaching Matters: Essays by Faculty of the University of Maine at Farmington*.

Presentations

- Quackenbush, S. W. (2019, April). *Seeds of Generosity: Toward a Holistic Account of Moral Well-Being*. The Theory of Knowledge Society, Harrisonburg, VA.
- Quackenbush, S. W. & Henriques, G. (2018, October). *Truth as Risk: Reconsidering Psychosocial Well-Being in light of Sartre's Account of Knowledge in "Truth and Existence."* North American Sartre Society, Fredericksburg, VA.
- Quackenbush, S. W. (2018, April). *Narrating Psychology from the Top Down*. The Theory of Knowledge Society, Harrisonburg, VA.
- Quackenbush, S. W. (2018, April). *Between Fact and Value: Sartre and the Problem of Ultimate Justifications*, The Theory of Knowledge Society, Harrisonburg, VA.
- Maybury, K., Quackenbush, S., Yellis, M., & McIntosh, S. (January, 2018). *Not your Grandfather's College: The Influence of an Intergenerational Classroom on Undergraduates' Attitudes toward Older Individuals*, National Institute for the Teaching of Psychology, St. Pete Beach, FL.
- Quackenbush, S., Yellis, M., Hammond, A., & Chiappetta, F. (September, 2017). *Wisdom's Soil: Reflections on the Value of Intergenerational Communities*, Senior Resource Fair. Farmington, ME.
- Quackenbush, S. W. (April, 2017). *The Self as Echo Chamber: Social-Personality Psychology under the Diversity Categorical Imperative (DCI)*, Maine Philosophical Institute. Bangor, ME.
- Quackenbush, S., Birch, S., Hammond, A., & Pickering, K. (September, 2016). *Sharing Stories: A Life review*, Senior Resource Fair. Farmington, ME.
- Williams, J, Beard, E., & Quackenbush, S. (May, 2015). *From Stories Lived to Stories Told: The Personal Narrative as a Framework for Understanding Parasocial Relationships (a Pilot*

Study). Mainely Data: A Conference Highlighting Experimental Psychology in Maine, Biddeford, ME.

- Quackenbush, S. W. (March, 2015). *Sartre and the Good Life*. Midwinter Meeting of the Society for Theoretical & Philosophical Society (Division 24 of the American Psychological Association), Salt Lake City, UT.
- Quackenbush, S. W., Lockwood, A. K., & Cyr, T. G. (2012, August). “*And yet your duty is to hope*”: *The Positive Psychology of Jean-Paul Sartre*. American Psychological Association, Orlando, FL.
- Quackenbush, S. W. (2011, April). *Sartre and attachment theory*. North American Sartre Society, Montreal, Canada.
- Quackenbush, S. W. (2007, October). *The gift of character: Narrativity and the problem of self-justification*. Visions of Integration II. James Madison University, Harrisonburg, VA.
- Quackenbush, S. W. (2007, September). *Narrating hope*. Academic Convocation, University of Maine, Farmington, ME.
- Quackenbush, S. W. (2007, March). *Science, humanism, and the quest for integral humanity*. Visions of Integration: Implications for Self and Society. James Madison University, Harrisonburg, VA.
- Newton, S. N., Tucker, S. E., & Quackenbush, S. W. (2006, October). *Factors affecting reactions to an earthquake victim*. New England Psychological Association, Manchester, New Hampshire.
- Quackenbush, S. W. (2005, August). *Theoretical unification as a practical project*. American Psychological Association, Washington D. C.
- Fowlie, R. H., Clark, A. W., & Quackenbush, S. W. (2005, March). *The salience of attachment themes in popular music*. Eastern Psychological Association, Boston, MA.
- Quackenbush, S. W. (2004, June). *Narrating hope: Sartre’s attachment theory and the politics of personalization*. Crossroads in Cultural Studies (Fifth International Conference), Urbana-Champaign, Illinois.
- Quackenbush, S. W., Smith, N. C., and Campbell, H. E., and Clark, A. W. (2004, May), *Generativity as a predictor of attitudes toward the homeless*. American Psychological Society Annual Conference, Chicago, Illinois.
- Quackenbush, S. W., Wren, M. C., Strodtman, C. A., Thrasher, & M. D. (2001, June). *Recollections of personally significant experiences vary as a function of attachment style*. American Psychological Society Annual Conference, Toronto, Canada.
- Quackenbush, S. W., Mills, T., Earnshaw, E., Wren, W., West, J. (2000, March). *Critical*

experiences in moral development: Generativity and religiosity as predictors of lessons learned. Southwestern Society for Research in Human Development, Eureka Springs, Arkansas.

- Quackenbush, S. W., & Barnett, M. A. (1998, March). *Critical experiences in moral development: A cross-sectional examination.* Southwestern Society for Research in Human Development, Galveston, Texas.
- Barnett, M.A., Vitaglione, G. D., Harper, K.G., Quackenbush, S. W., Steadman, L. A., Valdez, B. S. (1996, March). *Late adolescents' experiences with and attitudes toward videogames.* Southwestern Society of Research in Human Development, Park City, Utah.
- Harper, K. G., Vitaglione, G. D., Quackenbush, S. W., Steadman, L. A., Valdez, B. S. (1995, March). *High school and college students' experiences with and attitudes toward videogames.* Great Plains Students' Psychology Convention, Emporia, Kansas.
- Barnett, M. A., & Quackenbush, S. W. (1994, October). *Factors influencing prosocial behavior in young children.* Kansas Association for the Education of Young Children Annual Conference, Manhattan, Kansas.
- Quackenbush, S. W., & Barnett, M. A. (1994, February). *Reminiscence style: A comparison of college students and elderly adults.* Southwestern Society for Research in Human Development, Austin, Texas.
- Barnett, M. A., Quackenbush, S. W., & Pierce, L. K. (1994, February). *Perceptions of and reactions to the homeless: A cross-sectional examination.* Southwestern Society for Research in Human Development, Austin, Texas.
- Barnett, M. A., Quackenbush, S. W., Sinisi, C. S., DeGroff-Rambo, J. D., & Sprague, S. C. (1994, February). *Factors affecting children's, adolescents', and young adults' perceptions of parental discipline.* Southwestern Society for Research in Human Development, Austin, Texas.
- Harper, K. G., Quackenbush, S. W., & Vitaglione, G. D. (1993, March). *Early childcare experiences and attitudes about institutionalization of elderly parents.* Great Plains Students' Psychology Convention, Maryville, Missouri.
- Quackenbush, S. W. (1992, March). *Reminiscence activity among the elderly.* Great Plains Students' Psychology Convention, Kearney, Nebraska.
- Barnett, M. A., Sinisi, C. S., Quackenbush, S. W., Otney, K., & Ayer, R. (1992, March). *Children's perceptions of parental discipline.* Southwestern Society for Research in Human Development, Tempe, Arizona.
- Barnett, M. A., Quackenbush, S. W., & Sinisi, C. S. (1991, April). *The role of single experiences in moral development: Implications for "justice" and "concern" orientations.* Society for Research in Child Development, Seattle, Washington.
- Quackenbush, S. W., Sinisi, C. S., & Barnett, M. A. (1991, March). *Effects of knowing a rape*

victim on reactions to the "known" victim and other victims. Midwest Women's Studies Association Regional Conference, Kearney, Nebraska.

Wegman, C. W., Quackenbush, S. W., Sinisi, C. S., & Otney, K. L. (1991, March). *Reactions to a rape victim: Influence of the type of rape, location, and victim's attribution.* Great Plains Students' Psychology Convention, Lindsborg, Kansas.

Quackenbush, S. W., Feierstein, M. Jaet, B. P., Saunders, L., & Sinisi, C. S. (1990, March). *The effect of knowing a rape victim on reaction to other victims.* Great Plains Students' Psychology Convention, St. Joseph, Missouri.

Sinisi, C. S., Quackenbush, S. W., & Barnett, M. A. (1990, March). *Reactions to a "known" rape victim: Role of subject's gender and personal experience with rape.* Kansas Academy of Science Conference, Manhattan, Kansas.

Teaching Awards

Governor's Award for Excellence in Teaching (Missouri Department of Higher Education, 2001)

Faculty of the Year (University of Maine at Farmington; "Under One Year of Service" Category; 2003-2004).

Faculty of the Year (University of Maine at Farmington; "One to Five Years of Service"; 2006-2007).

Faculty of the Year (University of Maine at Farmington; "Six to Ten Years of Service"; 2009-2010).

Faculty of the Year (University of Maine at Farmington; "Six to Ten Years of Service"; 2010-2011).

Faculty of the Year (University of Maine at Farmington; "Six to Ten Years of Service"; 2011-2012).

Faculty of the Year (University of Maine at Farmington; "Six to Ten Years of Service"; 2013-2014).

Faculty of the Year (University of Maine at Farmington; "Eleven to Twenty Years of Service"; 2014-2015).

Faculty of the Year (University of Maine at Farmington; "Eleven to Twenty Years of Service"; 2016-2017).

Faculty of the Year (University of Maine at Farmington; "Eleven to Twenty Years of Service"; 2018-2019).

Student Projects Supervised as a Faculty Sponsor

4.1

Presentations [Faculty Sponsor]

- Marube, M. (April, 2019). *From Chaos to Commitment: Narrative Healing in Marginalized Populations*. Michael D. Wilson Symposium, Farmington, ME.
- Fisher, G. (April, 2019). *Sartre and Artificial Consciousness: Transhumanism as a "Useless Passion"*. Michael D. Wilson Symposium, Farmington, ME.
- Antonioli, K., Blaisdell, O. & Lafrance C. (April, 2018). *Wisdom's Soil: Reflections on the Value of Intergenerational Classrooms*. Michael D. Wilson Symposium, Farmington, ME.
- Chiappetta, F., Dotson, M., Forbes, A., Hall, D., Hartford, A., Phalen, C., Rohman, K., & Stemm, A. (April, 2017). *Aging in America*. Michael D. Wilson Symposium, Farmington, ME.
- Berthiaume, Ryan E. (April, 2016). *"Dumb Jock" or "Successful Student Athlete"? Managing an Athletic Identity at a Small, Liberal Arts College*. Michael D. Wilson Symposium, Farmington, ME.
- Hall, A., Houston, M., Lockwood, A., Lunetta, S., Towle, M. (April, 2012). *Sartre's "Being and Nothingness as a Metaphysical Narrative"*. Michael D. Wilson Symposium, Farmington, ME.
- Lockwood, A. K. (May, 2011). *Technology as a distraction in the classroom*. Mainely Data: A Conference Highlighting Experimental Psychology in Maine, Lewiston, ME.
- Lilley-Karkos, K., & Ramondi, N. (May, 2011). *"This is the worst day ever...": Perceptions of Depressing and Angry Status Updates on Social Networking Websites*. Mainely Data: A Conference Highlighting Experimental Psychology in Maine, Lewiston, ME.
- Lees, J. (April, 2011). *"I Want My Country Back!": College Students' Reactions to the Tea Party Movement*. Michael D. Wilson Symposium, Farmington, ME.
- Roy, W. (2009, April). *What do College Students Really Want? The Happiness-Wisdom Tension in Contemporary Conceptions of the "Good Life"*. Michael D. Wilson Symposium, Farmington, ME.
- Tanguay, J. (2009, April). *The Intellectual Contrast Effect: Do Perceptions of a Male Honors Student Vary as a Function of His Close Associates?* Michael D. Wilson Symposium, Farmington, ME.

- Newton, S. N., & Tucker, S. E. (2007, April). *Patronizing the Elderly: The Effect of Condescending Speech on College Students' Attitudes toward a Nursing Home Patient*. Michael D. Wilson Symposium, Farmington, ME.
- Fowlie, R. H. (2004). *The Salience of attachment themes in popular music*. Maine Psychological Association 25th annual research symposium
- Cheung, K. M., Scott, J. M., Niemczyk, L. A., & Schwendinger, K. M. (March, 2003). *Narrative accounts of animal-related experiences*. Great Plains Students' Psychology Convention, Kearney, NE.
- Niemczyk, L. A., Schwendinger, K. M., Cheung, K. M., & Scott, J. M., (March, 2003). *Narrative accounts of sports-related experiences*. Great Plains Students' Psychology Convention, Kearney, NE.
- Strodtman, C. A., & Hubbard, C. E. (2002, March). *The effects of a politician's "apology" on perceptions of character*. Great Plains Students' Psychology Convention, Emporia, KS.
- Thrasher, M. D., Phillips, L. W. & Friedrich, L. A. (2002, March). *The Big Five as predictors of sports-related attitudes and motives*. Great Plains Students' Psychology Convention, Emporia, KS.
- Strodtman, C. A., Thrasher, M. D, Wren, M. C., Hilkerbaumer, E. M. (2001, March). *Do perceptions of attorneys vary as a function of their publicly-advocated religious beliefs?* Great Plains Students' Psychology Convention, Joplin, MO.
- Wren, M. C., Thrasher, M. D., Strodtman, C. A., Hilkerbaumer, E. M. (2001, March). *Attachment and meaning: The effects of attachment security on the resolution of various existential issues*. Great Plains Students' Psychology Convention, Joplin, MO.
- Earnshaw, E. L. A. (2000, March). *Life purpose, will to meaning, and death acceptance as predictors of religious orientation*. Great Plains Students' Psychology Convention, St. Joseph, Missouri.
- Wren, M., Findley, R., & Heringer, L. (2000, March). *Attachment and narrativity: The effects of attachment anxiety, dependability and closeness on autobiographical reconstructions of personally significant experiences*. Great Plains Students' Psychology Convention, St. Joseph, Missouri.
- Mills, T., Earnshaw, E., Wren, W., West, J. (2000, March). *Critical experiences in moral development: Generativity and religiosity as predictors of lessons learned*. Great Plains Students' Psychology Convention, St. Joseph, Missouri.
- Earnshaw, E. L. A, & Mills, T. L. (1999, March). *College students' attitudes toward and experiences with videogames: A replication and extension*. Great Plains Students' Psychology Convension, Wichita, Kansas.

Heringer, L., Findley, R. Abramovitz, J., & Perkins, A. (1998, March). *Critical experiences and attachment style: A pilot study*. Great Plains Students' Psychology Convention, Lincoln, Nebraska.

Honors Theses [Faculty Advisor]

Berthiaume, Ryan E. (April, 2016). *"Dumb Jock" or "Successful Student Athlete"? Managing an Athletic Identity at a Small, Liberal Arts College*

Morales, J. (2011). *College Students' Perceptions of Religious Converts*.

Lees, J. (2010). *"I Want My Country Back!": College Students' Reactions to the Tea Party Movement*.

Hlaing, E. E. (2008). *Empathy and the Norm of Self-interest: A Physiological and Social Psychological Approach to the Problem of Altruism*. [co-advisor: Mary Schwanke]

Pickering, R. (2008). *Method and Mimesis: Priming Narrative Worlds through Reading Fiction*. [co-advisor: Pat O'Donnell]

Lisa-Ann L. Henry LCPC, LADC, ACS
5 Birch Ridge Ave
Topsham, ME 04086
207-841-5023

EDUCATION

M.A. Counseling Psychology
 Antioch New England Graduate School (May 2003)

M.H.S.A. Human Service Administration
 Antioch New England Graduate School (May 1997)

B.A. Psychology
 University of Maine Orono (May 1990)

**WORK
EXPERIENCE**

LA VITA E BELLA, LLC Mar 15 – Present
Bath, ME

- *Sole Proprietor
- *Provides Individual, Couples and Family therapy (March 15- August 19)
- *Provides Mental Health and Substance Abuse Consultation Services

UNIVERSITY OF MAINE FARMINGTON
DIVISION OF PSYCHOLOGY AND HUMAN DEVELOPMENT
Farmington, ME

FULL TIME FACULTY (NON-TENURE) Sept. 19 – Present

- Child and Adolescent Development
- Psychology of Leadership
- Career Counseling
- Child and Family Counseling and Psychopathology
- Abnormal Psychology
- Adulthood and Aging

ADJUNCT INSTRUCTOR Sept. 18 – May 19

- Child and Family Counseling and Psychopathology
- Career Counseling

CENTRAL MAINE COMMUNITY COLLEGE
SOCIAL SCIENCES DEPARTMENT
Auburn, ME

ADJUNCT INSTRUCTOR Sept. 14- Present

- Trauma, Abuse and Recovery
 - Interviewing and Counseling
 - Behavior Modification
 - Developmental (Life Span) Psychology
 - Death, Dying and Bereavement
 - Introduction to Psychology
 - Sociology of Aging
- Sept. 07 – May 12

**WORK
EXPERIENCE****WISCASSET SCHOOL DEPARTMENT****Wiscasset, ME***SOCIAL SERVICES PROVIDER K - 12**Oct. 13 – June 16*

- *Provides individual and group therapy
- *Provides substance abuse counseling and assessments
- *Consults regarding student safety and threat assessments
- *Member of the Student Intervention Team WHS
- *Assists in the development of student behavior plans
- *Provides consultation to teachers and administrators

LEWISTON PUBLIC SCHOOLS*Aug. 08 – Oct. 13***Lewiston, ME***DISTRICT CLINICAL SUPERVISOR*

- *Provided clinical and administrative supervision to six district clinicians
- *Utilized the TEPG tool to evaluate clinicians; co-evaluated Day Treatment teachers
- *Administrative Designee for IEP meetings
- *Gate Keeper for Out of District Placements for Emotionally Disturbed Students K-12
- *Provided direct oversight of the school district's Day Treatment Program K-6
- *Provided oversight to LMS and LHS behavioral self-contained programs
- *Organized and provided oversight for Day Treatment (Sec. 65) Maine Care Billing
- *Provided and developed Memorandum of Understanding with community agencies and the school department
- *Provided individual counseling to 4 high school students
- *Provided CH33 in service trainings, organizes district training and maintains staff rosters
- *Created CH33 compliant paperwork for day treatment restraint and seclusions
- *Restructured the Day Treatment Program, including physical space
- *Participated in course work towards Maine Assistant Principal Certification

CLINICIAN (LEWISTON HIGH SCHOOL & MIDDLE SCHOOL)

- *Provided individual and group therapy
- *Provided clinical oversight and social skills group for LHS and LMS behavioral self-contained programs
- *Provided substance use/abuse counseling and assessments
- *Provided crisis intervention
- *Completed assessments and formulated diagnoses
- *Attended IEP meetings
- *Facilitated school based mental health meetings with school and community providers
- *Provided in service trainings regarding Mental Health in the Classroom, Suicide Prevention, and Therapeutic Crisis Intervention
- *Certified Therapeutic Crisis Intervention Trainer Level 1

WORK**WISCASSET SCHOOL DEPARTMENT**

EXPERIENCE**Wiscasset, ME***SOCIAL SERVICES PROVIDER K - 8**Oct. 05 – July 08*

- *Provided individual and group therapy
- *Provided substance abuse counseling and assessments
- *Provided student safety and threat assessments
- *Co-coordinator of the WPS Student Assistance Team
- *Coordinator of the WPS Crisis Management Team
- *Assisted in the development of student behavior plans
- *Provided consultation to teachers and administrators

SPURWINK, INC.**PUBLIC SCHOOL COUNSELING PROGRAM***(At Lewiston High School)***Portland, ME**

The Spurwink Public School Counseling Program provides on-site therapeutic services in thirty-eight public schools in southern and central Maine.

*PUBLIC SCHOOL COUNSELOR/CLINICIAN**Aug. 03- October 05**PUBLIC SCHOOL COUNSELOR INTERNSHIP**Aug. 02- July 03*

- *Provided individual and group therapy
- *Provided substance use/abuse counseling and assessments
- *Provided crisis intervention
- *Completed assessments and formulated diagnosis'
- *Advised a group of twelve students through the LHS Advisor/Advisee Program
- *Consultant to LHS Student Assistance Team
- *Member of LHS Crisis Response Team
- *Provided classroom presentations

LEWISTON HIGH SCHOOL AND REGIONAL TECHNICAL CENTER**Lewiston, ME***CLINICAL COUNSELOR INTERNSHIP**Aug. 01- June 02*

- *Provided individual counseling
- *Co-facilitated two Anger Management groups
- *Co-facilitated two Grief/Loss groups
- *Provided Crisis Counseling
- *Maintained documentation
- *Developed individual treatment plans

WORK**NORWICH HOUSE, INC.**

EXPERIENCE**Lewiston, ME**

The Norwich House was a long-term residential program for pregnant and parenting adolescents, and their children. The program had an annual budget of \$300,000.

*EXECUTIVE DIRECTOR**Feb. 98 – July 2001*

- *Communicated mission, goals and objectives of the agency
- *Promoted a healthy, efficient and productive work environment
- *Promoted a nurturing environment for residents
- *Managed agency budget
- *Provided supervision to 13 employees
- *Maintained program compliance with all licensing entities
- *Responsible for grant reporting and writing
- *Provided court testimony regarding parental capacity of residents

YWCA, ADOLESCENT INTERVENTION PROGRAM**Lewiston, ME**

The Intervention Program provided outpatient counseling and support services to approximately 800 adolescents per year and had a budget of \$260,000.00.

*INTERVENTION DIRECTOR**Feb. 95 – Feb. 98*

- * Supervised six employees
- * Managed department budget
- * Responsible for grant reporting and writing
- * Provided individual counseling and substance abuse evaluations
- * Networked with community professionals

*SENIOR COUNSELOR**June 92 - Feb. 95**ADOLESCENT PREGNANCY/PARENTING PROJECT*

- * Provided supportive counseling to pregnant, parenting, and at-risk teens
- * Maintained a caseload of 35 adolescents
- *Coordinated Project services and provided community presentations
- * Provided group counseling services to area schools

WELLSPRING, INC.**Bangor, ME**

Wellspring provided long-term residential treatment services to women, men and adolescents who were chemically dependent.

*PRIMARY COUNSELOR**May 91 - June 92*

- * Provided individual substance abuse counseling
- * Provided group counseling
- * Maintained client records

*COUNSELOR II**Sept. 90 - May 91**Project Rebound*

- * Overnight supervision of adolescent residents
- * Maintained client records

WORK*COUNSELOR ASSOCIATE**May 90 - Sept. 90*

EXPERIENCE

Project Rebound
 * Supervised clients
 * Maintained client records

SPRUCE RUN ASSOCIATION**Bangor, ME**

Spruce Run provides hot line and shelter services to survivors of domestic violence.

*CRISIS COUNSELOR**Sept. 89 - Mar. 91*

* Answered hot line calls
 * Maintained client records and agency statistics

CONSULTATION**CENTRAL MAINE COMMUNITY COLLEGE****Auburn, ME***Crisis-Hazard Management Planning**Feb. 08- April 08*

*Researched college Crisis-Hazard Management Plans
 *Obtained Incident Command System Training ISC100 and ISC200
 *Developing and creating an individualized Crisis-Hazard Plan for CMCC

SEXUAL ASSAULT SUPPORT SERVICES OF MIDCOAST MAINE**Brunswick, ME***CLINICAL CONSULTANT**July 12- Present**GRANT RESEARCHER**August 2003*

*Provides clinical consultation to agency staff
 *Provides in service trainings to agency staff and volunteers
 *Researched grant databases for potential funding sources
 *Created a portfolio categorizing funding sources as related to the agency mission

**BOARDS,
COMMITTEES
AND ACTIVITIES**

Sexual Assault Support Services of Mid-Coast Maine
 Board of Directors, September 2006 - 2009
 September 1995 – September 1998

Sexual Assault Support Services of Mid-Coast Maine
 Chair, October 2007 - 2008
 Vice Chair, October 2006 - 2007

Sexual Assault Support Services of Mid-Coast Maine
 Personnel Committee October 1998 – Present
 (Co-Chair, September 1996 – September 1998)

Sexual Assault Support Services of Mid-Coast Maine
 Secretary, 1997 -1998

Scholastic Aptitude Test Center at Lewiston High School
 Associate Supervisor, October 2001 – 2005

Lewiston High School
 School Based Health Clinic Advisory Board
 June 1993 – September 2005

Maine Clinical Counselors Association

Membership Chair, July 2004-January 2005

Maine Association of Group Care Providers
Board Member
1998 – 2001

Maine Association of Group Care Providers
Chair, Networking and Advocacy Committee
January 2000 – 2001

Maine Association of Group Care Providers
President
July 1999 – June 2000

Lewiston-Auburn Multi-Disciplinary Team
September 1992 - 1998

Mayor's Task Force for Drug Exposed Infants
June 1992 – 1993

**LICENSES/
CERTIFICATIONS**

Licensed Clinical Professional Counselor
ME License Exp: 07/21

Licensed Alcohol and Drug Counselor
ME License Exp: 11/19

Approved Clinical Supervisor



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
All primary and secondary outcomes
5. **BACKGROUND:**

During the September 15-16, 2019 Board of Trustee meeting, Chancellor Malloy recommended that UMS universities begin a process to unify the accreditations. James Thelen, General Counsel and Chief of Staff, and Dr. Robert Placido, Vice Chancellor of Academic Affairs will give a brief update on the unified accreditation project.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Faculty Representatives: Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Faculty Representatives to the Board of Trustees would like to discuss the importance of timely and meaningful opportunities for input regarding key UMS decisions. The Faculty Representatives attending the meeting will have a brief discussion.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Student Representatives: Discussion
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The Student Representatives to the Board of Trustees have determined an agenda of topical areas they would like to address with the Academic and Student Affairs Committee. The discussion will be led by Nathan Carlow, USM Undergraduate Student Representative to the Board of Trustees.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Change to Board of Trustee Policy 308 Accreditation Policy
2. **INITIATED BY:** Lisa Marchese Eames, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
308 Accreditation Policy
5. **BACKGROUND:**

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

6. **TEXT OF PROPOSED RESOLUTION:**

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Board of Trustee for approval at the January 27-28, 2020 Board meeting:

That the Board of Trustees approves the changes to Board of Trustee Policy 308 Accreditation Policy, provided the Board directs UMS to seek unified accreditation.

12/19/2020

UNIVERSITY OF MAINE SYSTEM

Policy Manual

ACADEMIC AFFAIRS

Section 308 Accreditation Policy

Effective: 11/18/96

Last Revised: 1/28/2020

Responsible Office: Academic Affairs

Policy Statement:

~~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 is essential to improving professional education, preparing graduates for professional licensing, and protect the public. The University of Maine System supports the accreditation activities of its institutions.~~

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.