

University of Maine System – Board of Trustees Meeting
March 16, 2020

**Revised
March 13, 2020**

Conference Call Meeting

The public is invited to listen to the meeting through the live streaming on the Board website:

[BOARD MEETING LIVE AUDIO STREAM LINK](#)

AGENDA

Monday, March 16, 2020

Call to Order @ 9:30 am

The Board of Trustees will go directly into Executive Session

Executive Session from 9:30 am to 12:00 pm

Lunch Break

Call to Order/Reconvene Public Meeting by conference call @ 12:30 pm

Citizen Comment

Individuals who wish to speak during Citizen Comment, please contact the Board Office at ums.trustees@maine.edu with your name and topic by 8:30 am on March 16th. To participate in Citizen Comment during the meeting dial – 1-800-605-5167 code 743544#

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

Chair's Report (25 min)

Tab 1 - Establishment of the Trustee Nominating Committee

Tab 2 - Resolution for Karl W. Turner

Tab 3 - Resolution for Trevor J. Hustus

- UMFK Presidential Search Committee Update

Chancellor's Report (20 min)

Tab 4 - UMS Corona Virus Prevention Update

Vice Chancellor for Finance and Administration & Treasurer's Report (20 min)

Tab 5 - Financial Update

Tab 6 – Reserve Transfer Policy Draft Discussion

Interim Vice Chancellor for Academic Affairs' Report (45 minutes)

Tab 7 - Academic Affairs Update

Action Items (55 min)

Tab 8 - Acceptance of Minutes

Tab 9 - Confirmation of Student Representative to the Board of Trustees

Tab 10 - Approval of the Board of Trustees Meeting Calendar, 2020-2021 & 2021-2022

Tab 11 - Structured Parking Facility Design, USM (5 min)

Tab 12 - Bond Financing, Internal Loan and Project Authorization (5 min)

Tab 13 - Reduction of Canadian Tuition Rate

Tab 14 - Academic Program Proposal: Masters of Science in Cybersecurity, USM/UMA (5 min)

Tab 15 - Tenure Nominations for 2020

Tab 16 - Tenure at Time of Hire, Associate Professor of Economics, USM

Tab 17 - Engineering Education & Design Center Authorization and Naming, UM (10 min)

Tab 18 - Approval of the Maine Economic Improvement Fund Annual Report (10 min)

Tab 19 - Motion to Defer Agenda Items

Consent Agenda (5 min)

February 24, 2020 Academic & Student Affairs Committee Meeting

Tab 20 - Academic Program Proposal: Masters of Science in Athletic Training, UM

February 24, 2020 Human Resources and Labor Relations Committee Meeting

Tab 21 - Proposed Change to Board of Trustees Policy 411 Health Insurance for Retirees and Former Employees on Long Term Disability

February 26, 2020 Finance, Facilities, Technology Committee Meeting

Tab 22 - Advance Structures & Composite Center Renovation, UM

Tab 23 - Lease Authorization, University of Maine Museum of Art, UM

Tab 24 - Enrollment and Advancement Center, UMFK

Tab 25 - Update to Finance, Facilities, & Technology Committee Meeting Protocol, UMS

Discussion Topics

Tab 26 - Unified Accreditation Update (15 min)

Date of the Next Meeting: May 17 & 18, 2020 at the University of Maine at Presque Isle

Conclusion of Public Meeting (approximately 3:30 pm)

Attachments:

Higher Education's Response to COVID-19 - EAB

Financial Update

- Acting Amid Uncertainty – A Message from NEPC
- NEPC Report - Week in Review - March 13, 2020
- Managed Investment Pool
- Pension Fund
- Operating Fund
- Current Fiscal Year-to-Date Forecast to Budget

Board of Trustees Committee Meeting Schedule, 2020-2021 & 2021-2022

Financing & Project Authorization Resolution

Previously Approved AIS – P3 Residence Hall & CSSC Award Authorization, USM

USM Tenure at Time of Hire – Background Info (*Confidential*)

Tenure Information

- Tenure & Promotion List 2020 (*Confidential*)
- Master List of Candidate Bios (*Confidential*)
- Board of Trustees Policy 310 Tenure
- Tenure Table 1 – Tabular analysis of 2020 candidates
- Tenure Table 2 – Summary of campus tenure promotions for 2020 and the previous 5 years
- Report on Tenure Statistics

2019-2020 Academic Year Enrollment Report

Maine Economic Improvement Fund (MEIF) Report

Masters of Science in Athletic Training, UM – Background Info

Masters of Science in Cybersecurity, UMA/USM – Background Info
Board Policy 411- Health Insurance for Retirees and Former Employees on Long Term Disability
Proposed Administrative Practice Letter (APL) to Replace Board Policy 411
VHB Parking Analysis, USM
Platz Parking Feasibility Study, USM
Previously Approved AIS – Wishcamper Center Parking Lot Expansion, USM
University of Maine Museum of Art Lease Drawing
University of Maine Museum of Art Visitor Overview
Prior Board Approvals for the UM Engineering Education & Design Center
UMFK Enrollment & Advancement Center Site Plan and Exterior Renderings
Proposed New Finance, Facilities, & Technology Committee Agenda Item Summary Template

Reports:

[UMS Interactive Dashboard](#)

Agenda Calendar

Management Group Appointments Report

Spring 2020 Enrollment Report

Student Financial Aid Report

Capital Project Status Report

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

Sightlines Annual Facilities Report, UMS

- [Executive Summary](#)
- [Sightlines Presentation](#)

[2019 Public Higher Education Coordinating Committee \(HECC\) Report](#)

Presentations:

[Vice Chancellor for Finance & Administration KPI Update Presentation](#)

[Maine Economic Improvement Fund \(MEIF\) Presentation](#)

[Engineering Education & Design Center Presentation](#)

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

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



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Establishment of the Trustee Nominating Committee
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Bylaws, Section 3.2
5. **BACKGROUND:**

The Board of Trustees annually in May approves officers to serve one year terms. Per Bylaw Section 3.2, the Board is not required to approve the appointment of members to the Committee for the Nomination of Officers. The Chair of the Board shall appoint three Trustees to the Nominating Committee, one who shall be designated as Chair of that Committee.

The Committee for Nomination of Officers shall nominate, from members of the Board, a Chair and Vice Chair to serve for the next fiscal year.

3/5/20



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Resolution for Karl W. Turner
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

Mr. Karl W. Turner has served as a Trustee for the University of Maine System from June 3, 2011 to August 18, 2019, when he resigned due to health reasons. He has set a high standard for the level of involvement for a Board member including service on the following committees:

- Executive Committee - member since 2011
- Academic and Student Affairs Committee
- Audit Committee
- Human Resources & Labor Relations Committee
- Finance/Facilities/Technology Committee - member since 2011 and chair for 3 years
- Investment Committee – member since 2011 and chair for 3 years

Trustee Turner was Vice Chair of the Board in 2017. In addition, he served as the UMS Trustee representative to the University of Maine Foundation for eight years and the Maine Public Broadcasting Corporation for three years.

Trustee Turner exemplified a commitment to the quality and investment in university space and infrastructure that is now part of standing Trustee policy.

6. **TEXT OF PROPOSED RESOLUTION**

A resolution for Board approval will be presented at the March 15-16, 2020 Board of Trustees meeting.

3/5/20



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Resolution for Trevor J. Hustus
2. **INITIATED BY:** Trustee James Erwin, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

Mr. Trevor J. Hustus has served as a Trustee for the University of Maine System since May 1, 2018 and will complete his term on April 30, 2020. Trustee Hustus has been a dedicated member of the Board and has served on the following Committees:

- Executive Committee
- Academic & Student Affairs Committee
- Finance, Facilities, Technology Committee
- Human Resources and Labor Relations Committee
- Investment Committee

Trustee Hustus worked closely with the Student Representatives to the Board of Trustees and has been an effective advocate of the student perspective. Trevor will be graduating in May from the University of Southern Maine with a major in political science and a minor in history and will complete his last two classes over the summer. He has accepted a Staff Assistant position with Senator Susan Collins office.

6. **TEXT OF PROPOSED RESOLUTION**

A resolution for Board approval will be presented at the March 15-16, 2020 Board of Trustees meeting.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Coronavirus (COVID-19) Update
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Enhance fiscal positioning **BOARD POLICY:**
5. **BACKGROUND:**

UMS Chief General Services Officer, Chip Gavin will provide a brief update regarding COVID-19 at the March 16, 2020 Board of Trustees meeting. For more information visit: <https://www.maine.edu/health-advisory/>

Attachment:

[Higher Education's Response to COVID-19 - EAB](#)

Revised - 3/15/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Finance and Administration Update
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Enhance fiscal positioning **BOARD POLICY:**
5. **BACKGROUND:**

The Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide two brief updates at the March 15-16, 2020 Board of Trustees meeting.

1. Financial Update – Vice Chancellor Low will present the UMS Flash Reports and the current Fiscal Year-to-Date Forecast to Budget.
2. KPI Update – Vice Chancellor Low will update the Board on several data points related to enrollment, state appropriations, staffing and other information. This presentation will be part of a series of regular updates to the Board by the Vice Chancellors on the progress in meeting KPIs.

Attachments:

[Acting Amid Uncertainty – A Message from NEPC](#) (added on 3/12/2020)
[NEPC Report - Week in Review - March 13, 2020](#) (added on 3/14/2020)
[Managed Investment Pool Flash Reports](#)
[Pension Fund Flash Reports](#)
[Operating Fund Flash Reports](#)
[Current Fiscal Year-to-Date Forecast to Budget](#) (added on 3/13/2020)

Presentation:

[Vice Chancellor for Finance & Administration KPI Update Presentation](#)

Revised - 3/14/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Reserve Transfer Policy Draft Discussion
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** Enhance fiscal positioning **BOARD POLICY:** 701 Budgets - Operating & Capital
5. **BACKGROUND:**
Ryan Low, Vice Chancellor for Finance and Administration, will update Trustees on a proposed draft Reserve Transfer Board Policy.

Draft Reserve Transfer Policy

The University of Maine System's ability to fulfill its mission for the benefit of current and future students depends on sound fiscal management and the maintenance of adequate University reserves. The Board finds that adequate reserves are necessary for the long-term health and sustainability of University operations; for the proper custodianship of the physical plant necessary for the delivery of University services; for the prudent coverage of outstanding debt; to enable the University to make strategic investments; to insure that the University can perform day-to-day operations in the event of unforeseen shortfalls; and to better position the University in the event of a catastrophic interruption of service. University operations are susceptible to the volatility of primary revenue streams, operational cost drivers beyond the University's control, contractual obligations that are difficult to minimize during periods of financial distress, the business cycles of disparate business enterprises, and the risk of complete or partial interruption of University services.

This policy sets forth the principles governing the use of reserves held by the System. University of Maine System reserves should be used to:

1. Insure the long-term financial viability of the University.
2. Serve as an emergency fund against a special or critical situation in the University.
3. Meet short term fiscal crisis at a University.
4. Meet other extraordinary situations as identified by the Trustees.

A university request to use System reserves to balance its fiscal year budget must be accompanied by a detailed plan describing how that University will address the underlying structural deficit, including specific steps and the timeline for those actions, and be approved by the Vice Chancellor for Finance and Administration and the Chancellor before submission to the Board of Trustees for final approval.

3/5/2020



AGENDA ITEM SUMMARY

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

The Vice Chancellor for Academic Affairs' (VCAA) update at the March 2020 Board of Trustees meeting has three items.

1. **Programs for Examination:** Dr. Robert Placido, Vice Chancellor of Academic Affairs, will introduce the annual Programs for Examination (PFE) presentations. Provosts from each campus will provide an overview of the programs that were identified in the PFE process and what their plans moving forward. Provosts will also provide an update to the outcomes of last year's PFE plans.
2. **KPI Update:** Dr. Robert Placido will update the Trustees on the status of Fall 2020 applications across the UMS. He will also share a new report that provides enrollment on an annual basis.

Attachment:

[2019-2020 Academic Year Enrollment Report](#)

Revised 3-13-2020



AGENDA ITEM SUMMARY

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

The following minutes will be presented to the Board of Trustees for approval at the March 15-16, 2020 Board meeting:

January 26-27, 2020 – Board of Trustees Meeting
January 27, 2020 – Finance, Facilities, Technology Committee Meeting
March 10, 2020 – Executive Committee Meeting

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

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the minutes as presented.

Revised – 3/11/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Confirmation of Student Representative to the Board of Trustees
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Policy 205 - Faculty & Student Representatives to the Board of Trustees
5. **BACKGROUND:**

To create the environment for interaction among and between Faculty and Student Representatives, the Trustees and System administration, the Trustees have provided opportunities for participation in the meetings of the committees of the Board.

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

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

The following nomination is being recommended by the President:

Student Representative:
David Ballard, UMF – appointed to complete former UMF Student Representative's term – January 2020 to November 2020.
6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the appointment of the Student Representative to the Board of Trustees as presented.

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Approval of the Board of Trustees Meeting Calendar for 2020-2021 and 2021-2022
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **BACKGROUND:**

In accordance with the University System's Charter and the Board's By-laws, the proposed calendar is submitted for approval. In order to allow as much flexibility as possible in planning schedules, the proposed calendar has been developed on a 2-year cycle.

The Board of Trustees Retreat, BOT/BOV Summits and the Special Board Meeting in October have been added to the Board Calendar.

2020-2021 (approved by Board in March 2019)

July 20, 2020 hosted by UMS @ UM
 September 27-28, 2020 @ UMFK
 October 18-19, 2020 – Board Retreat
 October 28, 2020 – Special Board Meeting
 November 2, 2020 – BOT/BOV Summit
 November 15-16, 2020 @ UM hosted by UMS
 January 24-25, 2021 @ UM
 March 21-22, 2021 @ USM
 May 23-24, 2021 @ UMPI
 June 7, 2021 – BOT/BOV Summit

2021-2022 proposed

July 26, 2021 hosted by UMS @ UM
 September 26-27, 2021 @ UMM
 October 17-18, 2021 – Board Retreat
 October 27, 2021 – Special Board Meeting
 November 1, 2021 – BOT/BOV Summit
 November 14-15, 2021 @ UMF
 January 23-24, 2022 @ UMA
 March 27-28, 2022 @ UM
 May 22-23, 2022 hosted by UMS @ UM
 June 6, 2022 – BOT/BOV Summit

The Board of Trustees Office in consultation with the Chancellor and the Board Chair can modify the Board calendar as necessary to accommodate the needs of the Board.

5. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the Board of Trustees meeting calendar for 2020-2021 and 2021-2022, as presented.

Attachment:

[Board of Trustees Committee Meeting Schedule for 2020-2021 and 2021-2022](#)

3/5/20



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Structured Parking Facility Design, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Improve student success and completion 701 – Operating & Capital
 Increase Enrollment
 Enhance Fiscal Positioning
5. **BACKGROUND:**
 The University of Maine System acting through the University of Southern Maine (USM) requests authorization to expend up to \$1,200,000 to design an approximately 425-space parking structure to be constructed on the Portland campus at the University of Southern Maine. Funding for the design, and ultimately for the construction of this project, is proposed to come from a University Revenue Bond with debt service funded by University of Southern Maine dedicated annual revenue streams.

This request is pursuant to Board of Trustees Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the request is to approve and to forward this matter to the Consent Agenda for the March 15-16, 2020 Board of Trustees meeting.

If approved, the University will execute an agreement for the design of this facility. That total project cost is preliminarily estimated at \$12.7 million. While the total cost for revenue bonding authorization purposes is elsewhere on the agenda, only the design and initial due diligence portion of up to \$1.2 million is currently requested in this agenda sheet today. The University would return at a later time to request authority actually to construct the facility and for full corresponding budget authority.

This project has previously been discussed with Trustees in the context of the preliminarily approved new student residence facility project on the Portland campus. Construction of that new 577-bed facility as well as a Career and Student Success Center is expected to begin, pending further Trustee consideration, during calendar year 2020 with occupancy expected for Fall 2022.

Due to this residence hall construction and other contemporaneous projects, the University expects to lose approximately 185 parking spaces on campus. That would create a parking deficit situation compared to current demand and would not meet future demand.

To avoid a parking deficit and meet future demand, USM is undertaking multiple steps:

- a. a transportation demand management effort to reduce parking demand by, for example, spreading the class schedule over more hours and days to reduce peak demand;
- b. expanding the Wishcamper surface parking area, already approved by Trustees, which will largely off-set the anticipated short-term parking losses beginning in calendar year 2020; and,
- c. proposing to build the new structured parking facility before Trustees today to address increased future demand beginning in 2022.

The University in mid-2019 contracted with VHB, a civil engineering and transportation-consulting firm, to conduct a parking assessment to determine the current parking demand as well as the expected future parking need once the construction is complete. That report is included in the materials.

In brief, based on the completed assessment, the University has surplus parking capacity of slightly more than 100 spaces during peak periods today. Once the multiple parking demand projects are completed and the new residence hall and Student Career Center facilities open, the increased parking availability would leave USM with an estimated surplus of slightly less than 100 spaces, but still a surplus. On a gross basis, USM would be increasing from a current 1,701 spaces to a new total of approximately 2,050+/- spaces.

The University conducted a separate study with a third party to review parking garage location options and expansion considerations on the Portland campus. As a result, as it begins true design, the University expects to propose an approximately 425-space facility roughly in the footprint of the current 61-space surface lot adjacent to Sullivan Gym and accessed from Falmouth Street.

The proposed site was selected based on numerous factors including the proximity to the new residence hall and Career and Student Success Center, balancing the distribution of traffic flow around campus, and the efficiency of the site design. A four-story, steel structure is among the leading conceptual designs. The design also will consider options that would more readily allow the conversion of or addition to the facility of multi-use space.

The dedicated revenue stream to fund the revenue bond payments would come from three sources: a. existing cell tower revenue of approximately \$225,000 annually; b. newly available pouring rights contract revenue of approximately \$157,000 annually; and, c. new student fees, which are included in USM's budget beginning in FY2022 and will be considered by Trustees as part of that budget, for approximately \$300,000 annually. The proposed revenue bonding for this project is specifically being considered under a separate agenda information sheet, per standard practice.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for approval at the March 15-16, 2020 Board of Trustees meeting.

The resolution below was recommended unanimously by the Finance, Facilities and Technology Committee with the understanding that it authorizes, but does not compel, the expenditure, and that the Chancellor through management will ensure not more than \$250,000 is in fact expended prior to the project receiving approval from the

municipality, unless subsequent discussion and authorization occurs at a future Committee meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Southern Maine to expend up to \$1,200,000 for design of an approximately 425-space structured parking garage on the Portland campus with funding from a University Revenue Bond with debt service funded by University of Southern Maine dedicated annual revenue streams. The approved initial spending limit is set at \$400,000 with the additional \$800,000 spending schedule to be authorized by the Chancellor and the Vice Chancellor for Finance and Administration and Treasurer and contingent upon obtaining approval of the site location from the City of Portland.

Attachments:

[VHB Parking Analysis, USM](#)

[Platz Parking Feasibility Study, USM](#)

[Previously Approved AIS, Wishcamper Center Parking Lot Expansion, USM](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Bond Financing, Internal Loan and Project Authorization

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

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

4. **OUTCOME:** **BOARD POLICY:**
 Primary Outcomes: 712 – Debt Policy
 Increase enrollment
 Improve student success and completion
 Enhance fiscal positioning

5. **BACKGROUND:**

The University of Maine System (UMS) proposes to issue revenue bonds to finance substantially all or a portion of the following University of Southern Maine (USM) projects, all on the Portland campus, and as more fully described in materials presented today and previously to the Finance, Facilities and Technology Committee and to the Board of Trustees. The January 26-27, 2020 Board of Trustees meeting Agenda Item Summary titled *P3 Residence Hall and CSSC Award Authorization, USM*, provides a summary of milestones related to these projects and has been included with these materials for reference.

Revenue bonding is being requested to:

- Finance substantially all project costs, including capitalized interest and financing costs, of the design and construction of:
 - An approximate 580 bed student residence hall totaling approximately \$65 million, and
 - An approximate 425 space parking structure totaling approximately \$13 million.
- Finance a portion of project costs, including financing costs, of an approximate 60,000 square foot Career and Student Success Center with total costs of approximately \$31 million. This project has mixed source funding which includes:
 - An allocated \$19 million from the State of Maine's *2018 Facilities and Infrastructure Improvement Bonds*.
 - Gift funds that USM has and will continue to raise.
 - Revenue bonds to bridge any gap in funding with the total amount estimated not to exceed \$11 million.

A Financing and Project Authorization resolution related to the proposed revenue bond issuance is enclosed for Board review and approval. As stated in that resolution, the revenue bond issuance shall not exceed \$95 million. Such maximum amount allows for any applicable capitalized interest, reserves, costs of issuance, any changes in interest rates or use of taxable bonds, as well as contingency to enable finalization of design and related construction costs. Debt service for the revenue bonding is to be funded by USM.

The UMS legal debt amount currently outstanding is approximately \$121 million as of March 1, 2020 and, with this issuance, will remain below the statutory ceiling for UMS debt of \$350 million.

This resolution also enables USM to enter into an internal loan with UMS to cover costs associated with executing the Predevelopment Agreement with Capstone for Student Housing related costs. USM will incur expenses related to siting, architect and engineering fees, permitting, and other predevelopment work. USM requests an internal loan estimated at approximately \$4 million to fund those costs that will be reimbursed upon issuance of revenue bonds.

Additionally, UMS continues to assess estimated project cash flows for the above projects and the financing needs of other UMS campuses to determine the most efficient number and appropriate timing of revenue bonding. At this time, UMS anticipates two revenue bond issuances over two years to fund the above projects and others and to avoid unnecessary financing costs.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees accepts the recommendation of the Finance, Facilities, & Technology Committee and approves the Financing and Project Authorization resolution related to the issuance of revenue bonds not to exceed \$95 million for the purpose of financing three University of Southern Maine projects on the Portland campus including substantially all of the design and construction of an approximate 580 bed student residential facility and an approximate 425 space parking structure, and financing a portion of an approximate 60,000 square foot Career and Student Success Center. Additionally, that the Board of Trustees approves issuance of an internal University of Maine System loan to the University of Southern Maine for up to \$4 million, as determined by the Treasurer, for the purposes of funding predevelopment work related to a student residential hall on the Portland campus.

Attachments:

[Financing & Project Authorization Resolution](#)

[Previously Approved AIS – P3 Residence Hall & CSSC Award Authorization, USM](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Reduction of Canadian Tuition Rate
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Increased Enrollment **BOARD POLICY:** 703 Tuition and Fees
5. **BACKGROUND:**
Four of the University of Maine System universities are uniquely positioned mere miles from the northern and eastern Canadian border. This geographic location allows for across-the-border prospective student recruitment.

The primary challenge to recruitment in Canada relates to the cost differential. Canadian students are currently assessed an out-of-state tuition rate, which results in an overall tuition, room, and board rate of approximately \$7,000 more than they will pay at a Canadian-based institution of higher learning. The assessment of an in-state rate will decrease that deficit to just \$3,000 for most programs. These numbers are examples, from the University of Maine at Presque Isle (UMPI) and the University of Maine at Fort Kent (UMFK).

UMPI and UMFK submitted a proposal for a new marketing campaign to Canadian students that included a reduction in tuition for Canadian students. All University Presidents have found this to be a favorable enrollment strategy and are seeking to change their Canadian tuition rates. We are asking for this change out of the budget process, so that these institutions can begin marketing for Fall 2020.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the March 15-16, 2020, Board of Trustees meeting for approval of the following resolution:

6. TEXT OF PROPOSED RESOLUTION

That the Board of Trustees accepts the recommendations of the Finance, Facilities and Technology Committee and approves the change from Canadian non-resident tuition rates to in-state tuition rates for all campuses effective for Fall 2020.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: MS in Cybersecurity
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review & Elimination Procedures

5. **BACKGROUND:**

The University of Maine at Augusta (UMA) and the University of Southern Maine (USM) are seeking permission to offer a Master of Science in Cybersecurity (MSC). Faculties from UMA and USM have worked together to provide the degree cooperatively. The courses are divided evenly between Universities and the capstone is delivered by the University conferring the degree. This collaboration is possible because of our move to unified accreditation. The MSC will be available in Fall 2020.

The proposal was reviewed at all appropriate faculty and administrative levels at UMA, and USM and was reviewed and subsequently recommended by the Chief Academic Officers Council. Dr. Robert Placido, Vice Chancellor of Academic Affairs, recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UMA USM MSC on February 26, 2020.

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees authorizes the creation of a collaborative Master of Science in Cybersecurity for the University of Maine at Augusta and University of Southern Maine.

Attachment:

[Masters of Science in Cybersecurity, UMA/USM – Background Info](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tenure Nominations 2020
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
All Primary Outcomes
5. **BACKGROUND:**
Candidates recommended for tenure in the University of Maine System are brought forward for approval by the Board of Trustees in March with action to take effect September 1, 2020. Following material and information relevant to the tenure approval process:

Items in italics are for Board of Trustees only.

- Description of the tenure review process (Board Policy 310)
- *Names of candidates for tenure for 2018, listed by institution - (Confidential)*
- *Brief abstracts of candidates - (Confidential)*
- Table 1: Tabular analysis of 2019 candidates
- Table 2: Summary of campus tenure promotions for 2020 and the previous five years
- Report on Tenure Statistics

An additional Diligent Board Book is available in the Diligent Portal to provide supplemental information to Trustees about Tenure Candidates.

The Academic and Student Affairs Committee approved this recommendation to be forwarded to the March 15-16, 2020, Board of Trustees meeting for approval.

6. TEXT OF PROPOSED RESOLUTION

That the Board of Trustees approves the recommendations for tenure submitted by the universities of the University of Maine System. Approvals will take effect September 1, 2020 for faculty with academic-year appointments and July 1, 2020 for faculty with fiscal-year appointments.

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tenure at Time of Hire, Associate Professor of Economics, USM
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Policy 310

5. **BACKGROUND:**

The University of Southern Maine (USM) has requested that Dr. Rachel Bouvier be awarded tenure at the rank of Associate Professor, effective September 1, 2019 in accordance with Board of Trustee Policy 310. Dr. Bouvier previously worked for USM from 2005 through 2014 and in that time earned her tenure from the Board of Trustees in 2011. Dr. Bouvier's academic achievements clearly demonstrate that she meets the standards for tenure at USM and the expectations of an Associate Professor.

The Academic and Student Affairs Committee approved this item to be forwarded to the March 15-16, 2020 Board of Trustees meeting for the approval of the following resolution.

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees approves tenure at the rank of Associate Professor of Economics at the University of Southern Maine to Dr. Rachel Bouvier with tenure to be effective at the time of hiring.

Attachment:

[USM Tenure at Time of Hire – Background Information \(*Confidential*\)](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Engineering Education & Design Center Update and Naming, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X

4. **OUTCOME:**

Increase Enrollment
Enhance Fiscal Positioning

BOARD POLICY:

701 – Budgets-Operating & Capital
803 – Naming of Physical Facilities
GSF Increase

5. **BACKGROUND:**

The University of Maine System acting through the University of Maine (UM) requests authorization to expend up to an additional \$63 million to proceed with construction of the Ferland Engineering Education and Design Center (EEDC), bringing the total authorization to \$72 million. Additionally, this agenda serves as a request for final approval of the naming for the building as originally brought forth and approved in March of 2018.

Funding will be provided through University revenue bonds supported with State debt service funding approved by the Legislature in late 2017, privately raised funds and other resources as identified by the University of Maine Chief Business Officer and University System Treasurer.

This request is pursuant to Board of Trustees Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. Additionally Policy 803 reserves to Trustees the authority to name physical facilities. Finally, the request is also pursuant to Trustee policy prohibiting net increases in space without Trustee authorization. For all three items, the request is to approve and to forward this matter to the Consent Agenda for the March 15-16, 2020 Board of Trustees meeting.

With regard to the naming, in March, 2018 the naming of the facility was brought to the Board for consideration based on the receipt of a \$10 million gift. At the time, the donor wished to remain anonymous until a later date. As such, the Board approved the naming pursuant to Policy 803 with final approval of the exact name to be submitted at a later date when timely and in collaboration with the donor.

In September of 2019, the donors Eileen and James Ferland were publicly recognized by the University as the generous donors and naming beneficiaries for the facility. The proposed name of the new facility is: “E. James and Eileen K. Ferland Engineering Education and Design Center”, with common reference as “Ferland Engineering Education and Design Center”. This request seeks to finalize that naming.

With regard to portion of the current request related to construction, an initial request of \$1 million was approved for early design services of the building in September of 2017. In May of 2018 an additional \$8 million (for a total of \$9 million) was authorized to complete building design and preliminary relocation and related work tied to the new building and its site. From this funding the North Engineering Annex was designed, built, and occupied in time for the spring 2020 semester and as a first step toward demolition of the existing Machine Tool Lab at the site of the new building.

Design for the building has progressed and bidding for construction is scheduled to begin in the Spring of 2020. In preparation for this, the university is requesting to increase the spending authority of the project to a total of \$72 million. This is expected to cover costs of construction of the facility with an additional approval anticipated in approximately one year to finalize the expenses related to final fit out such as furniture, equipment and IT fixtures in the building. The total final project budget is currently projected to be approximately \$78-\$80 million.

The project has now reached the final design stage and the building is approximately 108,000 gross square feet. The building includes: three collaborative classrooms; two seminar rooms; 14 student meeting rooms; Mechanical Engineering and Biomedical Engineering department offices, faculty offices, teaching laboratories and research laboratories; machine tool lab; a Campus welcome and STEM outreach center; a student commons with food service; and the best student project design suite in the Northeast!

The project cost will be funded largely by University revenue bonds supported with State debt service funding, as well as by privately raised funds and other resources as identified by the University. Through fundraising, more than \$19 million - more than has ever been privately raised for a capital project in the history of the University of Maine System, has been raised and efforts continue in earnest. This current request is for approval to expend the amount necessary to enter into a construction contract for the construction of the facility and related site work.

The net increase in square footage resulting from this project is approximately 101,000 gross square feet (gsf) including the offset of space for demolition of the Machine Tool Lab (12,800gsf) and the added square footage for the North Engineering Annex (5,900gsf). While not necessarily in direct connection with this project, the need for which was based on increased enrollment and Maine’s need for more engineers as is further described below, the campus is actively planning for additional square footage reductions.

Increased enrollment is a goal of the Ferland EECD. The building will give the university the capacity to add 1,000 undergraduate and graduate engineering students. As of January 24, 2020, the number of students accepted into the College of Engineering was up 16 percent over the same date in 2019. The capacity provided by the Ferland EEDC is essential to allowing engineering student enrollment to continue to grow.

Moreover, the demand for UMaine engineering graduates is at record levels. According to Burning Glass Technologies, there were more than 1,500 job postings for engineers in Maine in 2019. As a result of this demand, there were a record 170 companies at the October 2019 Engineering Job Fair and the most recent placement rate for UMaine engineering graduates was 99.9 percent.

The Ferland EEDC is essential to providing the workforce that Maine's economy demands, both in terms of skills and numbers. Looking inside the institution, the growth in enrollment will increase revenue from tuition, thus enhancing fiscal positioning, and supporting economic growth in Maine. Biomedical engineering research labs comprise roughly half of the third floor. Biomedical engineering is a growing sector of Maine's economy that must be supported by robust research and economic development. This will be directly supported by the Ferland EEDC.

The added annual costs for operation of this building are estimated to be approximately \$750,000 and will be borne by campus E&G beginning in FY 2023.

Additional supplemental information and prior Trustee agenda information sheets about the EEDC are included in today's materials for reference.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Board of Trustees for approval at the March 15-16, 2020 Board meeting. Following discussion at the meeting, the Committee in keeping with updated pending practices for larger projects, voted unanimously to send the matter to the Board meeting for discussion and action, rather than the Consent Agenda.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine: a. to increase the project authorization of the Engineering Education and Design Center by \$63 million, bringing the total authorization to expend up to \$72 million, funding for which will come from a combination of State debt service, University Revenue bonds and private giving; b. to increase square footage by approximately 101,000 gross square feet; c. to finalize the name of the facility as the "E. James and Eileen K. Ferland Engineering Education and Design Center" with common reference as "Ferland Engineering Education and Design Center."

Attachments:

[Prior Board Approvals for the UM Engineering Education & Design Center](#)

Presentations:

UM Engineering Education & Design Center Presentation

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Approval of 2019 Maine Economic Improvement Fund Annual Report
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Support Maine through Research & Economic Development
5. **BACKGROUND:**
Maine statute requires the University of Maine System to provide an annual report to the Governor and Legislature each year. In addition to listing the annual financial data, we also include an assessment of the achievement of the annual goals and objectives, and a summary of the research and development projects that have been funded. The annual report is included in the meeting materials for review and approval.
6. **TEXT OF PROPOSED RESOLUTION:**
That the Board of Trustees approves the 2019 Maine Economic Improvement Fund Annual Report as presented.

Attachment:

[Maine Economic Improvement Fund Annual Report](#)

Presentation:

[Maine Economic Improvement Fund Presentation](#)

3/5/20



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Motion to Defer Agenda Items
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

The March Board of Trustees meeting was changed to a conference call meeting to account for public safety measures because of concerns with the Cononavirus (COVID-19). As a result the agenda has been condensed and several items noted below will be deferred to a later Board meeting.

Overview of the Climate Change Institute and Mt. Everest Expedition

Reaching R1 Status: Highlights & Updates on University of Maine Research Initiatives

University of Maine Graduate and Professional Center Update

Roux Institute Update

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees approves deferring the agenda items referenced above to a later Board meeting.

3/13/20



AGENDA ITEM SUMMARY

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

The University of Maine (UM) is seeking permission to offer a Master of Science in Athletic Training (MSAT). This is a collaborative program between UM, The University of Southern Maine (USM), and University of Maine at Presque Isle (UMPI). USM and UMPI have already received Board approval to move forward with their programs. As described in the included proposal from UM, the MSAT is designed to meet new standards in accreditation and changes in the field of Athletic Training.

The proposal was reviewed at all appropriate faculty and administrative levels at UM, USM, and UMPI and was reviewed and subsequently recommended by the Chief Academic Officers Council. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the UM MSAT on February 11, 2020.

The Academic and Student Affairs Committee approved this item to be forwarded to the Consent Agenda at the March 15-16, 2020, Board of Trustees meeting for the approval of the following resolution.

6. TEXT OF PROPOSED RESOLUTION

That the Board of Trustees approves the recommendation of the Academic and Student Affairs Committee and authorizes the creation of a collaborative Master of Science in Athletic Training for the University of Maine.

Attachment:

[Masters of Science in Athletic Training, UM – Background Info](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Repeal of Board of Trustees Policy 411 Health Insurance for Retirees and Former Employees on Long Term Disability

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

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

4. **OUTCOME:** **BOARD POLICY:**
Policy # 411

5. **BACKGROUND:**

Chris Lindstrom, Interim Chief Human Resources Officer, provided information for the proposed repeal of the current Board of Trustees Policy 411 Health Insurance for Retirees and Former Employees on Long Term Disability in favor of establishing an Administrative Practice Letter (APL) for the same purpose.

This item was discussed at the January 27-28, 2020 Board of Trustees meeting as an Information Item. It was presented again at the Human Resources/Labor Relations Committee meeting on February 24, 2020.

The Human Resources/Labor Relations Committee approved the following resolution to be forwarded to the Consent Agenda for Board of Trustees approval at the March 15-16, 2020 Board meeting.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approve the recommendation of the Human Resources/Labor Relations Committee to repeal Board of Trustees Policy 411 Health Insurance for Retirees and Former Employees on Long Term Disability in favor of establishing an Administrative Practice Letter (APL) for the same purpose.

Attachments:

[Board Policy 411- Health Insurance for Retirees and Former Employees on Long Term Disability](#)
[Proposed Administrative Practice Letter \(APL\) to Replace Board Policy 411](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Advanced Structures and Composites Center Renovation, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Support Maine through research and economic development **BOARD POLICY:** 701 – Budgets-Operating & Capital
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine (UM) requests authorization to spend up to \$1,400,000 to renovate the mezzanine section of the Advanced Structures and Composite Center (ASCC) to create secured office space including, project offices, a conference room, 11 individual offices, two bathrooms (as required by code), and natural light skylights, all within existing square footage.

Funding for this project will come from funds generated by industrial contracts, resources identified by the Vice President for Research and Dean of the Graduate School, a sponsored award from US Army Natick Soldier Center, and residual funds from a previous contract from the Natick center. No additional funds are required from UMaine.

This request is pursuant to Board Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the request is to approve and to forward this matter to the Consent Agenda for the Board of Trustees.

The University of Maine's Advanced Structures and Composites Center is a world-leading, interdisciplinary center for research, education, and economic development encompassing material sciences, manufacturing, and engineering of composites and structures. The Center is housed in a 100,000 square foot, International Organization for Standardization (ISO) 17025-accredited testing laboratory with more than 220 full and part-time personnel.

The proposed renovation of approximately 4,000 square feet of existing space will expand usage and relieve stress on existing office space, provided an improved secured place to house existing work that is subject to federal export controls and provide space to accommodate additional such work.

3/5/2020

The project is precipitated by a growth in research at ASCC. Over the past 5 years, external research grants and contracts at the Center have grown from \$5 million/year to \$20 million/year. Additionally, ASCC has new government projects which require different levels of security. Nearly \$900,000 of the funding for the new office space is coming from those grant resources to create secure space for their research projects.

The proposed renovation includes electrical; heating, ventilation and cooling systems; ductwork; plumbing; erecting walls; and installing floor covering, skylights and security features like swipe cards and video surveillance, doors and side lights.

The timeline for construction to commence is the Spring of 2020 with completion and occupancy anticipated in the Fall of 2020. The original ASCC building has a net asset value of approximately 71 percent. Increases in operational costs are expected to be minimal because it is existing space. To the extent they occur, it will be covered by the campus funds.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the March 15-16, 2020 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine to spend up to \$1,400,000 from various funding sources, including funds generated by industrial contracts, resources identified by the Vice President for Research and Dean of the Graduate School, a sponsored award from US Army Natick Soldier Center, and residual funds from a previous fixed price contract from the Natick center, to renovate the mezzanine section of the Advanced Structures and Composite Center to secured office space.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Lease Authorization, University of Maine Museum of Art, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**

Support Maine through Research and Economic Development
801 – Acquisition of Real Property
also Gross Square Foot Increase

5. **BACKGROUND:**

The University of Maine System acting through the University of Maine (UM) requests authority to enter into a lease for an initial term of 16 years and a cost of approximately \$18,837 per year (or a total of \$301,392), for 1,638 square feet of space located at 40 Harlow Street in Bangor, Maine to provide improved sidewalk-level visibility and additional galleries for the University of Maine Museum of Art's collections and changing exhibitions. Expenses related to this lease will be covered for the term of the lease by gift funds.

This request is pursuant to Board Policy 801, which requires leases with a total cost of more than \$100,000 or a term greater than five years to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the request is to forward the recommendation to the Consent Agenda for Board approval. No further future action by the Board is anticipated on this item at this time. The request is also pursuant Policy 703 regarding the naming of physical facilities and pursuant to Trustee policy prohibiting net increases in space without Trustee authorization.

The current proposed lease would provide the Museum with sidewalk-level exhibition space at its existing location and address the museum's greatest barrier to success – visibility. The lease includes 1,638 square feet of space at a per square foot rate that is nearly \$2 less than other similar, nearby space (including heating, cooling and electricity). The proposed 16-year term for the new galleries, with options for extensions up to a further 5 years, allows this lease to align with the expiration date of the current, primary lease in place for the Museum. Upon entering into the new lease agreement the University would undertake renovations to the space to transform it into exhibition quality space. The cost of these renovations is well below board approval threshold. The 16-year lease and related improvements are made possible and are fully funded by a \$1.3 million gift from Linda and Donald Zillman. No University E&G funds would be

utilized as the Zillman gift would cover operating and staffing costs for the new galleries for the 16-year lease period.

The University would name the entity that is the Museum, but not the building or structure in which it is housed, for the Zillmans in acknowledgment of their gift. The name would be the Linda G. and Donald N. Zillman Art Museum - University of Maine, or in short the Zillman Art Museum-University of Maine. The name is intended to follow the museum in the event it ever relocated. This naming does not fit tidily under any particular Board Policy but, understanding the name would be placed on signage outside of the facility and could give the appearance of named facility, the University, out of an abundance of caution, is seeking Trustee approval for the naming.

Dr. Donald Zillman has been a leader in the University of Maine System for thirty years. Dr. Zillman served as the fourth Dean of Maine Law, from 1991-98. He served as Interim Provost and Academic Vice President of the University of Maine from 1999-2000, and as Interim President of the University of Maine at Fort Kent in 2001-2002. He became President at the Presque Isle campus in 2006. He returned to Maine Law as the Edward S. Godfrey Professor of Law in January 2014.

Together with Linda, his wife, an Art Historian, the Zillmans were instrumental in moving the University of Maine Museum of Art from the Orono campus to its current location in downtown Bangor. They are members of the University of Maine Foundation's Stillwater Society and have remained engaged and generous over the years, funding several key museum projects, including a vibrant new sculptural sign erected in the fall of 2019 to welcome visitors.

The University of Maine relocated the Museum of Art (UMMA) from the Orono campus to 40 Harlow Street in 2001 and opened to the public in December 2002. The new location expanded the Museum's cultural engagement capacity and was a cornerstone of downtown Bangor's revitalization efforts. The University currently leases 14,167 square feet (the entire first floor and portion of third) for the Museum of Art's galleries, fine art collections vault, classroom, offices and exhibit preparation. The Museum of Art's current primary lease agreement was previously approved by Trustees and provides for extension options through 2041.

UMMA had more than 14,000 annual visitors in calendar year 2019, which is an increase from the fewer than 4,000 visitors it experienced in 2007, several years after relocating. From 2001 to the present the University has invested approximately \$1.6 million in renovations and improvements to include the initial build-out and construction of a state-of-the-art fine art storage vault, installation of surveillance system and a variety of other upgrades.

The Museum of Art advances the University's land grant mission of service to citizens through its cultural engagement activities that include changing exhibitions, permanent collection and educational programs for all ages. Additionally, the Museum provides University workforce engagement through paid internship programs which offer in-depth experience for students to learn about museum collections management and curatorial practice.

Studies have confirmed the Museum's positive economic impact on the local area which would likely see an increase with the improved visibility of the Museum.

The Museum of Art serves faculty and students through class visits, lectures and workshops (at the Museum and on campus), panel discussions including university researchers in various disciplines, collaborations with units such as the McGillicuddy Humanities Center and paid curatorial internships for students.

Supplemental information is included about this request, including more information about the volume of visitors and other information about the museum, as well as a drawing regarding the proposed space.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the March 15-16, 2020 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine to enter into a lease agreement for up to 1,638 additional square feet of space at 40 Harlow Street, Bangor Maine; b.) for up to 21 years and at a cost of up to \$302,000 for the initial 16-year period to be funded with private donations, with all final terms and conditions subject to review and approval of the University of Maine System Treasurer and General Counsel; and, c.) to name the museum entity the Linda G. and Donald N. Zillman Art Museum - University of Maine, or in short the Zillman Art Museum - University of Maine.

Attachments:

[University of Maine Museum of Art Lease Drawing, UM](#)

[University of Maine Museum of Art Visitor Overview, UM](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Enrollment and Advancement Center, UMFK
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Increase Enrollment 701 – Budgets-Operating & Capital
Enhance Fiscal Positioning Gross Square Foot change
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine at Fort Kent (UMFK) requests authority to expend up to \$3,249,000 to construct a new Enrollment and Advancement Center. Funding for the project will be \$2,990,000 from the 2018 general obligation bond and \$259,000 in campus funds.

This request is pursuant to Board Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the request is to forward the recommendation to the Consent Agenda at the March 15-16, 2020 Board of Trustees meeting.

The request is also pursuant to Trustee policy prohibiting net increases in space without Trustee authorization, although, in this instance, off-setting space reduction also is occurring as described further below resulting actually in a net decrease of space on campus.

The proposed facility fulfills a Renovation through Replacement plan calling for the replacement of some of UMFK's oldest, lowest NAV buildings with a new multi-purpose facility which "would serve as a focal point for all types of visitors including prospective students and their families, alumni, current and prospective donors, guests from other campuses and other community members." It will provide a positive first impression of UMFK thus influencing the enrollment decision by the prospective student.

This concept and need was reinforced by the UMFK Master Plan Report dated March 14, 2017 and accepted by Trustees in July 2017.

Element A of the Master Plan recommended construction of a new Center to create a "campus front door" on Pleasant Street with the purpose of connecting the two sides of campus, engaging prospective students, increasing density, and eliminating the need for inefficient and aged residential style buildings.

The Enrollment and Advancement Center (EAC) is proposed as a 5,200 square foot facility to be built starting in the summer of 2020 on the corner of Pleasant Street and

University Drive. Admissions, Public Relations, Enrollment Management, and the UMFK Foundation/Alumni offices will be housed therein, as well as a reception area and conference room.

As discussed in UMFK's FY2020 and FY2021 Budget Presentations, this building will eliminate the need for the Madawaska and St. David houses, directly allowing UMFK to remove 7,905 square feet and \$1,485,413 of deferred maintenance. The Madawaska House already has been removed and the St. David House is scheduled to be removed in spring of 2021. Pursuant to the Master Plan, UMFK also would take the additional step of removing the Cyr House, which is 2,514 square feet with \$474,873 of deferred maintenance.

Overall, this proposal provides for a gross reduction of more than 10,000 square feet, a net reduction in footprint of approximately 5,000 square feet, elimination of deferred maintenance and capital renewal needs of \$1,960,286, decrease in annual operating costs of \$43,000 and an expected increase in campus Net Asset Value from 59 percent to 61 percent pursuant to an estimate prepared for UMFK by Sightlines.

Through a competitive Request for Qualifications process the campus engaged a design firm (Oak Point Associates of Biddeford, ME) during the summer of 2019. Design has progressed through Design Development with completion of construction documents and bidding anticipated in late spring/early summer of 2020. Construction is expected to take approximately 14 months and the goal for building occupancy is summer of 2021.

Trustees would be kept apprised of the project through the capital project status report provided at each Committee and Trustee meeting.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the March 15-16, 2020 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Maine at Fort Kent to expend up to \$3,249,000 for the Enrollment and Advancement Center to be funded with \$2,990,000 from general obligation bond resources and \$259,000 in campus funds.

Attachments:

[UMFK Enrollment & Advancement Center Site Plan and Exterior Renderings](#)

3/5/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Update to Finance, Facilities, Technology Committee Meeting Protocol, UMS

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

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

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

5. **BACKGROUND:**

In response to Trustees feedback and requests, the University of Maine System is proposing to update the informal and formal protocol for presenting information and action items to the Finance, Facilities and Technology (FFT) Committee of the Board of Trustees.

These proposed changes fall largely in three categories:

- a. Introducing a new three-step approval process rather than the current two-step approval process for any project with a value of \$5 million or more.
- b. Strengthening and elevating the profile of the capital project report currently presented at each committee meeting.
- c. Updating the existing agenda information sheet format to be more prescriptive and consistent.

These changes would begin to be implemented with the April-May cycle of the FFT committee and full Trustee meetings.

Regarding (a), the three step approval process: Currently all capital projects presented for consideration by Trustees are first reviewed by the FFT committee. Projects of less than \$1 million can be approved by the Committee in single reading. Projects of more than \$1 million must get a second reading, currently this typically occurs as part of the consent agenda of the Board of Trustees. The proposal is to change the process for the largest projects of \$5 million or more. Those projects would receive two readings before the committee, first an information briefing, then a request for action, before going to the full Board for consideration. So, a three-step process rather than a two-step process. Additionally, those largest projects would no longer be part of the Consent Agenda but would instead be regular agenda items with a presentation and consideration by Trustees of that particular item at the full Board meeting.

Regarding (b), the capital project report: Currently, Trustees receive this report at every meeting. In the future, the placement of that report will be updated to occur at the outset of the facility portion of the committee meeting rather than the end. The intention being

to provide an opportunity for context and a general overview before digging into particular action items, as well as to provide an opportunity to call out any noteworthy updates about projects previously considered and approved by Trustees which appear on the report.

Regarding (c), the format for capital project Agenda Information Sheets: The proposal is to update the format of AIS documents for projects of more than \$1 million to a more prescriptive and consistent format to promote understanding, clarity and ease of review. A sample of the proposed AIS template is attached.

In brief, the new format would include:

- a. Trustee strategic outcome advanced: This is already in place and would be continued.
- b. Applicable Trustee Policy(ies) explanation: This is already in place and would be continued.
- c. Executive summary of the request: A summary is currently provided, typically in the first paragraph of every AIS, but would be explicitly enumerated in the new format.
- d. Overall requested budget and funding source: A budget request currently is provided, but would be explicitly enumerated in the new format.
- e. More detailed explanation of rationale for project and metrics for success of the project (ROI or other): Would be explicitly enumerated in the new format.
- f. Explanation of the scope and substance of the project: This generally provided currently, but would be explicitly and consistently enumerated in the new format.
- g. Changes, if any, in net square footage or ongoing operating costs resulting from the project: This generally provided currently, but would be explicitly and consistently enumerated in the new format.
- h. Budget for the project, total budgeted contingency and, if needed, further elaboration on funding source and selection. This is generally provided currently, but would be more explicitly, thoroughly and consistently enumerated.
- i. Alternatives that were considered: This sometimes provided currently, but would be explicitly and consistently enumerated in the new format.
- j. Timeline for start, occupancy and completion: This is already done, but would be strengthened.
- k. Timeline for any further consideration or action anticipated by management to be needed by the Board or its committees regarding this project: This is generally provided currently when applicable, but would be more explicitly, thoroughly and consistently enumerated.
- l. Text of the proposed resolution: Already in place and would continue.

These changes are primarily changes in administrative practices and procedures. They are within the expectations of existing Trustees Policy 703, and no change to Board policy is required. Nevertheless, this matter is presented as an action item to make clear the Trustees agreement with these changes in its meeting protocols.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the March 15-16, 2020 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System to adopt these changes and authorizes the Treasurer and Clerk of the Board to update practices and procedure as necessary.

Attachment:

[Proposed New Finance, Facilities, & Technology Committee Agenda Item Summary Template](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation Update
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
 - Increase Enrollment
 - Improve Student Success and Completion
 - Relevant Academic Programming
 - Enhance Fiscal Positioning
 - Support Maine through Research and Economic Development
5. **BACKGROUND:**

Chief of Staff and General Counsel James Thelen will provide an update on UMS's work on preparing the necessary substantive change application to the New England Commission of Higher Education to transition to unified accreditation and related matters.

3/5/20



Higher Education's Response to COVID-19

Prepared for the University of Maine System, March 15th 2020

Michael Fischer
Associate Director, EAB



The Current Situation

Wave of Institutions Proactively Closing Campus, Moving Courses Online

200+

institutions that have moved to online-only courses with campus open limitedly

50+

campuses that have asked students to leave/not return after spring break



“Students are asked not to return to campus after Spring Recess and to meet academic requirements remotely. Students who need to remain on campus for extenuating circumstances will also receive instruction remotely and must prepare for severely limited on-campus activities and interactions.”

Harvard University

Other common campus responses to date

- Banning travel to CDC-designated outbreak countries
- Banning university-sponsored domestic and/or international travel
- Cancelling events over a certain number of people
- Asking non-essential employees to work remotely
- Sourcing emergency funding from alumni for student services



What Higher Ed Leaders Needs to Do

Respond to Virus's Immediate Campus Disruptions

E.g., remote work policies, travel bans, study abroad, event protocols

Prepare for Potential Local Outbreak

E.g., remote teaching, quarantine protocol, campus closure threshold

Plan for Long-term Impact to Strategic Goals

E.g., decline in international enrollments, impact of disruption of enrollment and advancement events, potential sustained financial downturn

EAB's Coronavirus Resource Center

- Excerpts from EAB's most relevant research on supporting remote student success, combatting discrimination, and planning for long-term financial impact of disruption
- Example policies on remote work and instruction, travel, study abroad, and more
- Model websites, emails, and social media statements to emulate





Five Immediate Questions to Answer



Communication

"How will we commute regularly and transparently with campus stakeholders?"



The [University of New Hampshire](#)'s coronavirus webpage maintains a clear record of all institutional communication and upfronts important facts about infection prevention.



Travel

"What are our policies on sponsored travel, and what will we do when students and staff return to campus?"



The [University of Massachusetts Amherst](#) cancelled all student group international travel, requires permission to travel to certain countries, and is discouraging student travel during spring break.



Events

"What size and kind of events will we allow to proceed on campus?"



[Harvard University](#) strongly discouraged gatherings of more than 25 people and promoted use of digital conferencing tools instead.



Remote Work and Instruction

"What staff must remain on campus, and which can work remotely?"



[Dartmouth University](#) has implemented a scenario plan for both voluntary and involuntary work restrictions, including pay continuation, job protection, and technology available to work remotely.



Discrimination Incidences

"How will we respond to potential anti-Asian bias on campus?"



The [University of Maryland Baltimore County](#) posted a statement from their Diversity Advisory Council about harassment and biased assumptions.



What If Campus Has To Close?

Questions to Consider When Moving to Remote Learning

- 1 What **technology** do we have access to in order to move classes online quickly? How much standardization will we require in the policies and platforms faculty must use?
- 2 How will we handle courses that are **not amenable** to remote instruction (e.g., labs)?
- 3 How will we support **faculty** teaching with remote tools for the first? What training, infrastructure, and resources will they need?
- 4 How will we support **students** during the transition to remote education? What equity and success factors do we need to consider (e.g., laptop and Internet access, housing and food insecurity, remote accessibility of counseling and advising services)?
- 5 How will foster **community** among remote students, faculty, and staff?



Resources from EAB

Remote education and student success toolkits available at the [coronavirus resource center](#).



Resources from Institutions

Compilation of publicly-available remote learning resource centers available from [DePaul University](#).



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ACTING AMID UNCERTAINTY



Michael P. Manning, CFA, CAIA
Managing Partner

BLOG POST

March 10, 2020

The rapid spread of the new coronavirus (COVID-19) has rattled [markets](#) as investors struggle to assess the full extent of its economic impact. While its toll over the long term on businesses and economies is yet to be determined, the uncertainty has fueled a repricing of capital assets and fresh concerns around volatility and risk.

Investing against this backdrop can be especially challenging as fear of the unknown can lead to paralysis in the decision-making process. It is in these difficult times we strive to be of the greatest [service](#) to our clients. At NEPC, our goal is to not only help steer your portfolio through tumultuous times, but also enable you to take advantage of the investment opportunities that arise from the market turmoil.

To this end, we believe the following three steps will help investors successfully navigate turbulent markets:

- 1. Stay diversified:** What a difference a few months can make! In 2019, prudence came under fire. In light of the phenomenal gains posted by equities—the S&P 500 Index was up a whopping 31%—investors with diversified portfolios felt like they left money on the table. In 2020, diversification may very well have the last word as investors realize the benefits of having parts of their portfolio perform when risky assets struggle. As we have seen these past few weeks, markets can whipsaw as they digest new information. During market turmoil, diversification not only helps to cushion returns, but also provides a great source of capital for rebalancing. While equities and other risky assets may begin to appear attractively priced, the discipline of diversification is paramount for investment success over the long term.
- 2. Rebalance towards targets:** While we will know where and when the market bottoms out only in retrospect, we do know that equity prices have dropped more than 10% since the beginning of the year. This is not to say that equities are 10% cheaper because the present value of future earnings could have fallen by more. At the same time, other assets in the portfolio, for instance, high-quality bonds are in the black so far this year. This is the beauty of diversification, but that benefit is best realized by rebalancing towards long-term targets and not by leaving a mix of assets to float aimlessly.

Indeed, equities may go even lower and there may be further rebalancing opportunities. On the other hand, equity markets may have fully priced in or overreacted to the impact of COVID-19. At the same time, safe-haven fixed income has delivered considerable gains in recent weeks. Rebalancing can serve the dual benefit of buying an asset, equities, which has gone down in price, and selling an asset that has gone up in value as yields on the 10-year Treasury hit a record low of 0.50%. In comparison, the S&P 500 dividend yield is 1.9%, nearly four times greater than the recent lows of the 10-year Treasury yield. Based

on these metrics alone, stocks are more cheaply valued relative to bonds than they were a few months ago.

The selloff in equities and the surge in demand for safe-haven fixed income have already had a meaningful impact on investment portfolios: A portfolio made up of 60% global equities and 40% US core bonds on January 1 would be closer to a portfolio made up of 55% stocks and 45% bonds based on the recent equity market correction. Rectifying a meaningful deviation from targets is a critical advantage that successful long-term investors employ, as uncomfortable as it may be to execute amid a fear of markets falling further.

- 3. Have a plan of action:** Fear and uncertainty will likely govern capital markets in the near term. Today, we view rebalancing as a helpful and necessary action that investors can take. That said, we do not know what the future holds. Government and business initiatives to contain the impact of COVID-19 could prove effective and volatility could subside, but we could also see more meaningful economic disruption and a further repricing in markets if these interventions fall short. If it is the former, markets have probably already overreacted. If it is the latter, markets have not reacted enough and will probably overreach at some point. It is this overreaction that typically gives rise to great investment opportunities, be it in public equities, distressed debt, or any other area of the market. Knowing where these opportunities exist is secondary to having a plan to evaluate and respond to them; planning a potential course of action in a volatile investment environment can allow you to be clear-headed and disciplined when you need to be.

CONCLUSION

It is often said that diversification is a regret-maximizing approach. There will always be a worst-performing asset in your portfolio that you wish you had sold, just like there will always be the asset you wish you owned more of because its value appreciated the most. That said, it is during periods of market volatility that you realize that staying diversified is worth the regret. To this end, investors seeking long-term success must have the discipline to stay diversified, the courage to rebalance amid turbulence, and the foresight to plan and prepare for uncertainties.

We look forward to working closely with you during these challenging times and will continue to communicate our thoughts and recommendations as the market evolves. Your NEPC consultant will be reaching out to you to ensure we are doing everything we can to support your long-term investment objectives.

DISCLAIMERS AND DISCLOSURES

Past performance is no guarantee of future results.

All investments carry some level of risk. Diversification and other asset allocation techniques do not ensure profit or protect against losses.

The information in this report has been obtained from sources NEPC believes to be reliable. While NEPC has exercised reasonable professional care in preparing this report, we cannot guarantee the accuracy of all source information contained within.

The opinions presented herein represent the good faith views of NEPC as of the date of this report and are subject to change at any time.

WEEK-IN-REVIEW: MARCH 13, 2020

Created by [Appel, Jennifer](#)

The first couple weeks of March have been a wild ride for investors. Fears over the spread of COVID-19 and the potentially significant economic impact have incited significant volatility across capital markets. Confirmed cases are now well over 100,000 globally, more than 100 countries have been impacted, and preventative measures have rapidly been implemented - closing schools, offices, and stores. With the heightened market volatility, we remind investors to be disciplined and look to rebalance to maintain a diversified strategic asset allocation.

A day-by-day recap of the week can be found below.

MONDAY, MARCH 9, 2020

Index	Level	Daily Change
S&P 500	2747	-7.6%
MSCI ACWI	479	-7.1%
Barclays Aggregate Bond Index	2360	+0.3%
VIX	54.5	+12.5 points
10-Year Yield	0.50%	-21 bps
30-Year Yield	0.92%	-30 bps
WTI Crude Oil	\$31.13	-24.3%
US Dollar Index	94.9	-1.1%

Source: S&P, MSCI, Barclays, CBOE, FactSet

Over the weekend, tensions flared between Russia and OPEC, effectively starting a price war in crude oil to the detriment of US shale producers. This announcement created significant stress in capital markets on top of an already-sensitive market. In response, crude oil fell dramatically and dipped below \$30/bbl during the trading day for the first time since 2016. In equities, global indices fell dramatically. The S&P 500 index hit a mandatory 15-minute trading halt that occurs when the index is down 7% from the previous close. The index posted its worst one-day decline since the financial crisis. Interest rates also moved lower, reflecting the energy shock and COVID-19 fears, which resulted in the entire US yield curve falling below 1% for the first time in history. In response, the Federal Reserve announced it would increase the amount offered to banks for short-term funding needs from \$100 billion to \$150 billion through Thursday, March 12th.

TUESDAY, MARCH 10, 2020

Index	Level	Daily Change
S&P 500	2882	+4.9%
MSCI ACWI	491	+2.7%
Barclays Aggregate Bond Index	2324	-1.5%
VIX	47.3	-7.2 points
10-Year Yield	0.76%	+26 bps
30-Year Yield	1.21%	+29 bps
WTI Crude Oil	\$34.36	+10.4%
US Dollar Index	96.4	+1.6%

Source: S&P, MSCI, Barclays, CBOE, FactSet

Following Monday's significant sell-off, markets broadly bounced back on Tuesday following announcements of global stimulus measures and the potential for fiscal stimulus in the US. Equities posted strong daily gains, helping to reverse some of the damage done the previous day. In addition, rates moved higher with the 10-year and 30-year yields increasing 26 and 29 basis points, respectively. Crude oil also increased over 10%, though still remained in deep negative territory for the week. Within credit, spreads broadly increased, with the largest movements occurring in lower-quality high yield given the significant energy exposure in the space.

WEDNESDAY, MARCH 11, 2020

Index	Level	Daily Change
S&P 500	2741	-4.9%
MSCI ACWI	474	-3.6%
Barclays Aggregate Bond Index	2311	-0.6%
VIX	53.9	+6.6 points
10-Year Yield	0.83%	+7 bps
30-Year Yield	1.29%	+7 bps
WTI Crude Oil	\$32.98	-4.0%
US Dollar Index	96.5	+0.1%

Source: S&P, MSCI, Barclays, CBOE, FactSet

On Wednesday, the Bank of England announced a 50 basis point emergency rate cut to help bolster the economy. In addition, the Fed promised \$500 billion in liquidity support to ensure short-term financing markets remain functional. Markets initially welcomed the stimulus, but whipsawed back into negative territory as the World Health Organization officially declared COVID-19 a global pandemic. This announcement negatively impacted broad market sentiment and caused significant declines in global equity markets. The Dow Jones Industrial Average fell into bear market territory - closing down more than 1,400 points for the day.

THURSDAY, MARCH 12, 2020

Index	Level	Daily Change
S&P 500	2481	-9.5%
MSCI ACWI	428	-9.5%
Barclays Aggregate Bond Index	2292	-0.8%
VIX	75.5	+21.6 points
10-Year Yield	0.85%	+2 bps
30-Year Yield	1.41%	+13 bps
WTI Crude Oil	\$31.50	-4.5%
US Dollar Index	97.5	+1.0%

Source: S&P, MSCI, Barclays, CBOE, FactSet

Black Thursday:

The longest bull market in US history officially came to an end on Thursday. Wednesday evening, the Trump Administration announced travel restrictions to/from Europe - inciting a significant negative response from equity markets. The S&P fell nearly 10% - marking its worst one-day decline since 1987. To address ongoing liquidity concerns, the Fed announced it would expand its bond purchasing program. Equity markets initially responded favorably, but declined shortly thereafter. VIX spiked during the day - hitting levels not seen since 2008.

FRIDAY, MARCH 13, 2020

Index	Level	Daily Change
S&P 500	2711	+9.3%
MSCI ACWI	451	+5.3%
Barclays Aggregate Bond Index	2278	-0.6%
VIX	57.8	-17.6 points

10-Year Yield	0.95%	+10 bps
30-Year Yield	1.55%	+14 bps
WTI Crude Oil	\$32.93	+4.5%
US Dollar Index	98.7	+1.3%

Source: S&P, MSCI, Barclays, CBOE, FactSet

The Fed announced it would accelerate planned Treasury purchases - indicating it would buy more than \$30B on Friday to address Treasury market liquidity concerns. The move comes on the back of one of the worst days in US equity market history. Treasury yields moved higher throughout the day despite these actions.

President Trump spoke late in the day and declared a national emergency, but provided clarity on the government's response. Equity markets rallied on hopes that coordinated fiscal and monetary responses could help soften the economic impact from COVID-19. As such, equity markets ended a volatile week on a high note, though they still remained in negative territory for the week.

SUMMARY:

Index	End of Week Level	Weekly Change
S&P 500	2711	-8.7%
MSCI ACWI	451	-12.3%
Barclays Aggregate Bond Index	2278	-3.2%
VIX	57.8	+15.9 points
10-Year Yield	0.95%	+24 bps
30-Year Yield	1.55%	+33 bps
WTI Crude Oil	\$32.93	-20.0%
US Dollar Index	98.7	+2.9%

Source: S&P, MSCI, Barclays, CBOE, FactSet

As this volatile week comes to a close (coincidentally on Friday the 13th), we remind everyone of the importance of portfolio discipline and diversification. We believe investment portfolios will be best served by a disciplined rebalancing approach aimed at preserving strategic asset allocation targets. However, we encourage investors to realize gains in government debt to set aside an extra month of cash on hand or to serve as dry powder should we see more extreme market dislocations.

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
MIP Composite	368,154,057	100.0	100.0	2.7	6.1	5.7	16.7	7.8	5.2	6.1	6.6
Allocation Index				2.5	6.1	6.3	18.2	8.8	6.1	6.8	6.8
Policy Index				2.6	6.3	6.3	18.3	9.2	6.5	7.1	7.1
Total Domestic Large Cap	84,556,334	23.0	22.0	3.0	9.1	10.9	31.4	15.2	11.6	14.4	13.4
S&P 500				3.0	9.1	10.9	31.5	15.3	11.7	14.7	13.6
SSgA S&P 500	84,556,334	23.0	22.0	3.0	9.1	10.9	31.4	15.2	11.6	14.7	13.5
S&P 500				3.0	9.1	10.9	31.5	15.3	11.7	14.7	13.6
Total Domestic Small/Mid Cap	29,776,947	8.1	8.0	3.0	11.5	9.4	28.0	10.8	8.5	12.1	12.5
Russell 2500				2.1	8.5	7.1	27.8	10.3	8.9	12.3	12.6
Westfield Capital	15,569,883	4.2	4.0	2.3	14.3	11.4	34.5	17.5	10.4	13.5	14.2
Russell 2500 Growth				0.9	10.6	7.1	32.7	15.2	10.8	14.1	14.0
DFA	14,207,064	3.9	4.0	3.8	8.6	7.3	21.5	3.9	6.1	10.2	--
Russell 2000 Value				3.5	8.5	7.9	22.4	4.8	7.0	10.1	10.6
Total International Equity (including emerging markets)	91,658,759	24.9	25.0	4.1	8.2	5.0	16.6	7.6	4.0	3.9	5.0
MSCI EAFE				3.2	8.2	7.0	22.0	9.6	5.7	6.3	5.5
Morgan Stanley	23,668,907	6.4	6.5	3.0	7.4	5.6	20.4	9.1	5.0	5.4	5.4
Globeflex	23,289,308	6.3	6.5	3.1	7.6	4.0	14.2	6.9	4.5	5.6	5.5
MSCI EAFE				3.2	8.2	7.0	22.0	9.6	5.7	6.3	5.5
Kabouter International Opportunities Offshore Fund II	19,126,748	5.2	5.0	3.7	9.3	5.0	17.9	--	--	--	--
MSCI EAFE Small Cap				4.4	11.5	11.0	25.0	10.9	8.9	9.4	8.7
Emerging Markets Equity	25,573,796	6.9	7.0	6.4	8.9	5.3	14.9	7.0	2.3	0.5	--
MSCI Emerging Markets				7.5	11.8	7.1	18.4	11.6	5.6	3.3	3.7
Aberdeen Emerging Mkts	13,254,683	3.6	3.5	7.9	9.4	4.9	20.4	10.2	5.3	2.2	5.3
MSCI Emerging Markets				7.5	11.8	7.1	18.4	11.6	5.6	3.3	3.7
Mondrian EM Small Cap	12,319,113	3.3	3.5	4.8	8.2	5.9	9.4	3.5	-0.7	--	--
MSCI Emerging Markets Small Cap				6.1	9.5	4.5	11.5	6.7	3.0	2.4	2.9
Total Fixed Income	82,701,570	22.5	24.0	0.8	1.0	2.3	8.0	4.2	3.1	3.4	4.8
BBgBarc US Aggregate TR				-0.1	0.2	2.5	8.7	4.0	3.0	2.7	3.7
Commonfund	25,180,735	6.8	7.0	0.3	0.8	2.9	9.4	4.8	3.5	3.4	4.6
BBgBarc US Aggregate TR				-0.1	0.2	2.5	8.7	4.0	3.0	2.7	3.7
Vanguard Inflation-Protected Securities	12,845,012	3.5	3.5	0.4	0.5	2.0	8.2	3.2	--	--	--
BBgBarc US TIPS TR				0.4	0.8	2.1	8.4	3.3	2.6	1.1	3.4



December 31, 2019

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Vanguard Short-Term Inflation-Protected Securities	12,372,130	3.4	3.5	0.7	1.0	1.5	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.8	1.2	1.4	5.1	2.1	1.8	0.9	1.7
Blackrock Strategic Income Opportunities	17,178,823	4.7	5.0	1.1	1.6	2.5	7.8	--	--	--	--
3-Month Libor Total Return USD				0.2	0.5	1.0	2.4	2.0	1.4	1.1	0.9
Bain Capital Senior Loan Fund	15,124,870	4.1	5.0	1.4	1.2	1.9	7.7	--	--	--	--
Credit Suisse Leveraged Loans				1.6	1.7	2.6	8.2	4.5	4.5	4.4	5.2
Total GAA	54,596,400	14.8	15.0	2.4	3.6	3.2	12.2	5.7	3.4	3.7	4.1
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				2.5	5.9	6.2	19.6	9.7	6.4	6.9	6.7
GMO Global Absolute Return	27,099,707	7.4	7.5	3.2	5.2	3.7	10.7	5.7	3.3	4.0	4.5
Blended Index				0.9	1.9	3.1	11.3	5.1	4.3	3.8	5.1
Newton Global Real Return	27,496,693	7.5	7.5	1.6	2.0	2.7	11.8	5.7	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				2.3	5.5	5.8	18.6	9.3	6.1	6.5	6.4
Total Hedge Funds	20,998,756	5.7	6.0	3.5	7.3	5.4	13.4	4.2	2.4	2.9	2.5
HFRI Fund of Funds Composite Index				1.7	3.0	2.1	8.3	3.9	2.4	3.4	2.8
Lighthouse	20,998,756	5.7	6.0	3.5	7.3	5.4	13.4	5.5	--	--	--
Credit Suisse Long Shrt Eqt USD				2.3	5.1	5.2	12.2	6.7	3.9	6.0	5.2
Private Equity	2,073,915	0.6	0.0	0.0	0.0	7.4	11.1	11.3	10.3	--	--
Landmark Equity Partners XV	2,073,915	0.6	0.0	0.0	0.0	7.4	11.1	11.3	10.3	--	--
Cambridge Associates US All PE (1 Qtr Lag)				2.2	2.2	5.7	9.0	14.6	11.6	13.3	14.1
Total Cash	1,791,377	0.5	0.0								
Distribution Account	1,791,377	0.5	0.0	0.0	0.3	0.7	1.8	1.3	0.8	0.6	0.5
91 Day T-Bills				0.1	0.4	0.9	2.1	1.6	1.1	0.8	0.6

Notes:

Fiscal YTD begins 7/1

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

Returns are net of manager fees

John Hancock Timber fully liquidated on 12/27/2019.

Landmark market value is estimated as of 12/31/2019

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



December 31, 2019

Information Disclaimer

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

- The client's custodian bank is NEPC's preferred data source unless otherwise directed. NEPC generally reconciles custodian data to manager data. If the custodian cannot provide accurate data, manager data may be used.
- Trailing time period returns are determined by geometrically linking the holding period returns, from the first full month after inception to the report date. Rates of return are annualized when the time period is longer than a year. Performance is presented gross and/or net of manager fees as indicated on each page.
- For managers funded in the middle of a month, the "since inception" return will start with the first full month, although actual inception dates and cash flows are taken into account in all Composite calculations.
- This report may contain forward-looking statements that are based on NEPC's estimates, opinions and beliefs, but NEPC cannot guarantee that any plan will achieve its targeted return or meet other goals.



University of Maine System Operating Fund

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Operating Funds Composite	259,342,614	100.0	100.0	1.0	2.0	2.6	7.3	3.8	2.8	2.5	2.8
Allocation Index				0.8	1.9	2.6	7.4	4.0	2.9	2.7	2.7
Liquidity Pool Composite	48,962,664	18.9	30.0	0.1	0.5	1.0	2.1	1.5	1.0	0.8	0.6
State Pool	25,011,423	9.6		0.2	0.5	1.1	2.2	1.6	1.1	0.9	0.7
BOA General Fund	1,768,743	0.7		0.0	0.1	0.2	0.8	0.5	0.3	0.2	--
Federated Gov't Obligations	18,902,714	7.3		0.1	0.4	1.0	2.2	1.5	--	--	--
JP Morgan US Gov't Money Market Fund	3,279,783	1.3		0.1	0.4	1.0	2.1	1.5	--	--	--
FTSE T-Bill 3 Months TR				0.1	0.5	1.0	2.3	1.7	1.0	0.8	0.6
Income Pool Composite	139,950,447	54.0	47.5	0.4	0.7	1.8	5.9	2.9	2.5	2.2	2.9
Income Research + Management	77,313,856	29.8	26.0	0.2	0.6	1.3	4.2	2.2	1.8	1.5	--
BBgBarc US Govt/Credit 1-3 Yr. TR				0.2	0.6	1.3	4.0	2.1	1.7	1.4	1.5
BlackRock Strategic Income Opportunities	20,804,435	8.0	7.0	1.1	1.6	2.5	7.8	4.0	--	--	--
3-Month Libor Total Return USD				0.2	0.5	1.0	2.4	2.0	1.4	1.1	0.9
Loomis Sayles Bank Loans	21,206,470	8.2	7.0	1.0	1.0	2.3	7.8	3.5	3.8	3.4	4.3
Loomis Bank Loans Custom Index				0.9	1.4	2.9	9.3	4.0	4.3	4.2	5.0
Vanguard Total Bond Market Instl' Fund	20,625,686	8.0	7.5	-0.1	0.0	2.5	8.7	4.0	3.0	2.7	3.7
BBgBarc US Aggregate TR				-0.1	0.2	2.5	8.7	4.0	3.0	2.7	3.7
Total Return Pool Composite	70,429,503	27.2	22.5	3.0	6.4	6.0	16.7	8.0	5.4	5.2	5.7
Lighthouse	15,414,608	5.9	5.0	3.5	7.3	5.4	13.4	5.5	--	--	--
Credit Suisse Long Shrt Eqt USD				2.3	5.1	5.2	12.2	6.7	3.9	6.0	5.2
Newton Global Real Return	12,186,729	4.7	4.0	1.6	2.0	2.6	11.8	5.7	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				2.3	5.5	5.8	18.6	9.3	6.1	6.5	6.4
PIMCO All Asset	12,314,560	4.7	4.0	2.7	4.3	3.7	12.2	6.7	4.7	3.5	5.5
Blended Index				0.9	1.9	3.1	11.3	5.1	4.3	3.8	5.1
Vanguard Total World Stock Index	30,513,606	11.8	9.5	3.5	9.0	9.0	26.8	12.5	8.7	--	--
FTSE Global All Cap Index				3.6	9.2	9.2	26.8	12.3	7.6	8.6	7.4

Notes:

Returns are net of manager fees.

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

Fiscal YTD begins 7/1

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

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

Composite excludes external loans.

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



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University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Pension Composite	26,521,927	100.0	100.0	1.7	3.6	4.8	13.6	4.8	6.5	4.7	5.4	6.0
Allocation Index				1.7	3.9	4.7	14.0	4.9	7.4	5.4	6.3	6.5
Policy Index				1.6	3.9	4.8	14.7	5.2	7.6	5.7	6.5	6.9
Total Global Equity	8,366,893	31.5	30.0	3.4	8.3	--	--	--	--	--	--	--
MSCI World				3.0	8.6	9.1	27.7	8.0	12.6	8.7	10.6	9.5
Walter Scott Global Equity Fund	8,366,893	31.5	30.0	3.4	8.3	--	--	--	--	--	--	--
MSCI World				3.0	8.6	9.1	27.7	8.0	12.6	8.7	10.6	9.5
Emerging Markets Equity	1,143,837	4.3	3.0	4.8	8.2	5.9	9.4	-3.9	3.5	-0.7	-1.3	--
MSCI Emerging Markets				7.5	11.8	7.1	18.4	0.6	11.6	5.6	3.3	3.7
Mondrian EM Small Cap	1,143,837	4.3	3.0	4.8	8.2	5.9	9.4	-3.9	3.5	-0.7	--	--
MSCI Emerging Markets Small Cap				6.1	9.5	4.5	11.5	-4.7	6.7	3.0	2.4	2.9
Total Fixed Income	11,570,251	43.6	43.0	0.3	0.5	2.3	8.3	3.9	4.0	3.1	2.8	4.1
BBgBarc US Aggregate TR				-0.1	0.2	2.5	8.7	4.3	4.0	3.0	2.7	3.7
Vanguard Total Bond Market Index	7,149,324	27.0	26.0	-0.1	0.0	2.5	8.7	4.3	4.0	3.0	--	--
BBgBarc US Aggregate TR				-0.1	0.2	2.5	8.7	4.3	4.0	3.0	2.7	3.7
Vanguard Inflation-Protected Securities	942,397	3.6	3.5	0.4	0.5	2.0	8.2	3.3	--	--	--	--
BBgBarc US TIPS TR				0.4	0.8	2.1	8.4	3.5	3.3	2.6	1.1	3.4
Vanguard Short-Term Inflation-Protected Securities - VTSPX	921,872	3.5	3.5	0.7	1.0	1.5	--	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.8	1.2	1.4	5.1	2.7	2.1	1.8	0.9	1.7
BlackRock Strategic Income Opportunities	1,199,069	4.5	5.0	1.1	1.6	2.5	7.8	--	--	--	--	--
3-Month Libor Total Return USD				0.2	0.5	1.0	2.4	2.4	2.0	1.4	1.1	0.9
Bain Capital Senior Loan Fund	1,357,588	5.1	5.0	1.4	1.2	1.9	7.7	--	--	--	--	--
Credit Suisse Leveraged Loans				1.6	1.7	2.6	8.2	4.6	4.5	4.5	4.4	5.2
Total GAA	1,945,713	7.3	8.0	1.6	2.0	2.7	13.9	3.8	6.1	3.7	3.5	4.5
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				2.5	5.9	6.2	19.6	5.8	9.7	6.4	6.9	6.7
Newton Global Real Return	1,945,713	7.3	8.0	1.6	2.0	2.7	11.8	6.4	5.7	--	--	--
60% MSCI ACWI (Net) / 40% FTSE WGBI				2.2	5.2	5.6	18.2	5.5	9.2	6.0	6.2	6.2
Total Alternative Investments	1,288,884	4.9	5.0	3.5	7.3	5.4	13.4	3.5	4.2	2.7	3.3	2.7
HFRI Fund of Funds Composite Index				1.7	3.0	2.1	8.3	2.0	3.9	2.4	3.4	2.8
Lighthouse	1,288,884	4.9	5.0	3.5	7.3	5.4	13.4	4.5	5.5	--	--	--
Credit Suisse Long Shrt Eqt USD				2.3	5.1	5.2	12.2	3.4	6.7	3.9	6.0	5.2



December 31, 2019

University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Total Real Assets	2,126,944	8.0	8.0									
Principal	2,126,944	8.0	8.0	0.2	1.3	2.9	5.8	6.9	7.2	8.8	10.0	11.3
NCREIF ODCE				1.5	1.5	2.8	5.3	6.8	7.1	9.0	10.2	11.4
Total Cash	79,405	0.3	3.0									
Distribution Account	79,405	0.3	3.0	0.0	0.3	0.8	1.9	1.7	1.3	0.8	0.6	0.4
91 Day T-Bills				0.1	0.4	0.9	2.1	2.0	1.6	1.1	0.8	0.6

Notes:

Fiscal YTD begins 7/1

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

Returns are net of manager fees



December 31, 2019

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UNIVERSITY OF MAINE SYSTEM
FY2020 E&G and AUXILIARY FORECAST #2
As of 2/29/20

Excluding unrestricted investment income, the Universities, Governance, and University Services (including the Employee Benefit Pool) are projecting an operating loss of \$10.3 million or \$5.5 million greater than budgeted. This projection has improved by \$0.3 million from the first forecast. It should be noted, however, that these projections do **not** reflect the impact of the COVID19 outbreak which will likely result in increased cost as the System implements measures to help insure the safety of and necessary accommodations for the university communities and decreased revenues as students leave campuses to continue their education on-line.

E & G and AUXILIARY FY2020				
Institution	Budget	Forecasts		Budget Variance
		1st	2nd	
UMAINE	\$ -	\$ (3,437,382)	\$ (3,241,462)	\$ (3,241,462)
UMM	(494,277)	(333,910)	\$ (283,311)	210,966
UMA	(1,418,183)	(962,477)	\$ (496,135)	922,048
UMF ¹	(1,991,692)	(1,991,692)	\$ (1,984,449)	7,243
UMFK	-	-	\$ -	-
UMPI	47,761	47,761	\$ (172,939)	(220,700)
USM - Excluding Law	60,399	(2,353,551)	\$ (2,583,232)	(2,643,631)
Law ¹	(925,000)	(1,047,371)	\$ (993,549)	(68,549)
Campus Total	(4,720,992)	(10,078,622)	(9,755,077)	(5,034,085)
Governance	-	-	-	-
University Services	-	-	-	-
Employee Benefit Pool	-	\$ (500,000)	\$ (500,000)	\$ (500,000)
TOTAL	\$ (4,720,992)	\$ (10,578,622)	\$ (10,255,077)	\$ (5,534,085)
¹ Approved Budget Stabilization Fund transfers at year end up to \$500,000 for UMF; \$797,454 for Law (\$500,000 from FY20 plus \$297,454 from FY19); Law may also receive up to \$425,000 funding from USM & UMS				
Unrestricted Investment Income	\$ 3,371,771	\$ 1,444,668	\$ (4,066,870)	\$ (7,438,641)
Investment income for the 2nd forecast period equals actuals-to-date as of 3/12/20 and does not include any projection for future gains or losses.				

Major factors impacting FY2020 forecast

- As a result of the worldwide COVID19 situation, financial markets are experiencing large losses which has and could continue to impact the invested earnings of the System. UMS has currently lost \$4.1 million in investment income compared to a budget of \$3.4 million for an overall negative variance of \$7.5 million.

UMS BOARD OF TRUSTEES COMMITTEE MEETING SCHEDULE - FY 2021**July 20, 2020 - BOT MTG****MD: 7/2/2020****BR: 7/9/2020**

Committee	Day	Date	Time
ASA	Monday	June 22, 2020	9 am - 12 pm
HR	Monday	June 22, 2020	1 pm - 3 pm
FFT	Wednesday	June 24, 2020	9 am - 12 pm

Materials Due

6/11/2020

6/11/2020

6/12/2020

Book Release

6/12/2020

6/12/2020

6/15/2020

Sept. 28-28, 2020 - BOT MTG**MD: 9/10/2020****BR: 9/17/2020**

Committee	Day	Date	Time
FFT	Wednesday	September 2, 2020	9 am - 12 pm
Investment	Thursday	September 3, 2020	9 am - 12 pm
ASA	Monday	September 14, 2020	9 am - 12 pm
HR	Monday	September 14, 2020	1 pm - 3 pm

Materials Due

8/20/2020

8/20/2020

9/3/2020

9/3/2020

Book Release

8/21/2020

8/21/2020

9/4/2020

9/4/2020

Nov. 15-16, 2020 - BOT MTG**MD: 10/29/2020****BR: 11/5/2020**

Committee	Day	Date	Time
ASA	Monday	October 26, 2020	9 am - 12 pm
HR	Monday	October 26, 2020	1 pm - 3 pm
FFT	Wednesday	October 28, 2020	9 am - 11:45 am
Audit & FFT	Wednesday	October 28, 2020	12 pm - 3 pm
Special BOT	Wednesday	October 28, 2020	3:15 pm - 4:00 pm
Investment	Tuesday	December 1, 2020	9 am - 12 pm

Materials Due

10/14/2020

10/14/2020

10/15/2020

10/15/2020

10/15/2020

11/19/2020

Book Release

10/15/2020

10/15/2020

10/16/2020

10/16/2020

10/16/2020

11/20/2020

Jan. 24-25, 2021 - BOT MTG**MD: 1/7/2021****BR: 1/14/2021**

Committee	Day	Date	Time
ASA	Monday	January 4, 2021	9 am - 12 pm
HR	Monday	January 4, 2021	1 pm - 3 pm
FFT	Wednesday	January 6, 2021	9 am - 12 pm

Materials Due

12/21/2020

12/21/2020

12/22/2020

Book Release

12/22/2020

12/22/2020

12/23/2020

Mar. 21-22, 2021 - BOT MTG**MD: 3/4/2021****BR: 3/11/2021**

Committee	Day	Date	Time
ASA	Monday	March 1, 2021	9 am - 11:45 am
ASA/HR	Monday	March 1, 2021	12:00 pm - 1:45 pm
HR	Monday	March 1, 2021	2:00 pm - 3:30 pm
FFT	Wednesday	March 3, 2021	9 am - 12 pm
Investment	Thursday	March 4, 2021	9 am - 12 pm

Materials Due

2/18/2021

2/18/2021

2/18/2021

2/19/2021

2/22/2021

2/22/2021

Book Release

2/19/2021

2/19/2021

2/19/2021

2/22/2021

2/22/2021

2/23/2021

May 23-24, 2021 BOT MTG**MD: 5/6/2021****BR: 5/13/2021**

Committee	Day	Date	Time
ASA	Monday	May 3, 2021	9 am - 12 pm
HR	Monday	May 3, 2021	1 pm - 3 pm
FFT	Wednesday	May 5, 2021	9 am - 12 pm
Investment	Monday	May 17, 2021	9 am - 12 pm
Audit	Monday	May 17, 2021	12:30 pm - 3:30 pm

Materials Due

4/22/2021

4/22/2021

4/23/2021

5/6/2021

5/6/2021

Book Release

4/23/2021

4/23/2021

4/26/2021

5/7/2021

5/7/2021

Board Retreat on October 18-19, 2020

BOT/BOV Summits: June 1, 2020 and November 2, 2020

UMS BOARD OF TRUSTEES COMMITTEE MEETING SCHEDULE - FY 2022**July 26, 2021 - BOT MTG****MD: 7/9/2021****BR: 7/16/2021**

Committee	Day	Date	Time
ASA	Monday	July 12, 2021	9 am - 12 pm
HR	Monday	July 12, 2021	1 pm - 3 pm
FFT	Thursday	July 15, 2021	9 am - 12 pm

Materials DueBook Release

7/1/2021

7/2/2021

7/1/2021

7/2/2021

7/2/2021

7/5/2021

Sept. 26-27, 2021 - BOT MTG**MD: 9/9/2021****BR: 9/16/2021**

Committee	Day	Date	Time
ASA	Monday	September 13, 2021	9 am - 12 pm
HR	Monday	September 13, 2021	1 pm - 3 pm
FFT	Wednesday	September 15, 2021	9 am - 12 pm
Investment	Thursday	September 16, 2021	9 am - 12 pm

Materials DueBook Release

9/1/2021

9/2/2021

9/1/2021

9/2/2021

9/2/2021

9/3/2021

9/3/2021

9/7/2021

Nov. 14-15, 2021 - BOT MTG**MD: 10/28/2021****BR: 11/4/2021**

Committee	Day	Date	Time
ASA	Monday	October 25, 2021	9 am - 12 pm
HR	Monday	October 25, 2021	1 pm - 3 pm
FFT	Wednesday	October 27, 2021	9 am - 11:45 am
Audit & FFT	Wednesday	October 27, 2021	12 pm - 3 pm
Special BOT	Wednesday	October 27, 2021	3:10 pm - 4:00 pm
Investment	Thursday	November 9, 2021	9 am - 12 pm

Materials DueBook Release

10/13/2021

10/14/2021

10/13/2021

10/14/2021

10/14/2021

10/15/2021

10/14/2021

10/15/2021

10/14/2021

10/15/2021

10/28/2021

10/29/2021

Jan. 23-24, 2022 - BOT MTG**MD: 1/6/2022****BR: 1/13/2022**

Committee	Day	Date	Time
ASA	Monday	January 3, 2022	9 am - 12 pm
HR	Monday	January 3, 2022	1 pm - 3 pm
FFT	Wednesday	January 5, 2022	9 am - 12 pm
Investment	Thursday	February 3, 2022	9 am - 12 pm

Materials DueBook Release

12/20/2021

12/21/2021

12/20/2021

12/21/2021

12/21/2021

12/22/2021

1/20/2022

1/21/2022

Mar. 27-28, 2022 - BOT MTG**MD: 3/10/2022****BR: 3/17/2022**

Committee	Day	Date	Time
ASA	Monday	March 7, 2022	9 am - 11:45 am
ASA/HR	Monday	March 7, 2022	12:00 pm - 1:45 pm
HR	Monday	March 7, 2022	2:00 pm - 3:30 pm
FFT	Thursday	March 10, 2022	9 am - 12 pm

Materials DueBook Release

2/24/2022

2/25/2022

2/24/2022

2/25/2022

2/24/2022

2/25/2022

2/25/2022

2/28/2022

May 22-23, 2022 - BOT MTG**MD: 5/5/2022****BR: 5/12/2022**

Committee	Day	Date	Time
ASA	Monday	May 2, 2022	9 am - 12 pm
HR	Monday	May 2, 2022	1 pm - 3 pm
FFT	Wednesday	May 4, 2022	9 am - 12 pm
Investment	Thursday	May 5, 2022	9 am - 12 pm
Audit	Thursday	May 5, 2022	12:30 pm - 3:30 pm

Materials DueBook Release

4/20/2022

4/21/2022

4/20/2022

4/21/2022

4/21/2022

4/22/2022

4/25/2022

4/26/2022

4/25/2022

4/26/2022

Board Retreat on October 17-18, 2021

BOT/BOV Summits: June 7, 2021 and November 1, 2021

Resolution

FINANCING AND PROJECT AUTHORIZATION

WHEREAS, the Board of Trustees (the “Board”) of the University of Maine System (the “System”) desires to authorize the System to finance all or a portion of the costs of, and to undertake, the projects which are more particularly described in the Addendum attached hereto and incorporated herein by reference and any other capital improvement for the benefit of the System which has been or is hereafter approved by the Board and each of which is hereby or will be determined by the Board to be a “project” within the meaning of 20-A MRSA §10951(6) (the “Projects”); and

WHEREAS, the Board desires to authorize the issuance of University of Maine System Revenue Bonds (the “Bonds”) and the sale of the Bonds for the purposes of financing all or a portion of the costs of the Projects and providing for any necessary capitalized interest, reserves and costs of issuance; and

WHEREAS, the Board desires to authorize the issuance and sale of University of Maine System Notes or other evidences of indebtedness in anticipation of Bonds (the “Notes”); and

WHEREAS, the Board may also authorize the payment of certain costs of the Projects from certain System funds which will not be reimbursed with proceeds of the Bonds (the “Equity Contribution”), and the Institution desires to treat the Equity Contribution as “qualified equity” (within the meaning of the United States Treasury Regulations §1.141-6(b)); and

WHEREAS, the System is authorized to issue the Bonds pursuant to the provisions of 20-A MRSA §§10952, 10953 and 10959 and other provisions of the Maine Revised Statutes Annotated, Chapters 411 and 412, as amended (the “Act”); and

WHEREAS, the Board finds that the financing of all or a portion of the costs of the Projects constitute “assured revenue financing transactions” pursuant to the provisions of 20-A MRSA §10953, as amended; and

WHEREAS, pursuant to 20-A MRSA §10952(8), as amended, the System, as authorized by the Board, is authorized to make, enter into, execute, deliver and amend any and all contracts, agreements, leases, instruments and documents and perform all acts and do all things necessary or convenient to acquire, construct, reconstruct, improve, equip, finance, maintain and operate projects and to carry out the powers granted pursuant to the Act, or reasonably implied from those powers;

NOW, THEREFORE, be it hereby voted and resolved by the Board as follows:

RESOLVED, That pursuant to the provisions of 20-A MRSA §§10952, 10953, 10955 and 10959, as amended, and all other authority thereto enabling, and to provide funds for (a) the planning, design, acquisition, construction, reconstruction, improvement, renovation, rehabilitation and equipping of the Projects, (b) paying and discharging any Notes, or Notes in renewal thereof, issued for authorized purposes, up to an aggregate amount not to exceed \$95,000,000, (c) any capitalized interest on, reserves for and costs of issuance of the Bonds and (d) any other purpose authorized by law, the Treasurer of the System (the "Treasurer") is hereby authorized and empowered from time to time and in the name and on behalf of the System to borrow an aggregate amount not to exceed \$95,000,000 and the Treasurer be and is hereby authorized and empowered, in the name of and on behalf of the System, to execute and deliver such loan agreements, indentures, pledge agreements, bond purchase contracts, preliminary official statements, official statements, continuing disclosure agreements, remarketing agreements, reimbursement agreements, investment agreements, financial advisory agreements, investment advisory agreements, auction agency agreements, market agent agreements, dealer agreements, standby bond purchase or other liquidity facility agreements, agreements with one or more underwriters, agreements with bond counsel and other agreements, documents and instruments as the Treasurer may deem necessary or convenient or desirable with respect to such borrowing. Such agreements, documents and instruments may (a) contain such terms and provisions, not contrary to the general tenor hereof, as the Treasurer may approve, his approval to be conclusively evidenced by his execution thereof, (b) be delivered under the seal of the System and (c) be attested by the System's Clerk or General Counsel; and further

RESOLVED, That pursuant to the provisions of 20-A MRSA §10955(3), as amended, and all other authority thereto enabling, and to provide funds for the purposes approved above, the Board hereby approves and authorizes, as evidence of the borrowing approved above, the issuance, sale and delivery of the Bonds in the aggregate principal amount not to exceed \$95,000,000, in one or more series as the Treasurer shall determine, the Bonds to mature and be payable at such times and in such amounts, to bear interest at such rates, and to contain such other terms and provisions, not inconsistent herewith, as may be approved by the Treasurer, provided that none of the Bonds shall (i) bear interest at a rate in excess of 6% per annum or (ii) mature after December 31, 2062; the Bonds to be denominated by such denomination of an issue as may be selected by the Treasurer; to be manually signed by the Treasurer, sealed with the seal of the System and attested by its Clerk or General Counsel; and to be in such form and contain such other terms and provisions as the Treasurer may approve, his approval to be conclusively evidenced by his execution thereof; and further

RESOLVED, That the Treasurer is authorized on behalf of the System, from time to time, to acquire, purchase, sell, redeem, liquidate, terminate or transfer securities or other instruments constituting investments of the proceeds of the Bonds and to negotiate, enter into, execute in the name of the System and deliver on behalf of the System all investment, banking, brokerage, financial advisory, investment advisory and other agreements and instruments as are necessary or convenient to

investment and financial management of the proceeds of the Bonds, all on such terms and conditions as the Treasurer determines are necessary or convenient for financing of the Projects, such determination to be conclusively evidenced by execution or acquisition of such agreements and instruments by the Treasurer; and further

RESOLVED, That the Chancellor of the System, the Treasurer, and, with the express written approval of the Treasurer, the Clerk, the Controller, the General Counsel, or any one of them, be and hereby are, authorized and empowered in its name and on its behalf, to do or cause to be done any act or thing, and to negotiate, enter into, execute in the name of the System, deliver on behalf of the System, assign, transfer, modify or terminate any agreement or instrument, which any such officer may determine to be necessary or convenient or desirable with respect to the Bonds, the planning, design, acquisition, construction, reconstruction, improvement, renovation, rehabilitation and equipping of the Projects and the expenditure, investment and management of the proceeds of the Bonds and that all acts and things done by the Treasurer in furtherance of the purposes of this Resolution prior to the date hereof are hereby ratified and confirmed; and further

RESOLVED, That the carrying out of the Projects is hereby approved; and further

RESOLVED, The System covenants that it will, so long as any Bonds are outstanding, establish, impose and collect tuition, fees and charges for its educational services, its auxiliary enterprises, including dormitory housing, food service and sale of textbooks, for use of its plant and for all other services and goods provided by the System, which tuition, fees and charges, together with other available moneys, in each fiscal year of the System, will be sufficient to permit the performance of all the covenants in, and requirements of the System under, the Bonds, including the prompt payment of principal of and interest on the Bonds as and when due, the prompt payment of principal of and interest on all outstanding System bonds as and when due and the prompt payment and performance of all other obligations as and when due.

RESOLVED, That the Bonds shall be secured by such assignments, pledges or commitments of funds or revenues, other than appropriations from the State of Maine, as may be approved by the Treasurer; and further

RESOLVED, That the Treasurer be and is hereby authorized to covenant on behalf of the System and for the benefit of the holders of the Bonds that, except as hereafter authorized in this Resolution and in accordance with 20-A MRSA §10952(10), the System will take whatever steps, and refrain from taking any action, that may be necessary or appropriate to assure that the interest on the Bonds will remain exempt from federal and applicable state income taxes; and further

RESOLVED, That the Treasurer be and is hereby authorized in accordance with 20-A MRSA §10952(10) to agree and consent to the inclusion of interest on any of the Bonds, under the United States Internal Revenue Code of 1986 or any subsequent corresponding internal revenue law of the United States, in the gross income of

the holders of any such Bonds to the same extent and in the same manner that the interest on bills, bonds, notes or other obligations of the United States is includable in the gross income of the holders of such bills, bonds, notes or other obligations under the United States Internal Revenue Code or any such subsequent law (the “Taxable Bonds”); and further

RESOLVED, That the System covenants and certifies that, except with respect any of the Taxable Bonds, no part of the proceeds of the issuance and sale of the Bonds shall be used, directly or indirectly, to acquire any securities or obligations, the acquisition of which will cause the Bonds to be arbitrage bonds within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended; and further

RESOLVED, That the Resolution of the Trustees of the University of Maine System entitled Reimbursement of Project Expenditures attached hereto as an Addendum is hereby approved and adopted; and further

RESOLVED, That the Bonds shall provide that, in accordance with 20-A MRSA §10964, no trustee of the System, while acting within the scope of the authority of the Maine Revised Statutes Annotated, Chapter 412, as amended, may be subject to any personal liability resulting from the exercise or carrying out of any of the System’s purposes or powers.

This Resolution shall take effect immediately.

ADOPTED: (March 16, 2020)

ADDENDUM**RESOLUTION OF THE TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM****REIMBURSEMENT OF PROJECT EXPENDITURES**

Be it resolved that, for purposes of U.S. Treasury Regulation §1.150-2, the University of Maine System (the “System”) reasonably expects (1) to incur debt to reimburse expenditures (including expenditures made within the last 60 days) (A) temporarily advanced from funds currently held in the Plant Fund or (B) made by another person pursuant to an agreement between the System and such person, such expenditures to be made to pay the cost, or a portion of the cost, of planning, design, acquisition, construction, reconstruction, improvement, renovation, rehabilitation and equipping of the projects described below (the “Projects”) and (2) that the maximum principal amount of debt to be issued by the System for the Projects is Ninety Five Million Dollars (\$95,000,000).

PROJECTS**University of Southern Maine (Portland Campus):**

(1) A residence hall which is currently expected to provide approximately 580 student beds, (2) a career and student success center which is currently expected to have an area of approximately 60,000 square feet and (3) a vehicle parking structure which is currently expected to provide approximately 425 spaces.

This Resolution shall take effect immediately.

ADOPTED: (March 16, 2020)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** P3 Residence Hall and CSSC Award Authorization, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Increase Enrollment 701 – Budgets-Operating & Capital
 Improve Student Success and Completion
5. **BACKGROUND:**

The University of Maine System acting through the University of Southern Maine (USM) requests authority to enter into an agreement with Capstone Development Partners resulting from a public, competitive process for the preliminary development of a Public Private Partnership (P3) contract to design, construct and operate a new student residence hall and Career and Student Success Center on the Portland campus.

In brief, the requested authorization is part of a several component plan, consistent with USM's master plan accepted by Trustees in January, 2019, to construct two new facilities on the Portland campus for students as well as to construct additional parking capacity to meet current and future demand.

This particular request for authorization would be for a preliminary agreement to allow design and associated services and expenses up to \$5.7 million in connection with the P3 residence hall and Career and Student Success Center. USM would be responsible for these costs should a final contract agreement not be reached to proceed with the construction of the facilities. If the project advances to construction and occupancy, these costs would be incorporated into the long-term P3 agreement for the residence hall and the financing arrangement for the CSSC.

P3 projects also are being explored for other projects across the System as a means to generate investment in the University's infrastructure that would not otherwise be possible, among other benefits. A white paper about P3 projects in higher education is included with the materials for this agenda sheet for general information about P3's.

This request is pursuant to Board Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the Finance, Facilities and Technology Committee voted to advance the project to the full Board of Trustees for consideration. This request is also pursuant to Trustee policy prohibiting increases in space without Trustee authorization. USM currently plans to off-set much of the new space through the

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demolition of existing space making this potentially a largely renovation through replacement project, but at least temporary increases in total space are possible.

Additional Trustee policies may ultimately also be relevant, such as those governing leases or other types of real estate agreements. This project also is connected with distinct parking proposals that also are subject to Trustee consideration.

The overall current schedule of Trustee consideration of these projects is:

January 2020:

Consideration by the respective committees and the Board of Trustees of approval for a \$1.7 million expansion of surface parking for construction in summer 2020; an information briefing about a subsequently planned \$11.9 million, 425 space structured parking facility; and approval of a preliminary agreement for as much as \$5.7 million to continue design and development of the P3 residence hall and Career and Student Success Center.

February-March 2020:

An informational update regarding the \$1.7 million expansion of surface parking for construction in summer 2020; approval of up to an anticipated \$1.5 million for design and development of 425 space structured parking facility; an informational update for the P3 residence hall and Career and Student Success Center; and a potential request for revenue bonding authority for the residence hall and Career and Student Success Center pursuant to Policy.

April-May:

Informational updates about all projects: surface parking expansion; structured parking; design and development; and, the P3 residence hall and Career and Student Success Center.

June-July-August-September:

Informational update about the surface parking expansion which is planned to enter service at this time; approval of increased project budget to allow for bidding for the construction of a 425 space structured parking facility, currently estimated to have a project cost of \$11.9 million; and, further requests for the additional agreements that will be needed to proceed to P3 residence hall and Career and Student Success Center construction. Those additional details will result from the design, development and discussions between now and then.

September 2020-July 2022:

Construction of and informational updates at each FFT meeting and full Trustee meetings as directed by the FFT or otherwise warranted regarding the parking structure and the P3 residence hall and Career and Student Success Center.

August-September 2022:

Occupancy of the new facilities.

The P3 subject to this agenda item has resulted from two public, competitive processes and has been subject to other Trustee discussion and related actions.

Selected milestones include:

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- June 2017: USM begins its facilities master planning process.
- December 5, 2018: Brailsford and Dunlavey, Inc., is awarded a consulting contract as a result of RFP 2019-021, which was advertised on October 1, 2018, for P3 or Alternative Approach for Constructing Residential Housing.
- Fall 2018: USM completes its facilities master plan.
- November 2018: Voters approve a general obligation bond including funds to support USM student career and success center.
- January, 2019: Trustees accept the USM master facilities plan which among its top recommendations calls for the career and student success center as well as student housing to be created on the Portland campus.
- January, 2019: Trustees approve UMS expending up to \$1 million to begin the Schematic Design of the Career and Student Success Center.
- June, 2019: Brailsford and Dunlavey present the findings of the Market Demand Report which support proceeding with the project and USM provides an update on the Career & Student Center and Residence Hall Project to the FFT Committee.
- August 7, 2019: RFP2020-011 for –Public Private Partnership for Portland Campus Student Housing and Student Center is released and advertised.
- November 19, 2019: Capstone Development Partners is selected as a result of RFP2020-011 for the project, contingent on Trustee approval.
- January 10, Pre-application meeting and discussion with City of Portland.
- January 2020: Trustees are asked to authorize proceeding with an initial agreement with Capstone.

The Project will be funded using both private funds, existing funds from the 2018 Facilities and Infrastructure Improvement Bonds and potentially additional financing mechanisms. USM allocated \$19 million from the 2018 Facilities and Infrastructure Improvement Bonds to build a new Career and Student Success Center on the Portland Campus.

The next step in this P3 transaction is for USM/UMS and the developer to enter a pre-development agreement (PDA) to establish the parameters of the relationship between the parties and their respective obligations. Upon completion of the PDA, USM/UMS would begin working with Capstone Development Partners to complete Preliminary Development Phase Services of the project and would also begin subsequent contract negotiations. It is the authority to proceed with that agreement which is the specific item being requested at this time.

This will be the first residential facility on the Portland campus. The current intended scope of the project includes:

- Residence hall(s) with approximately 577 beds, 550 of them revenue generating,
- Approximately 60,000 square foot Career & Student Success Center
- Green space

6. TEXT OF PROPOSED RESOLUTION:

That the University of Maine System Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of

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Maine System acting through the University of Southern Maine to enter a pre-development agreement and to begin contract negotiations with Capstone Development Partners regarding the Career & Student Success Center and Residence Halls Project; and to expend or obligate the University to expend up to \$5.7 million, pursuant to that initial agreement, with funding to be determined by the campus Chief Business Officer and University Treasurer and the final terms and conditions of the agreement subject to review and approval by University Counsel and the Vice Chancellor for Finance and Administration and Treasurer.

Attachments:

[USM P3 Presentation to the Board of Trustees](#)

[USM P3 Residence Hall Student Center Recommendation](#)

[Capstone Presentation to USM – redacted](#)

[Capstone Proposal – redacted](#)

[Guide to Higher Ed Public-Private Partnerships](#)

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UNIVERSITY OF MAINE SYSTEM
Policy Manual

ACADEMIC AFFAIRS

Section 310 Tenure

Effective: 6/7/70

Last Revised: 7/9/90

Responsible Office: Academic Affairs

Policy Statement:

Tenure . . . an arrangement under which faculty appointments are continued until retirement or disability, subject to dismissal for cause, termination due to financial reasons, and/or termination due to change in the University program offerings.

The decision to grant or not to grant tenure rests solely with the Board of Trustees. Nothing in the administrative procedures, or in the criteria developed under those procedures, or in the approval of the criteria, shall limit or restrict that discretionary authority of the Board.

Related Documents:

Administrative Procedures for Awarding Tenure

Administrative Procedures for Awarding Tenure

Guidelines:

1. Each new appointee should receive a letter of appointment which includes, as a minimum, such data as:
 - a. academic rank and/or title of position;
 - b. general duties to be performed;
 - c. beginning and ending dates of appointment;
 - d. type of appointment - probationary, temporary;
 - e. indication of amount, if any, of prior service
 - f. to be counted toward probationary period;
 - g. salary.
2. The specific assignment of prior credit will be part of the letter received at the time of initial appointment. The time credited as probationary years with regard to service at other institutions of higher education, whether units of the University of Maine System or not, shall not exceed three years.
3. A probationary appointment shall not exceed six consecutive academic years in a full-time position on a single campus. A leave of absence, sabbatical, or a teacher improvement assignment shall not constitute a break in continuous service, nor shall it be included in the six-year period without prior written agreement between the faculty member and the President at the time of the request.
4. Individuals on probationary appointments shall normally complete the full term, i.e., the sixth year, before the Board awards tenure.
5. At the time of initial appointment, exceptionally qualified individuals may be awarded tenure at the rank of full professor, with the approval of the appointment by the Trustees. In other cases, as the campuses deem appropriate, full professors may receive an initial appointment without tenure but, with Trustee approval at the time of their appointment, may be given the opportunity to apply for tenure during the second year of their appointment.
6. Tenure shall not be awarded ordinarily below the associate professor level or its equivalent.
7. Each campus shall develop its criteria for promotion and tenure, and, once developed, a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution. These criteria shall include reference to teaching, public service, research, and scholarship activities as are appropriate to the University System and campus missions. Criteria may vary among units or departments, but shall be in accord with the over-all campus criteria.
8. Student input is a desirable and meaningful part of faculty evaluation, and the contribution students make to the evaluative process is essential to the improvement of instruction. Student evaluations are to be secured on a regular, systematic, and equitable basis and made part of the official record.

9. Evidence should be obtained from outside the institution and from outside the University of Maine System, as appropriate, regarding the scholarship and research of candidates for tenure.
10. Tenured faculty, as well as nontenured faculty, shall be reviewed on an annual basis. Each campus shall develop its criteria for faculty evaluation, and, once developed, a statement of such criteria shall be forwarded to the Chancellor and the Trustees for review and approval and thereafter be made available by the campus administration to all faculty members in the institution.
11. The tenure guidelines provide the policy framework for the process to be followed on each campus. Where exceptions are sought, it is necessary that the campus present its request in detail, including the rationale for the exception, to the Chancellor and the Board of Trustees.
12. Tenure may be transferable among the institutions of the University of Maine System at the discretion of the Board of Trustees, consistent with the tenure policies of the institution to which transfer is sought.
13. Senior administrators shall not be awarded tenure as part of their administrative contracts. However, the Trustees will consider, on an exceptional basis, a nomination to tenure for an academic dean, when presented under these conditions:
 - a. the nominee will have been accepted by an appropriate academic department and accorded faculty rank, at the time of appointment as academic dean;
 - b. the nomination will have been duly evaluated through the campus's tenure processes.

TABLE I

**Numbers of Exceptions, Numbers of Women Candidates,
and Total Numbers of Candidates for Tenure, 2020**

Campus	Number	Exception to Board Policy	Women	Percentage of candidates who are women
UM	17	2	8	47%
UMA	2	0	2	100%
UMF	5	0	3	60%
UMFK	1	0	0	0%
UMM	1	0	1	100%
UMPI	4	0	2	50%
USM	3	0	3	100%
Total	33	2	19	57%

52.8% of faculty are men; 47.2% of faculty are women
60.1% of the male faculty are tenured; 43.4% of the women faculty are tenured

Table II. Numbers of Candidates Considered at Campus Level
and Numbers Forwarded for Board Approval, 2014-2020

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	Total
UMaine							
Considered	3	7	11	13	21	17	72
Recommended	3	7	11	13	21	17	72
UM - Augusta							
Considered	2	4	3	0	2	2	13
Recommended	2	4	3	0	2	2	13
UM - Farmington							
Considered	5	1	3	4	1	5	19
Recommended	5	1	3	4	1	5	19
UM - Fort Kent							
Considered	3	1	1	0	0	1	6
Recommended	3	1	1	0	0	1	6
UM - Machias							
Considered	0	1	4	1	0	1	7
Recommended	0	1	4	1	0	1	7
UM - Presque Isle							
Considered	1	1	2	3	1	4	12
Recommended	1	1	2	3	1	4	12
USM							
Considered	2	4	3	2	3	3	17
Recommended	2	4	3	2	3	3	17
System Total							
Considered	16	19	27	23	28	33	146
Recommended	16	19	27	23	28	33	146



Faculty and Tenure Statistics

2019 - 2020

**University
Of
Maine System
Office of Human
Resources**

March 2020

University Of Maine System Faculty and Tenure Statistics

This report provides a statistical summary of the tenure status and demographic characteristics of full-time faculty* at the University of Maine System. Current information and trends since 1987 are provided.

The information was extracted from the University's Human Resources Information file in January 2020, reflecting the 2019-2020 academic year. For the purpose of this report, a faculty member is defined as any full-time regular professional employee with a rank of professor, associate professor, assistant professor, instructor, or lecturer. Included are teaching faculty and administrators with rank who may or may not be teaching.

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University Of Maine System Faculty and Tenure Statistics: Highlights

Number of Faculty

- 1,244 faculty are included in this report. The number of faculty grew steadily throughout the 1980's; decreased throughout the 1990's, rose from 1997 to 2007, then declined steadily until 2015. There has been a steady increase from 2015 to 2019. The change in the number of faculty continues to follow enrollment trends
- There are 18 more faculty than last year. Tenured faculty decreased to 650 from 658 last year, and the number of faculty without tenure increased over last year's number by 26 to reach 594.
- This report includes all regular faculty, both AFUM and Non-Represented. Part-time "adjunct" faculty are not included in this report.
- Faculty participating in the partial retirement program, or with shared appointments, or similar arrangements, are counted as full-time for this report. These faculty are included in the full-time faculty bargaining unit, may be eligible for tenure or be tenured, and receive full-time benefits. 43 faculty members are in the partial retirement program.
- There are 33 faculty members who will be considered for tenure in the coming academic year.

Tenured and Non-tenured Faculty

- 52.3% (650) of the faculty have tenure. The percentage of tenured faculty varies from a high of 71.4% at UMM due to turnover in non-tenured faculty, to a low of 47.6% at USM due to turnover in tenured faculty.
- The percent of tenured faculty at UMS decreased this year to 52.3% from last year's 53.7%.
- 47.7% (594) of UMS faculty do not have tenure. Of this number, 46.3% (275) are eligible for tenure, and 53.7% (319) are not eligible for tenure.

On average, a faculty member serves 5.2 years in the University of Maine System before being awarded tenure. The average years of service from date of appointment to tenure has remained relatively consistent since 2009's value of 5.4 years.

- There are 66 pre-tenured faculty who have 5 or more years of service that are eligible for tenure over the next two academic years.
- There were 96 new faculty hired in 2019, of this number 45 (46.9%) are eligible for tenure.

University Of Maine System Faculty and Tenure Statistics: Highlights

Women and Minority Faculty

- Of the total faculty 47.2% (587) are women and 52.8% (657) are men. The proportion of women faculty ranges from a high of 59.5% at UMF to a low of 39.5% at UM.
- The percentage of faculty who are women has increased from 40.6% in 2009 to 47.2% in 2019. This is the highest percentage of women faculty ever reported at the University of Maine System.
- 60.1% of men faculty have tenure, and 43.4% of women faculty have tenure. At the two graduate centers, the proportion of women with tenure is 40.9% at UM and 38.5% at USM.
- The percentage of women faculty with tenure had grown over the years, from 31.9% in 2003 to 58.2% in 2014/15. However, there has been a decrease over the last few years in the percentage of women faculty with tenure (52.5% in 2015/16; 52.3% in 2016/17; 49.0% in 2017/18; 43.8% in 2018/19; 43.4% in 2019/20). The percentage of women with tenure continues to be substantially lower than the percentage of men with tenure (60.1%).
- Women are under-represented at the rank of full professor; 21.1% of women are professors while 37.9% of men are professors. The percentage of women professors has steadily decreased since the peak in 2014/15 at 25.4%. In 2003, 22.5% of women were professors.
- Women faculty have an average of 5.3 years of service in a tenure track appointment when awarded tenure; men faculty serve 5.2 years on average before being awarded tenure. In this year's report a revised method for calculating this metric was employed that used the tenure track start date as the beginning date as opposed to the first date of employment within UMS regardless of appointment type.
- Minority faculty members have increased from last year at 110 from 100, or 8.8% of total faculty. In 2003, 4.0% of faculty were minority. The current figure should be put in the context of the current demographic profile for the State of Maine, which shows a 5.3% minority population as reported by the U.S. Census Bureau.

University Of Maine System Faculty and Tenure Statistics: Highlights

Age Distribution

- The average age of all faculty has continued to decrease over the last few years. The average age this year decreased slightly from last year at 51.9 down to 51.7.
- Tenured faculty average 57.0 years of age and non-tenured faculty average 45.4 years of age.
- The average age varies from 50.3 years at UM to 55.2 years at UMA.
- The average age of faculty by rank is: professors, 60.4; associate professors, 53.6; assistant professors, 42.3; instructors, 55.6; and lecturers, 47.3.
- 97.7% of tenured faculty are age 40 or older while 62.2% of non-tenured faculty are age 40 or older. The percentage of tenured faculty who are age 40 or older has stayed fairly steady over the last 15 years with a 2004 metric of 95.7%.
- 272 tenured faculty (360 total faculty) are over the age of 60 and 138 tenured faculty (172 total faculty) are over the age of 65.
- Projections based on the current workforce indicate a large number of faculty are reaching normal retirement age. From fiscal year 2020 to fiscal year 2024, 185 faculty members will attain age 65.

Disciplines

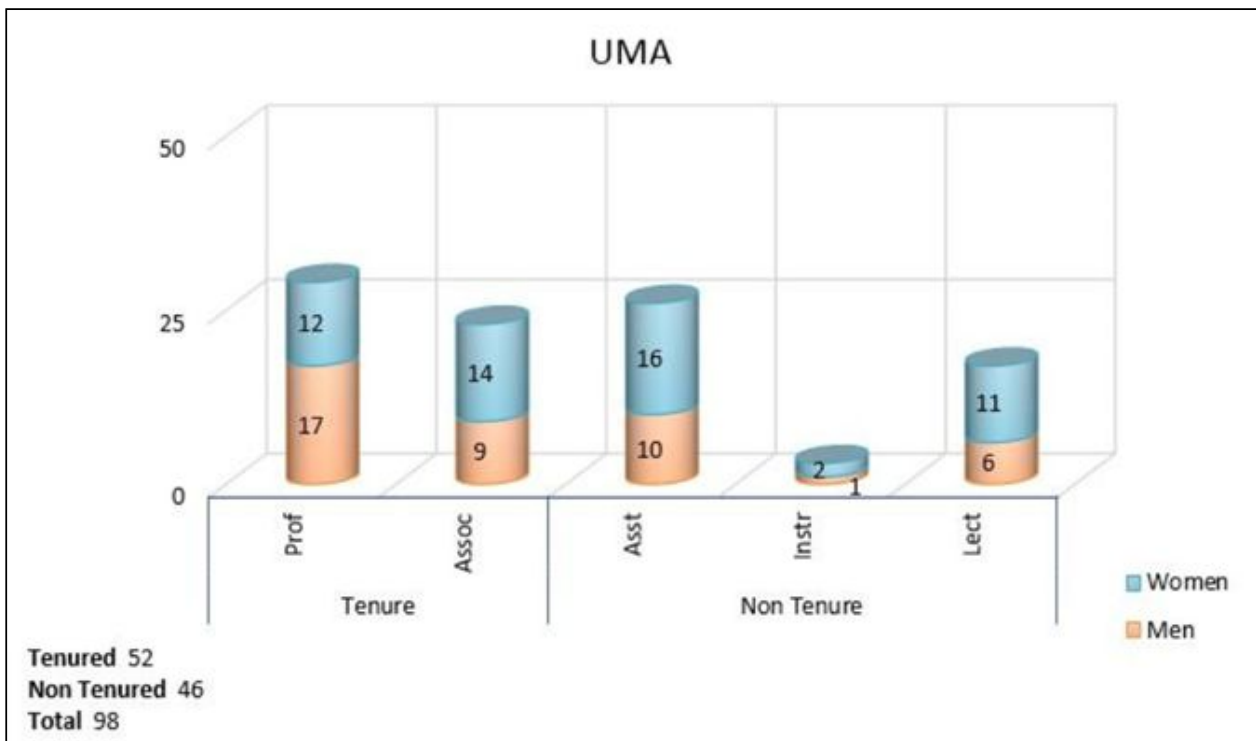
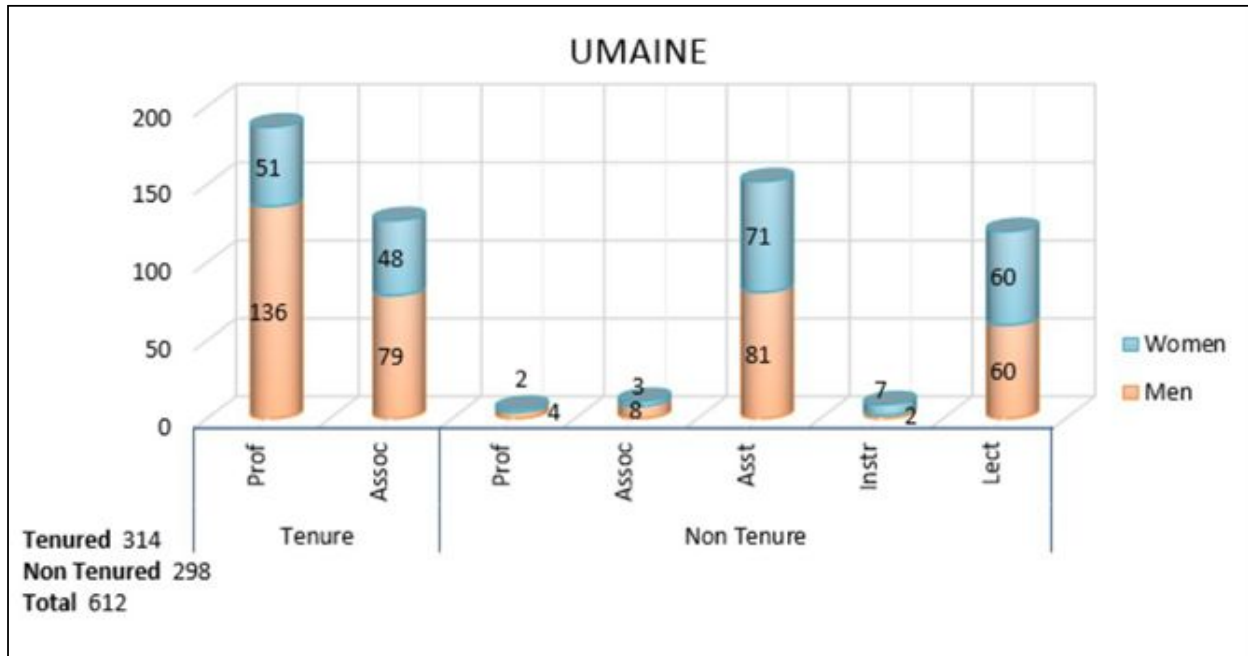
- Education is the discipline area with the largest number of faculty (151), followed by Health Sciences (99), Biological and Life Sciences (95), Social Sciences (94), and Physical Sciences (93). The top 10 disciplines have remained constant for the past five years.

Sabbaticals

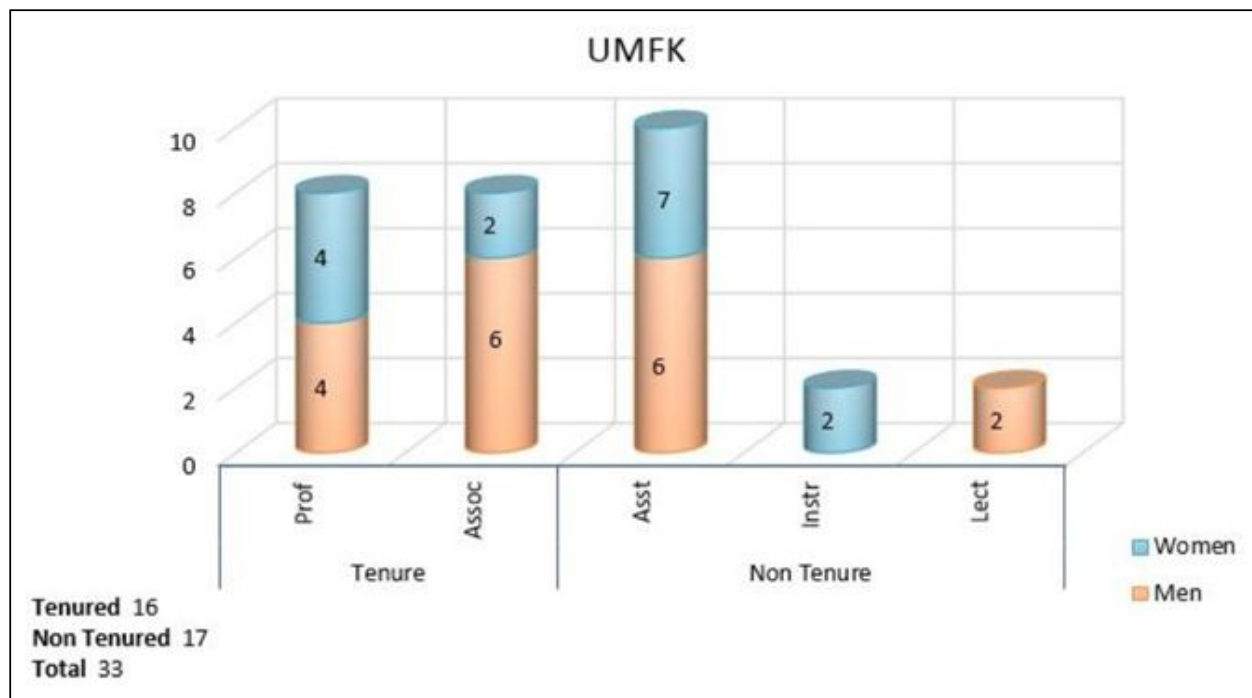
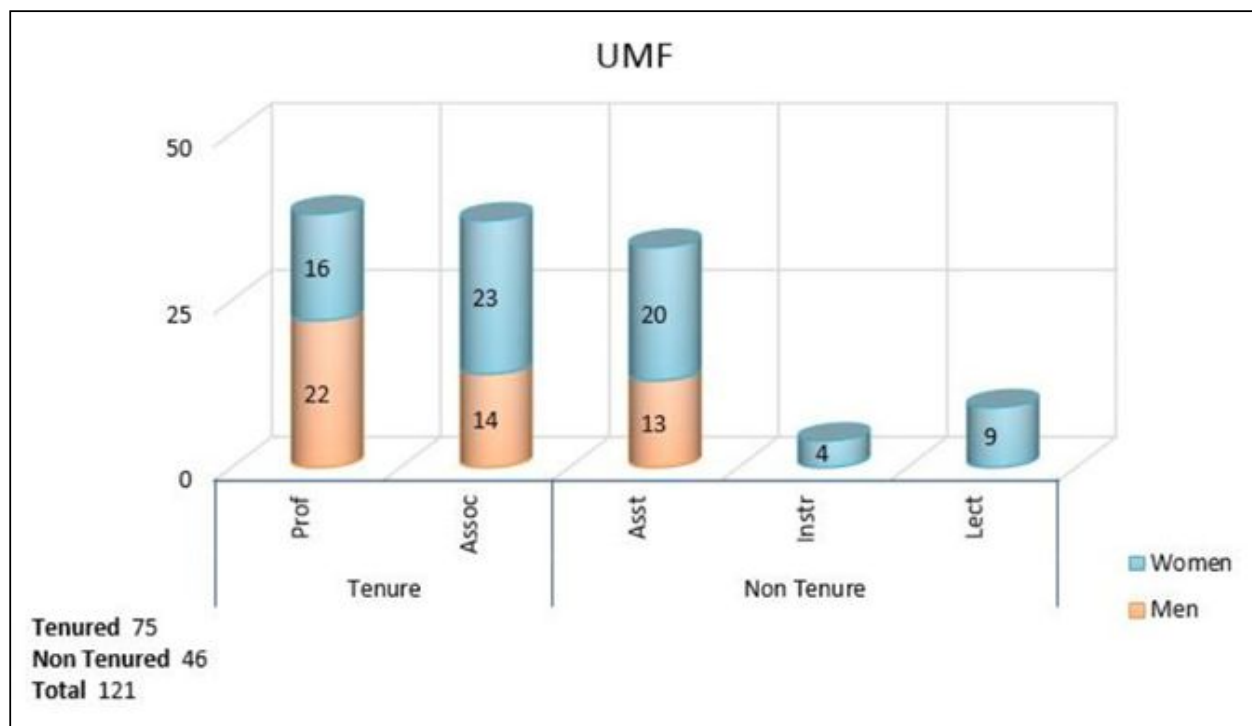
- The AFUM collective bargaining agreement provides 51 sabbaticals per year across all Universities. Additional sabbaticals may be granted at the discretion of the departments if there are no additional costs to the University and the Chief Administrative Officer recommends additional awards.
- The total number of sabbaticals fluctuate over a 3 - 5 year period. There were a higher number of sabbaticals from the academic years 05/06 through 08/09 with a peak in 08/09 at 95. There have been fewer sabbaticals between the academic years 09/10 through 19/20. There were 71 faculty on sabbatical this year, which is up 13 from the prior year.

Note: In all Tables a “-” indicates zero.

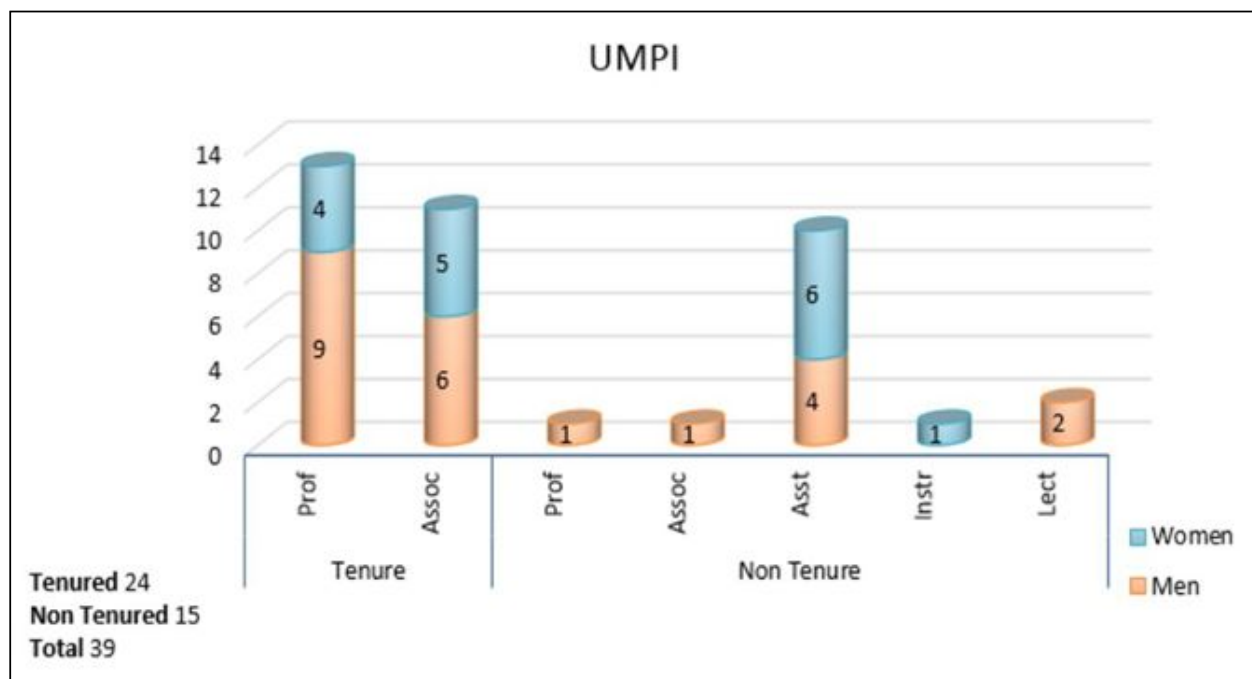
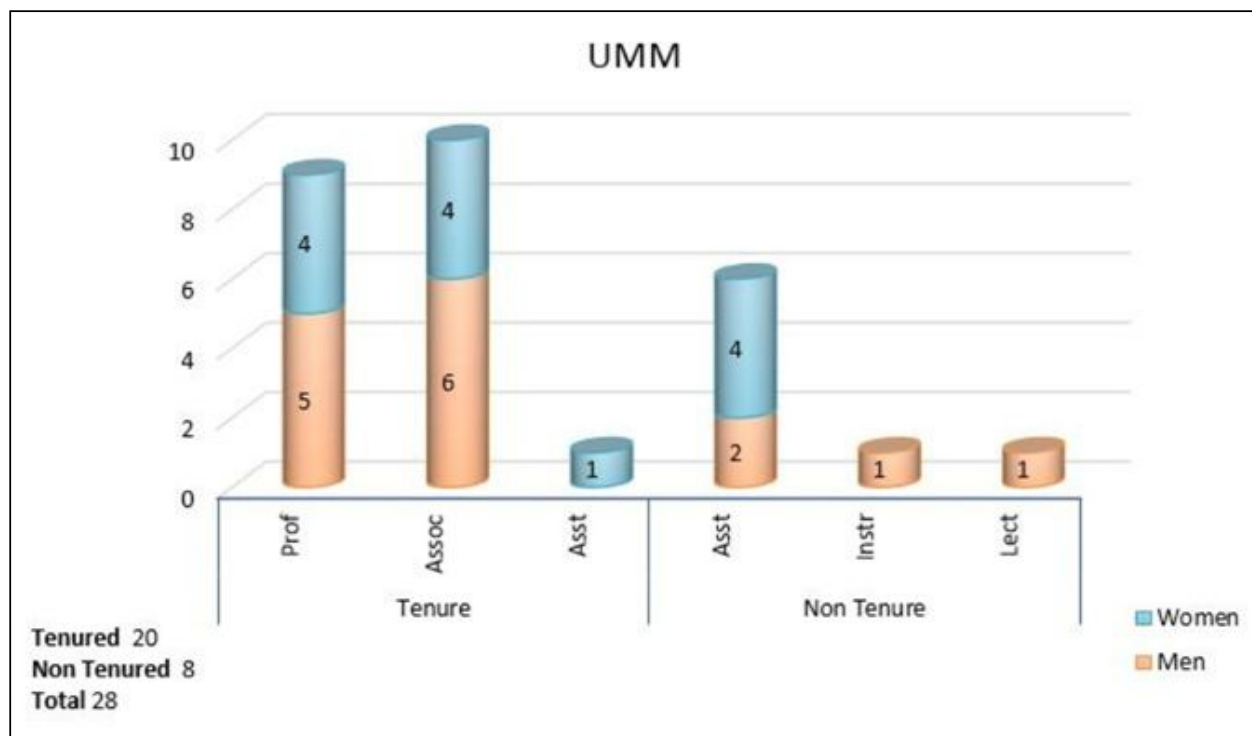
Tenure Status by Rank and University



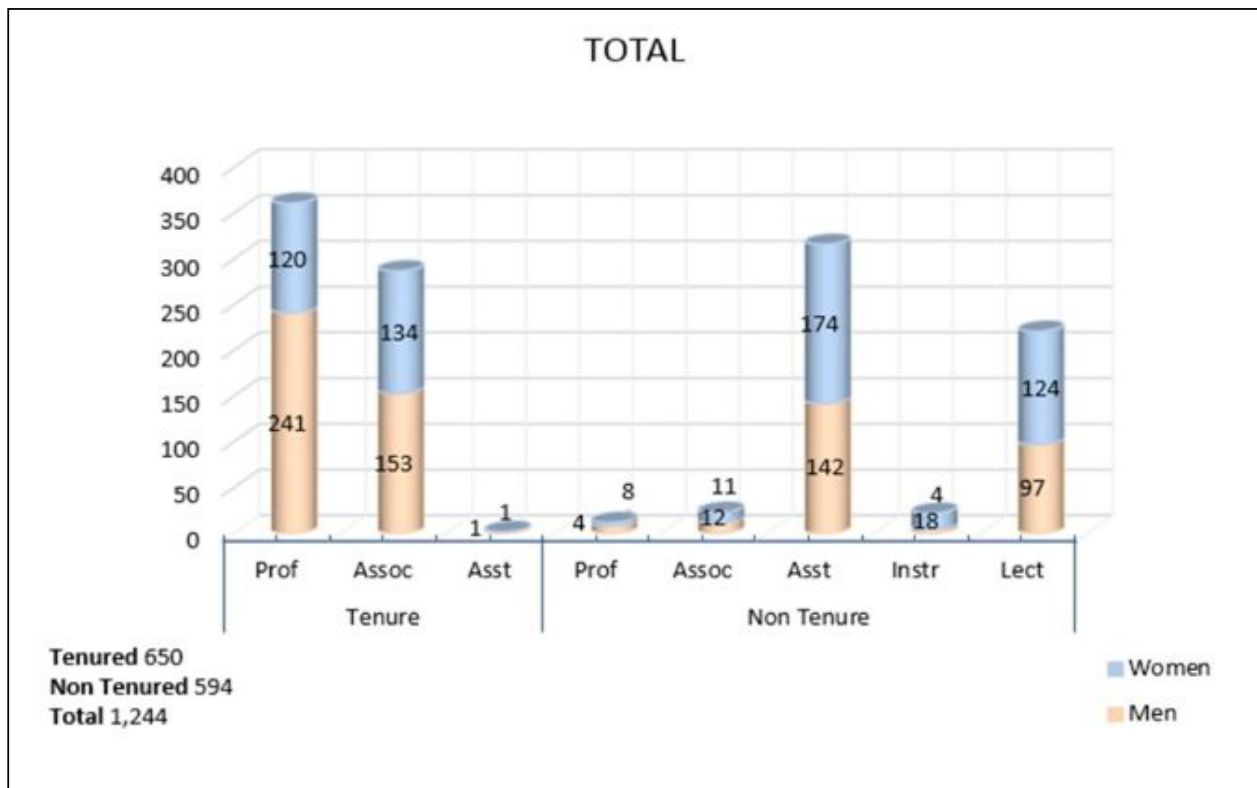
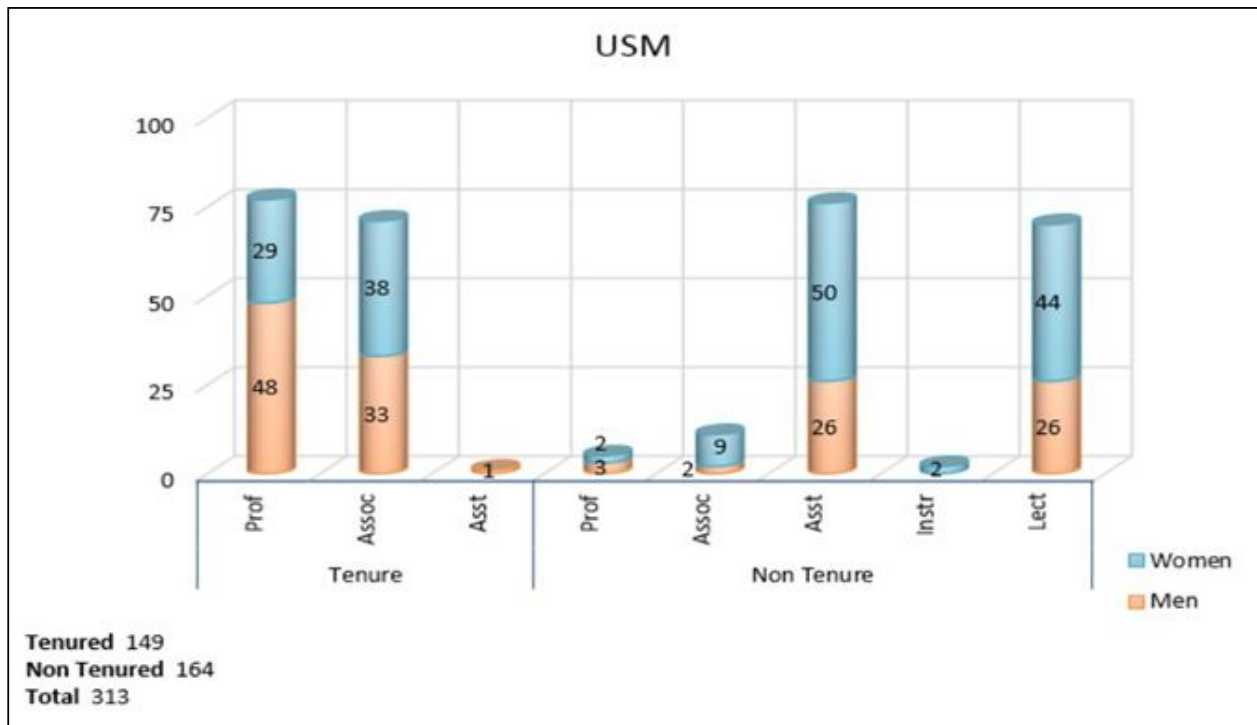
Tenure Status by Rank and University



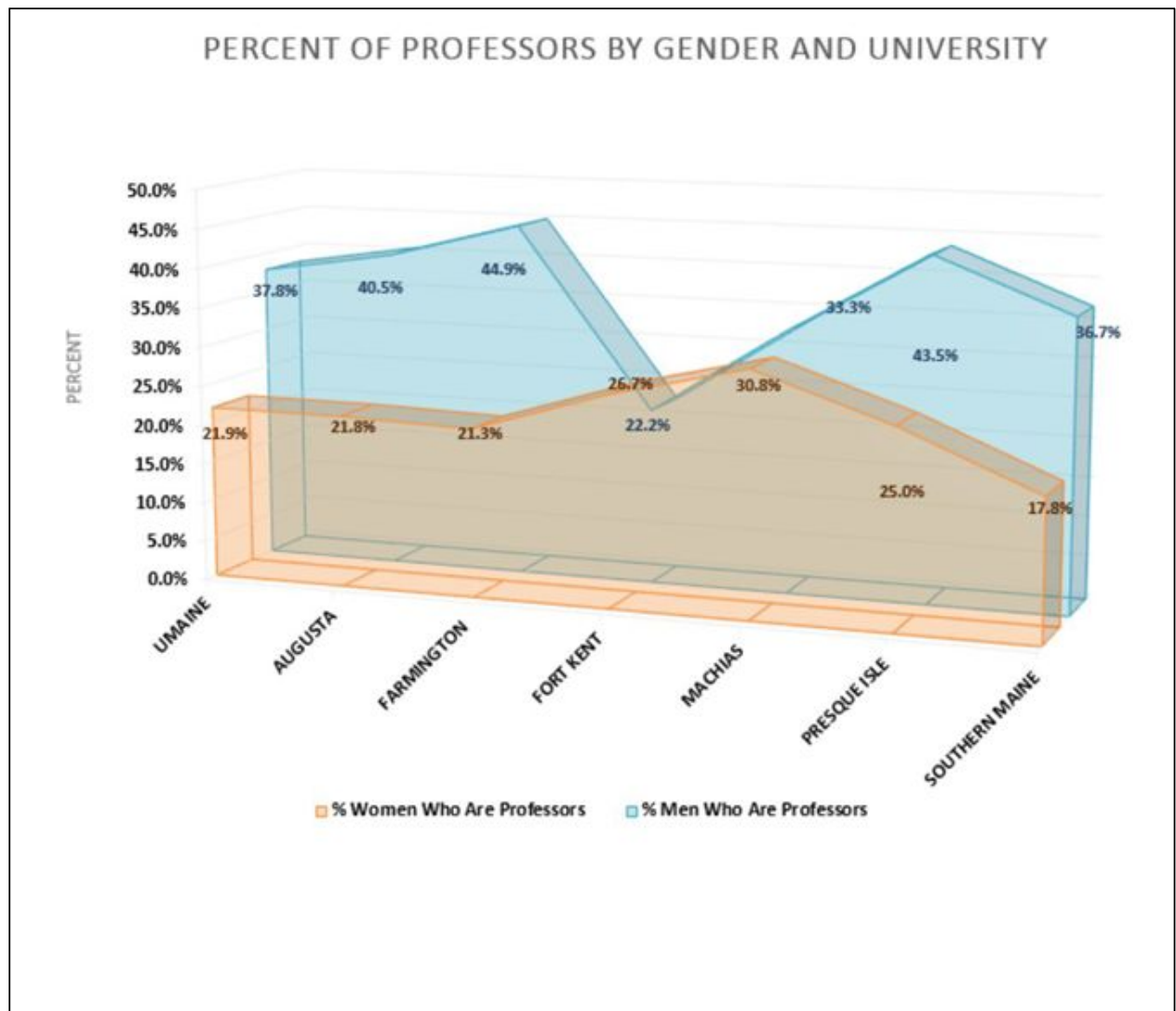
Tenure Status by Rank and University



Tenure Status by Rank and University



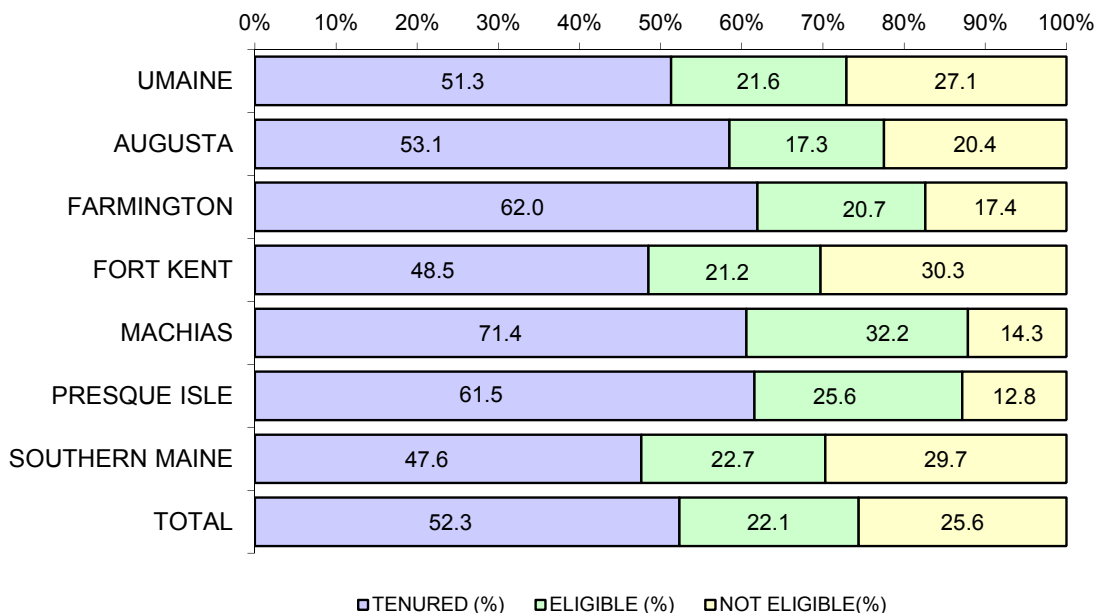
Percent of Professors by Gender and University



Tenure Status by Gender and University

	TENURED WOMEN			TENURED MEN			TENURED FACULTY	
UNIVERSITY	NO.	% OF TOTAL WOMEN FACULTY		NO.	% OF TOTAL MEN FACULTY		NO.	% OF TOTAL FACULTY
UMAINE	99	40.9%		215	58.1%		314	51.3%
AUGUSTA	26	47.3%		26	60.5%		52	53.1%
FARMINGTON	39	54.2%		36	73.5%		75	62.0%
FORT KENT	6	40.0%		10	55.6%		16	48.5%
MACHIAS	9	69.2%		11	73.3%		20	71.4%
PRESQUE ISLE	9	56.3%		15	65.2%		24	61.5%
SOUTHERN MAINE	67	38.5%		82	59.0%		149	47.6%
TOTAL	255	43.4%		395	60.1%		650	52.3%

Tenure Status by University



Tenure Status by University Number of Non-Tenured Faculty

UNIVERSITY	TOTAL NUMBER OF TENURED FACULTY	ELIGIBLE FOR TENURE	NOT ELIGIBLE FOR TENURE	TOTAL NOT TENURED	TENURED OR ELIGIBLE FOR TENURE	TOTAL FACULTY
UMAINE	314	132	166	298	446	612
AUGUSTA	52	26	20	46	78	98
FARMINGTON	75	25	21	46	100	121
FORT KENT	16	7	10	17	23	33
MACHIAS	20	4	4	8	24	28
PRESQUE ISLE	24	10	5	15	34	39
SOUTHERN MAINE	149	71	93	164	220	313
TOTAL	650	275	319	594	925	1,244

UNIVERSITY	TENURED FACULTY AS % OF FACULTY WHO ARE TENURED OR ARE ELIGIBLE FOR TENURE	% OF TOTAL FACULTY WHO ARE TENURED	% OF TOTAL FACULTY WHO ARE TENURED OR ARE ELIGIBLE FOR TENURE	% OF TOTAL FACULTY WHO ARE NOT ELIGIBLE FOR TENURE	% OF NON- TENURED FACULTY WHO ARE ELIGIBLE FOR TENURE
UMAINE	70.4	51.3	72.9	27.1	44.3
AUGUSTA	66.7	53.1	79.6	20.4	56.5
FARMINGTON	75.0	62.0	82.6	17.4	54.3
FORT KENT	69.6	48.5	69.7	30.3	41.2
MACHIAS	83.3	71.4	85.7	14.3	50.0
PRESQUE ISLE	70.6	61.5	87.2	12.8	66.7
SOUTHERN MAINE	67.7	47.6	70.3	29.7	43.3
TOTAL	70.3	52.3	74.4	25.6	46.3

Ethnicity by Tenure Status

ETHNICITY	TENURE		ELIGIBLE FOR TENURE		NOT ELIGIBLE FOR TENURE		TOTAL	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
WHITE	600	92.3%	244	88.7%	290	90.9%	1,134	91.2%
MINORITY	50	7.7%	31	11.3%	29	9.1%	110	8.8%
TOTAL	650	100.0%	275	100.0%	319	100.0%	1,244	100.0%

Ethnicity by University

UNIVERSITY	MINORITY NUMBER	MINORITY PERCENT
UMAINE	66	10.8
AUGUSTA	2	2.0
FARMINGTON	5	4.1
FORT KENT	3	9.1
MACHIAS	0	0.0
PRESQUE ISLE	4	10.3
SOUTHERN MAINE	30	9.6
TOTAL	110	8.8

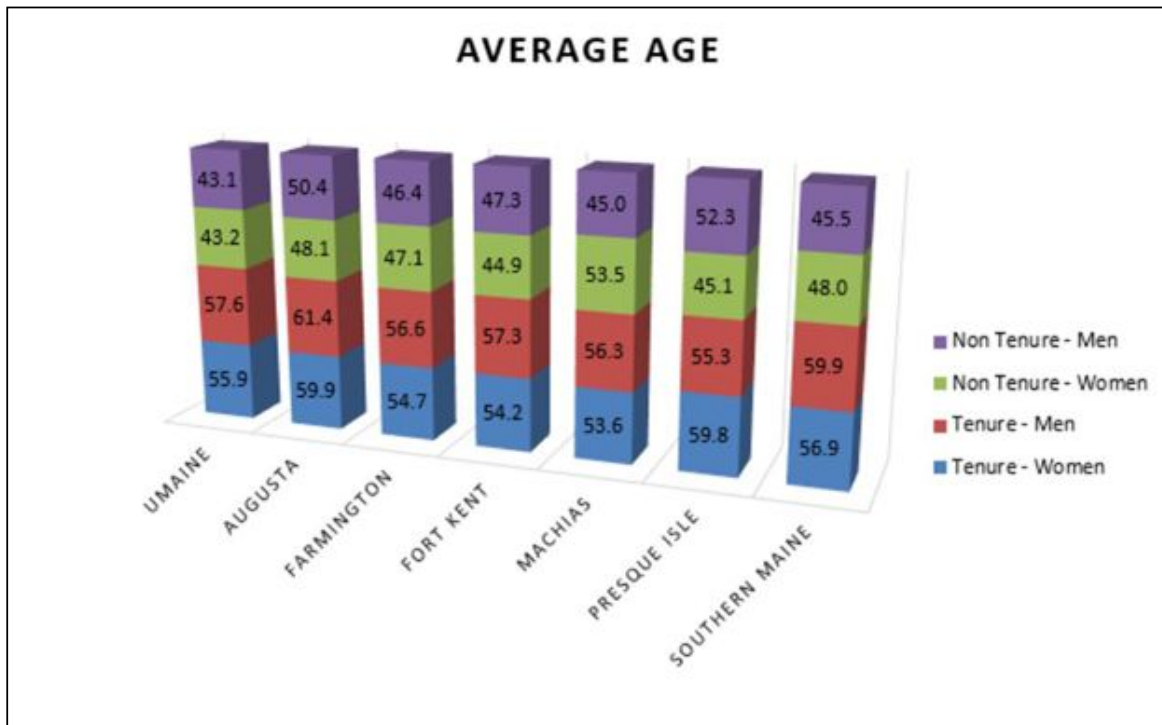
Average Years of Service from Date of Appointment To Date of Tenure

UNIVERSITY	WOMEN	MEN	TOTAL
UMAINE	5.4	5.0	5.1
AUGUSTA	5.9	6.0	5.9
FARMINGTON	4.8	5.1	5.0
FORT KENT	5.3	5.6	5.5
MACHIAS	5.9	5.6	5.8
PRESQUE ISLE	5.6	4.9	5.1
SOUTHERN MAINE	5.3	5.2	5.2

TOTAL	5.3	5.2	5.2
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Average Age by Gender and University

	Tenured			Non Tenured			Grand Total
	Women	Men	Total	Women	Men	Total	
UMAINE	55.9	57.6	57.1	43.2	43.1	43.2	50.3
AUGUSTA	59.9	61.4	60.6	48.1	50.4	49.0	55.2
FARMINGTON	54.7	56.6	55.6	47.1	46.4	46.9	52.3
FORT KENT	54.2	57.3	56.1	44.9	47.3	46.0	50.9
MACHIAS	53.6	56.3	55.1	53.5	45.0	49.3	53.4
PRESQUE ISLE	59.8	55.3	57.0	45.1	52.3	48.9	53.9
SOUTHERN MAINE	56.9	59.9	58.5	48.0	45.5	47.1	52.6
Grand Total	56.4	58.1	57.4	45.8	44.7	45.3	51.6

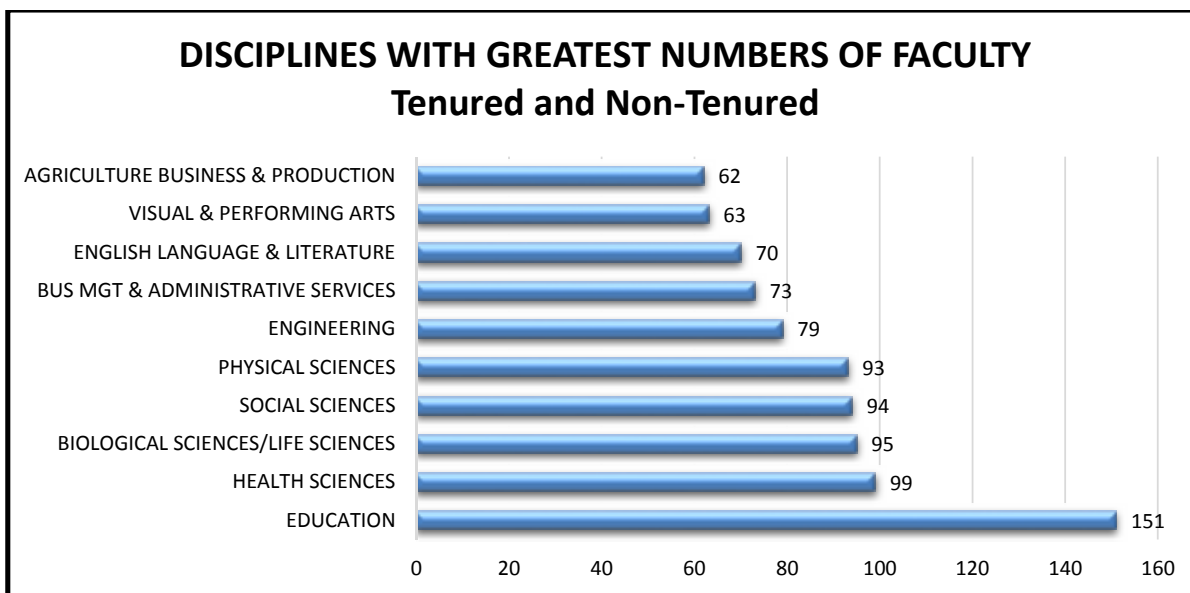


Average Age by Gender and Rank

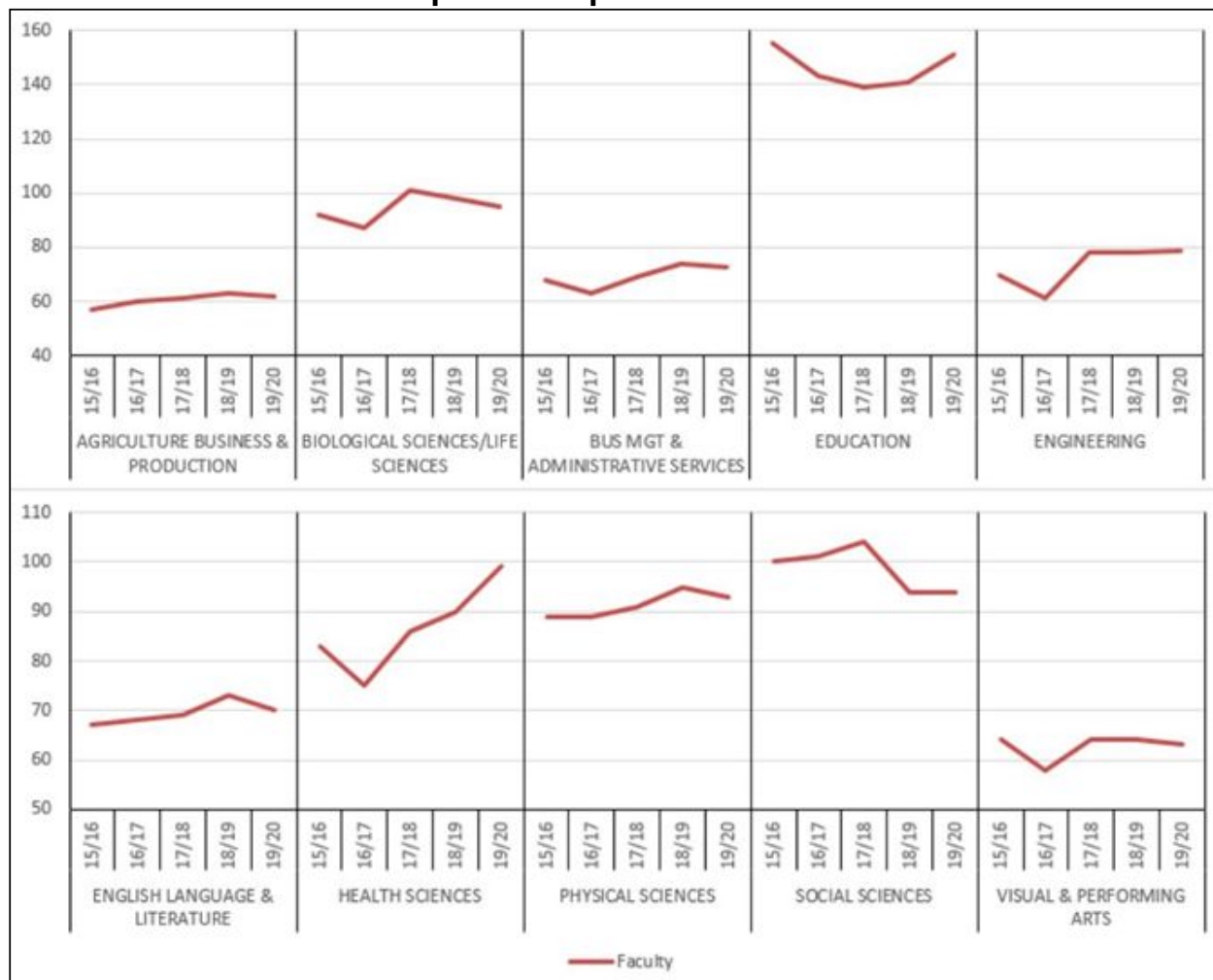
University	Rank	Tenure			Non Tenure			Total
		Women	Men	Total	Women	Men	Total	
UMAINE	Professor	60.9	60.8	60.8	69.0	64.5	66.0	61.0
	Associate Professor	50.6	52.2	51.6	57.0	56.5	56.6	52.0
	Assistant Professor				40.3	38.9	39.5	39.5
	Instructor				55.6	64.0	57.4	57.4
	Lecturer				43.7	44.9	44.3	44.3
UMAINE Total		55.9	57.6	57.1	43.2	43.1	43.2	50.3
AUGUSTA	Professor	63.2	64.1	63.7				63.7
	Associate Professor	57.1	56.2	56.7				56.7
	Assistant Professor				43.5	45.4	44.2	44.2
	Instructor				66.0	68.0	66.7	66.7
	Lecturer				51.5	55.8	53.1	53.1
AUGUSTA Total		59.9	61.4	60.6	48.1	50.4	49.0	55.2
FARMINGTON	Professor	58.8	59.3	59.1				59.1
	Associate Professor	51.8	52.4	52.0				52.0
	Assistant Professor				43.1	46.4	44.4	44.4
	Instructor				46.8		46.8	46.8
	Lecturer				56.2		56.2	56.2
FARMINGTON Total		54.7	56.6	55.6	47.1	46.4	46.9	52.3
FORT KENT	Professor	59.8	55.0	57.4				57.4
	Associate Professor	43.0	58.8	54.9				54.9
	Assistant Professor				41.3	46.3	43.6	43.6
	Instructor				57.5		57.5	57.5
	Lecturer					50.0	50.0	50.0
FORT KENT Total		54.2	57.3	56.1	44.9	47.3	46.0	50.9
MACHIAS	Professor	62.3	59.0	60.4				60.4
	Associate Professor	48.5	54.0	51.8				51.8
	Assistant Professor	39.0		39.0	53.5	52.0	53.0	51.0
	Instructor					35.0	35.0	35.0
	Lecturer					41.0	41.0	41.0
MACHIAS Total		53.6	56.3	55.1	53.5	45.0	49.3	53.4
PRESQUE ISLE	Professor	58.0	58.6	58.4		64.0	64.0	58.8
	Associate Professor	61.2	50.5	55.4		50.0	50.0	54.9
	Assistant Professor				45.7	48.0	46.6	46.6
	Instructor				42.0		42.0	42.0
	Lecturer					56.0	56.0	56.0
PRESQUE ISLE Total		58.4	59.8	55.3	57.0	45.1	52.3	48.9
SOUTHERN MAINE	Professor	56.2	62.2	59.9	50.0	44.0	46.4	59.1
	Associate Professor	57.4	56.2	56.8	48.9	49.0	48.9	55.7
	Assistant Professor		71.0	71.0	45.8	41.0	44.1	44.5
	Instructor				64.0		64.0	64.0
	Lecturer				49.6	49.9	49.7	49.7
SOUTHERN MAINE Total		55.4	56.9	59.9	58.5	48.0	45.5	47.1
Grand Total		56.4	58.1	57.4	45.8	44.7	45.3	51.6
ALL CAMPUSES	Professor	59.6	60.9	60.5	59.5	56.8	57.7	60.4
	Associate Professor	53.6	53.6	53.6	50.9	54.5	52.7	53.5
	Assistant Professor	39.0	71.0	55.0	43.0	41.2	42.2	42.3
	Instructor				55.2	57.8	55.6	55.6
	Lecturer				47.4	47.2	47.3	47.3
ALL CAMPUSES Total		56.4	58.1	57.4	45.8	44.7	45.3	51.6

Faculty by Discipline by University Tenured and Non-Tenured

DISCIPLINE	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Agriculture Business & Production	49	1		6		1	5	62
Architecture & Related Programs	1	3						4
Area Ethnic & Cultural Studies	1	1	1				2	5
Biological Sciences/Life Sciences	58	7	8		6	4	12	95
Business Management & Administrative Services	33	6	4	3	2	3	22	73
Communications	10	1		1			7	19
Computer & Information Sciences	9	6	1	2			6	24
Criminal Justice And Corrections		3		1				4
Education	73	1	33	1	3	5	35	151
Engineering	73						6	79
Engineering Or Related Technologies	20							20
English Language & Literature	23	11	14	2	2	5	13	70
Foreign Languages & Literature	7	1	4	1			6	19
Health Sciences	25	18	2	9		3	42	99
History	14	2	4	1	1	3	9	34
Home Economics – Family And Consumer Life	9							9
Law And Legal Studies		1					18	19
Liberal Arts & Sciences	4		2				1	7
Library Science		2						2
Mathematics	30	6	10	1	2	2	11	62
Multi/Interdisciplinary Studies	4	2						6
Parks, Recreation, Leisure & Fitness Studies	8				2	2	14	26
Philosophy & Religion	9	1	3				5	18
Physical Sciences	64	1	8	1	2	4	13	93
Psychology	18	9	9	1	4	2	10	53
Public Administration & Social Services	9					2	23	34
Social Sciences	35	8	11	2	2	2	34	94
Visual & Performing Arts	26	7	7	1	2	1	19	63
TOTAL	612	98	121	33	28	39	313	1,244



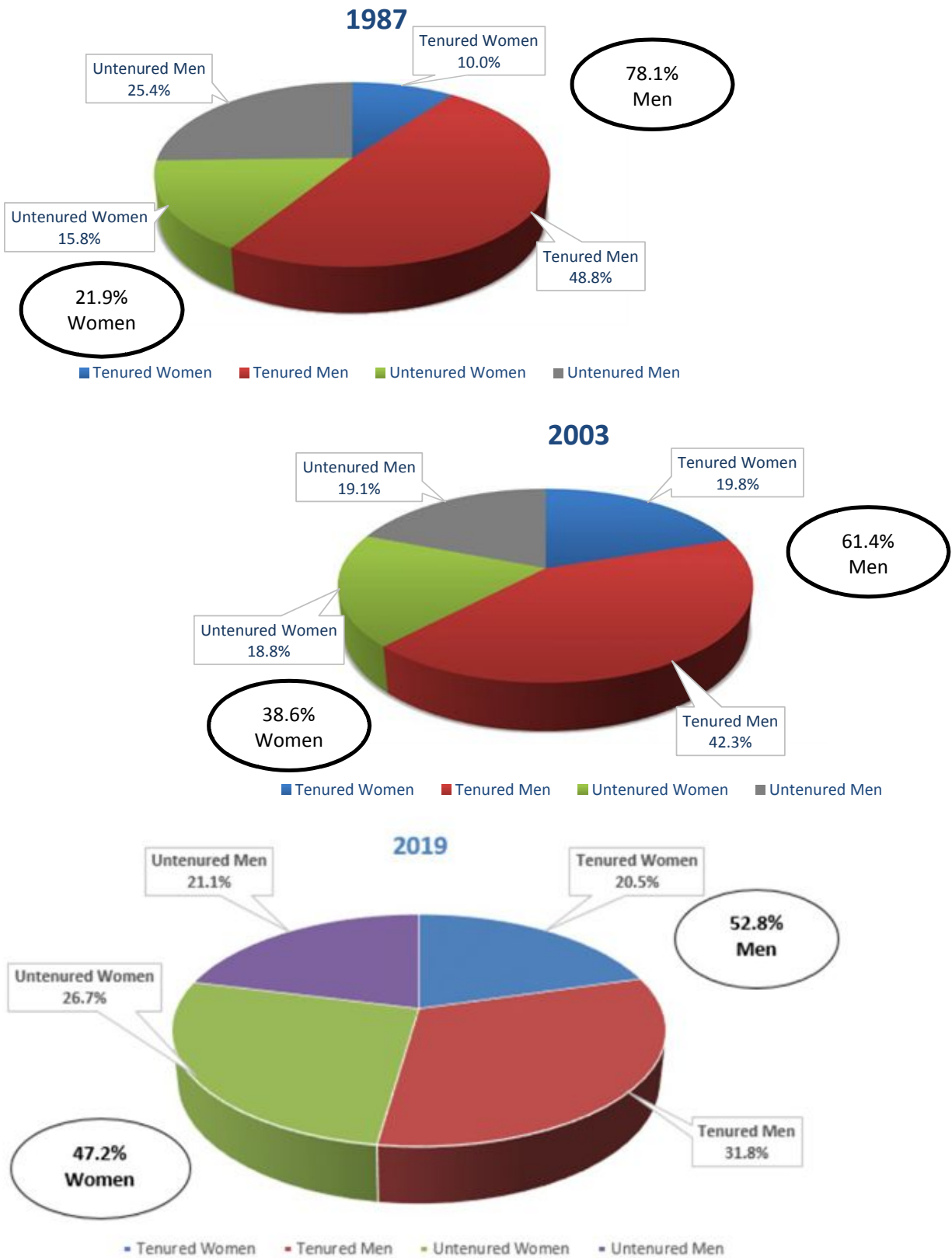
Top 10 Disciplines 2015 – 2019



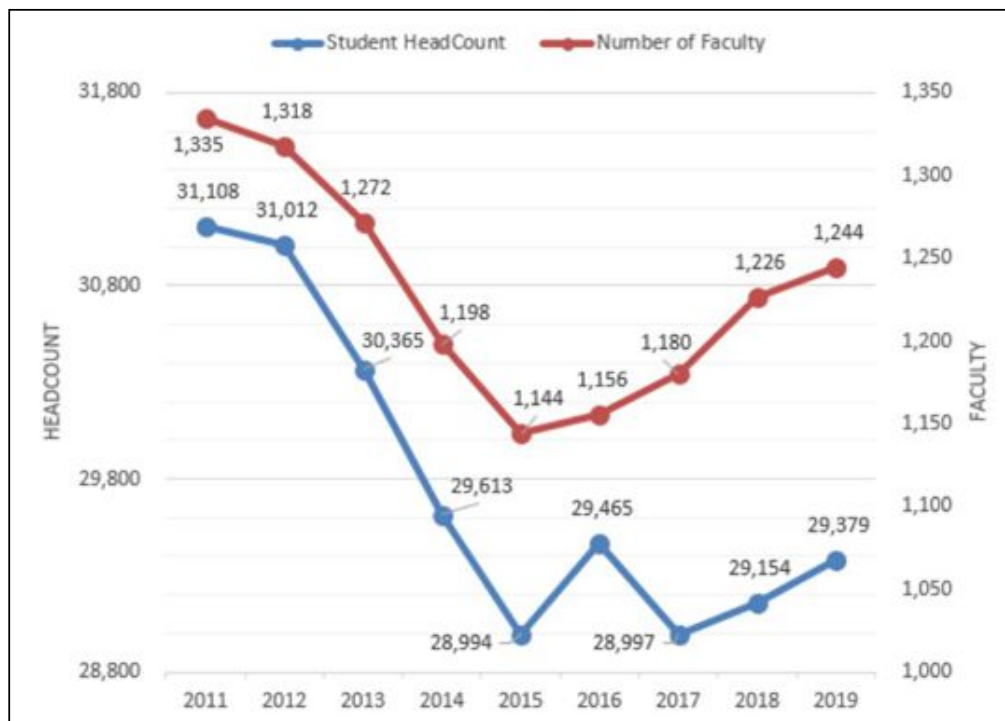
From 1990 Through 2019			
Total Number of All Faculty			
YEAR	FACULTY	MEN %	WOMEN %
2019	1,244	52.8	47.2
2018	1,226	53.4	46.6
2017	1,180	54.7	45.3
2016	1,156	53.3	43.7
2015	1,144	57.1	42.9
2014	1,198	57.7	42.3
2011	1,335	57.9	42.1
2008	1,400	59.4	40.6
2005	1,380	60.5	39.5
2002	1,388	61.1	38.9
1999	1,310	64.9	35.1
1996	1,288	68.0	32.0
1993	1,325	69.7	30.3
1990	1,394	72.0	28.0

Percent Tenured Faculty by Gender				
YEAR	NUMBER	TENURED FACULTY %	MEN %	WOMEN %
2019	650	52.3	60.1	43.4
2018	658	52.9	62.2	44.0
2017	669	56.7	63.1	49.0
2016	685	58.1	64.7	52.3
2015	694	60.7	66.8	52.5
2014	795	66.4	72.4	58.2
2011	876	65.6	71.9	56.9
2008	906	64.7	70.0	57.0
2005	870	63.0	69.0	53.9
2002	848	61.1	69.7	47.6
1999	832	63.5	70.5	50.7
1996	897	69.6	76.7	54.6
1993	907	68.5	75.8	51.6
1990	856	61.4	68.6	42.8

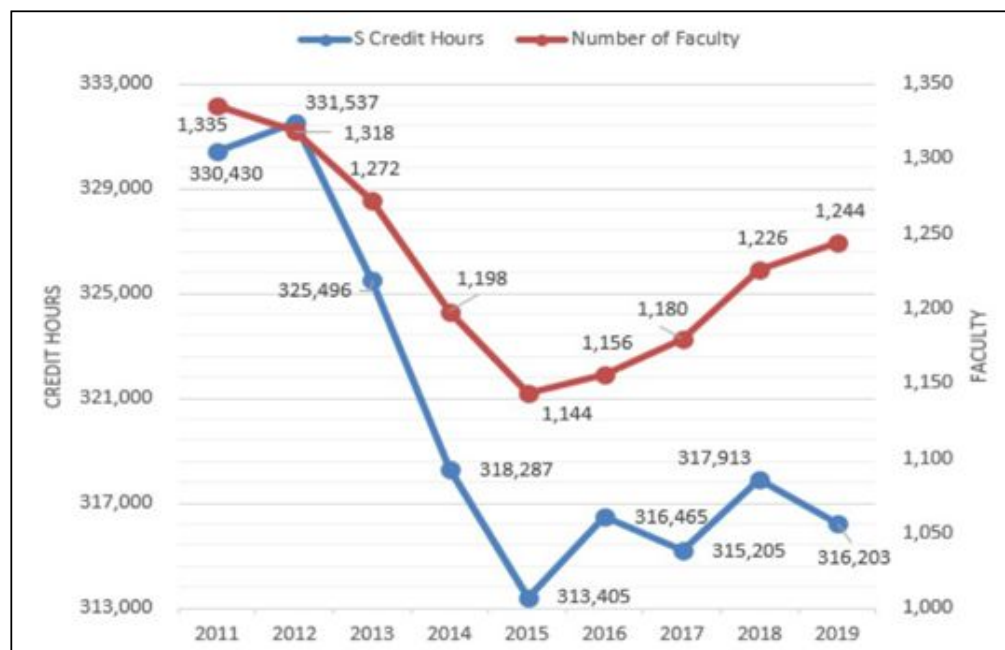
Gender Composition Faculty 1987 - 2003 - 2019



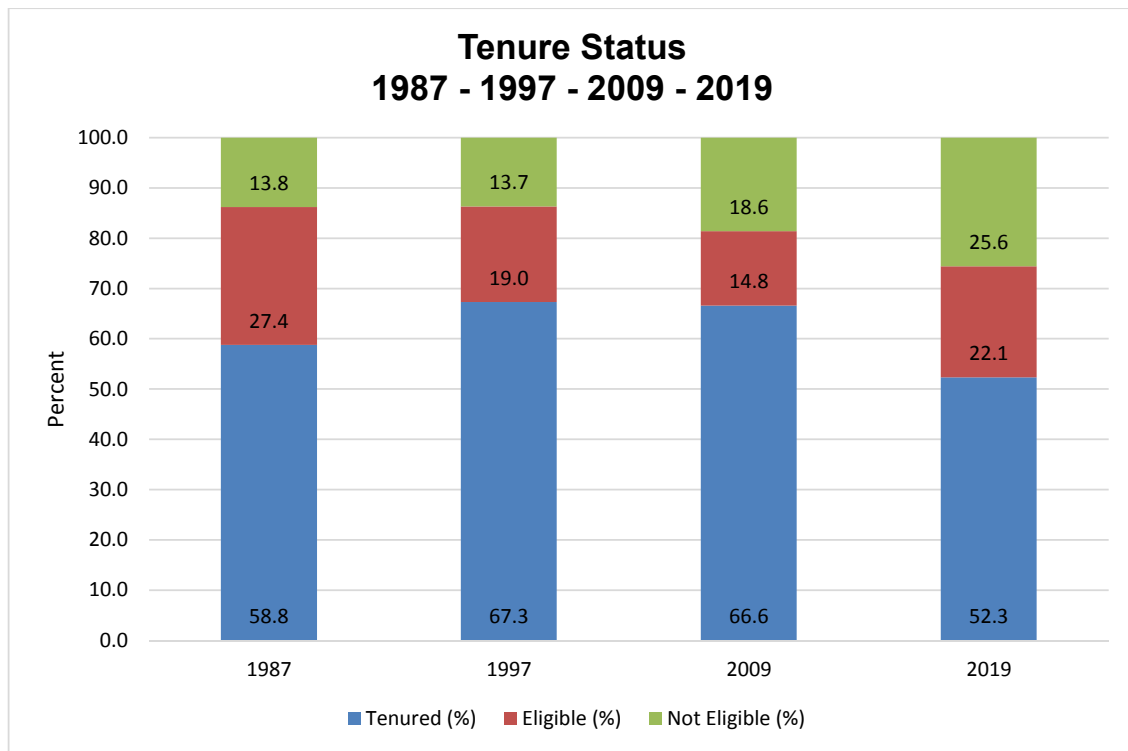
Student Head Count/Number of Faculty 2011-2019



Student Credit Hours/Number of Faculty 2011-2019



*The information for the student head count and credit hours was from the University of Maine System Fall 2019 Enrollment Report



New Hire* Faculty on Tenure Track			
Year	Total Faculty	New Hires	Tenure Track
2019	1,244	96	45
2018	1,226	117	52
2017	1,180	85	44
2016	1,156	63	38
2015	1,144	95	40
2014	1,198	59	29
2013	1,272	68	24
2012	1,318	61	27
2008	1,400	62	37

* New hire as of 3/1/2019

Faculty and Tenure Profile Trends			
From 1990 Through 2019			
Years to Tenure by Gender			
<u>YEAR</u>	<u>AVG</u>	<u>MEN</u>	<u>WOMEN</u>
2019*	5.2	5.2	5.3
2018	5.7	5.5	6.1
2017	5.7	5.5	6.1
2016	5.7	5.5	6.0
2014	5.6	5.4	6.1
2011	5.6	5.3	6.0
2008	5.4	5.2	5.8
2005	5.5	5.2	5.9
2002	5.3	5.1	5.8
1999	5.4	5.2	6.1
1996	5.3	5.0	5.9
1993	5.1	4.9	5.8
1990	5.1	5.0	5.9

*There was a revision to the method for determining Years to Tenure in 2019 that more accurately reflected the purpose of the metric. In prior reports the first day of employment was used as the start date as opposed to the start date of the tenure track.

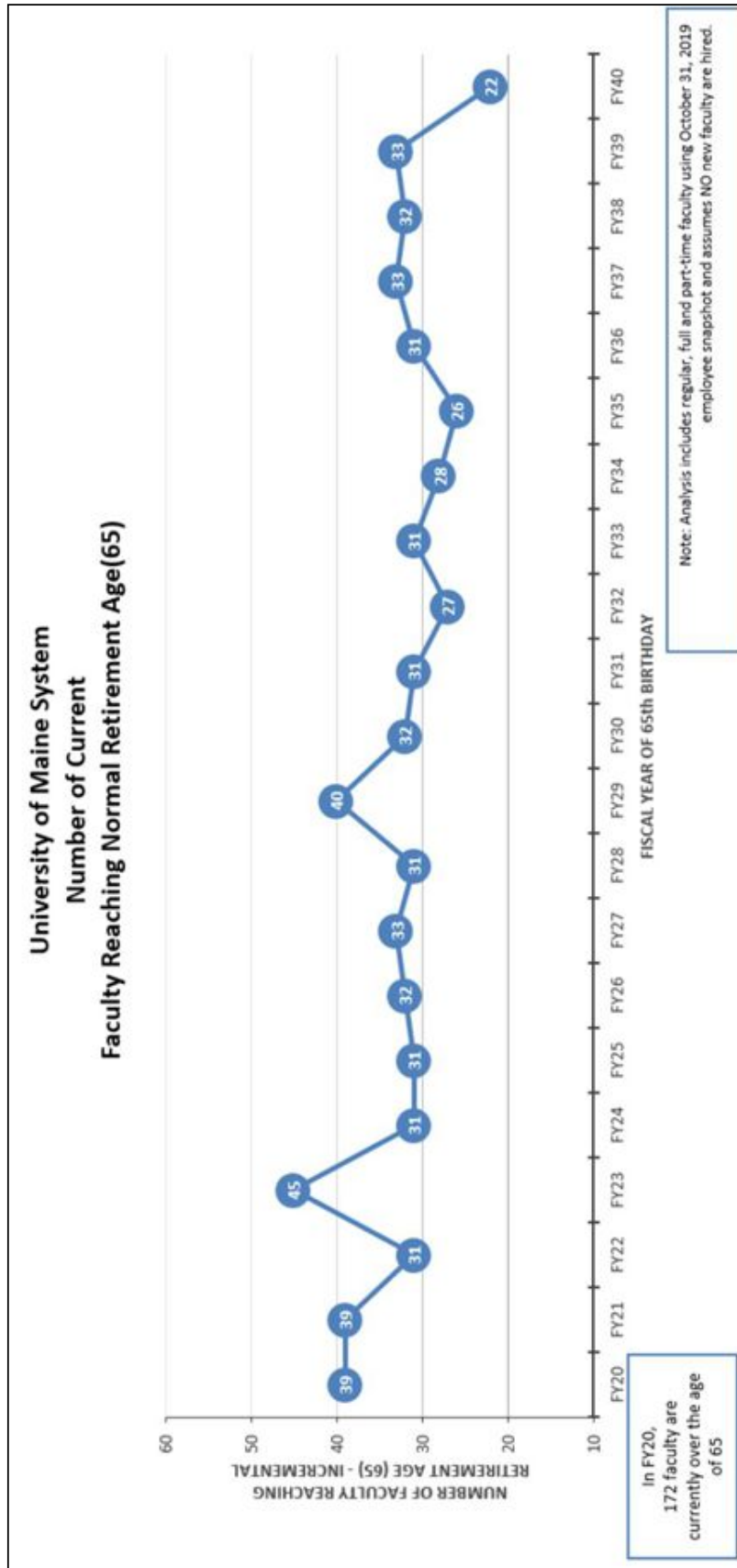
Minority Faculty		
<u>YEAR</u>	<u>NUMBER</u>	<u>PERCENT</u>
2019	110	8.8
2018	100	8.2
2017	109	9.2
2016	94	8.1
2014	81	6.8
2011	80	6.0
2008	73	5.2
2005	63	4.6
2002	57	4.1
1999	55	4.2
1996	39	3.0
1993	34	2.6
1990	40	2.9

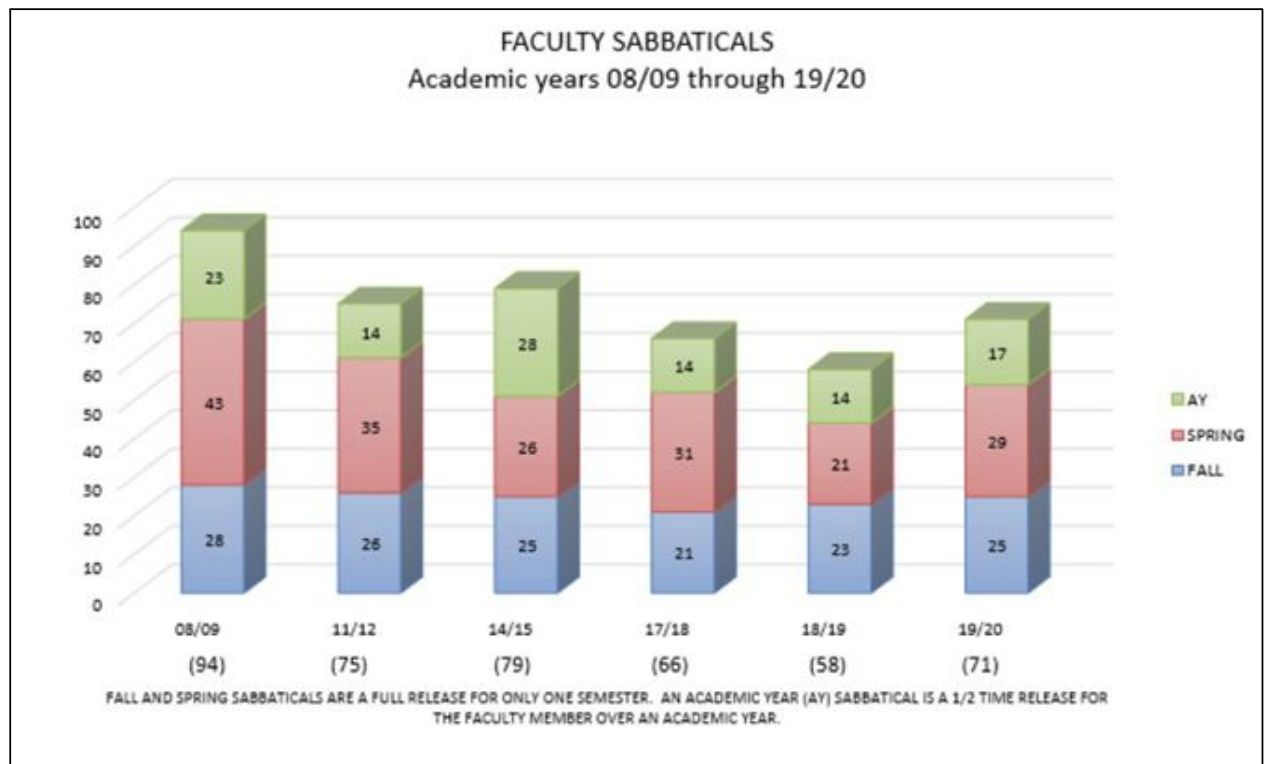
Average Age				
<u>YEAR</u>	<u>AVG AGE</u>	<u>TENURED</u>	<u>NON-TENURED</u>	<u>TENURED OVER 40 %</u>
2019	51.6	57.4	45.3	96.5
2018	52.0	57.7	45.2	96.7
2017	52.2	57.4	45.4	97.2
2016	52.7	57.5	45.8	97.7
2014	53.8	57.4	46.8	96.1
2011*	53.3	56.8	46.8	96.5
2008	53.5	56.9	47.1	97.1
2005	51.5	55.0	45.7	96.0
2002*	49.9	54.0	43.5	95.4
1999	49.7	53.4	43.1	95.8
1996	49.6	52.5	42.9	94.1
1993	48.5	51.2	42.7	89.7
1990	47.5	51.0	41.9	88.7

*There was a revision to the method for determining age in 2002 that resulted in rounding differences. Average age information has been revised to correct errors in the March 2011 report

Faculty and Tenure Profile Trends					
From 1990 Through 2019					
Academic Rank					
YEAR	PROFESSOR	ASSOC PROF	ASST PROF	INSTRUCTOR	LECTURER
2019	30.0%	24.9%	25.6%	1.8%	17.8%
2018	30.9%	25.5%	24.3%	2.0%	17.4%
2017	32.1%	26.9%	22.8%	2.1%	16.1%
2016	33.9%	28.3%	19.7%	1.7%	16.4%
2014	36.0%	33.2%	15.7%	2.1%	13.0%
2011	34.7%	34.5%	15.8%	2.4%	12.6%
2008	33.6%	34.8%	18.0%	3.6%	9.9%
2005	31.5%	34.5%	22.0%	3.8%	8.4%
2002	31.2%	32.7%	25.2%	3.2%	7.6%
1999	30.8%	35.0%	24.7%	3.0%	6.5%
1996	32.4%	39.8%	19.3%	3.3%	5.2%
1993	31.9%	37.6%	22.1%	4.2%	4.2%
1990	29.3%	33.1%	29.5%	4.0%	4.2%

YEAR	PROFESSOR	ASSOC PROF	ASST PROF	INSTRUCTOR	LECTURER
2019	373	310	318	22	221
2018	379	313	297	24	213
2017	379	317	269	25	190
2016	392	327	228	19	190
2014	431	398	188	25	156
2011	463	461	211	32	168
2008	471	487	252	51	139
2005	435	474	303	52	116
2002	433	454	350	45	106
1999	404	459	323	39	85
1996	417	513	249	42	67
1993	428	505	297	56	59
1990	414	469	417	56	59







2019-20

Academic Year

Enrollment Report

Robert Zuercher, UMS Senior Institutional Research & Planning Analyst
February 27, 2020

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

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INTRODUCTION

The following report provides summary information regarding enrollment at the University of Maine System for the 2019-20 academic year, as well as prior academic years. For the purposes of this report, an academic year is defined as the summer, fall, and spring semester (e.g., Summer 2019, Fall 2019, and Spring 2020 terms comprise the 2019-20 academic year). All data reported is as of the census dates for each term, August 15, October 15, and February 15.

Notes:

1. In the unduplicated headcount tables, students enrolled in multiple terms at an institution within an academic year are counted once. For example, a student enrolled in Summer 2019 and Fall 2019 would be counted once in the 2019-20 academic year.
2. In the unduplicated headcount tables, students are reported at the highest academic career within an academic year. For example, a student enrolled as Early College in Summer 2019 and enrolled as an Undergraduate in Fall 2019 would be reported as an Undergraduate in the 2019-20 academic year.
3. In the unduplicated headcount tables, students are reported by their most recent tuition residency within an academic year. For example, a student with a tuition residency of NEBHE in Summer 2019 and a tuition residency of In-State in Fall 2019 would be reported as In-State for the 2019-20 academic year.
4. Some totals may not appear to sum correctly due to rounding (e.g., credit hours and percentages).
5. In the case of intra-campus cross-listed courses, the Host institution (the UMS institution hosting/teaching the course) receives the credit hours for the course, while the Home institution (the UMS institution where the students' primary enrollment is) keeps the headcount.
6. Students enrolled under the New England Regional Student Program (NEBHE) pay 150% of in-state tuition, which may include out-of-state students and Canadian students.
7. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

Data Source: PeopleSoft Database; the University of Maine System.

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

UNDULICATED UNDERGRADUATE HEADCOUNTS

Early College Undergraduate Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	309	297	231	451	640	13.1%	41.9%	107.1%
UMA	398	500	598	682	1,032	21.1%	51.3%	159.3%
UMF	19	10	49	89	119	2.4%	33.7%	526.3%
UMFK	623	892	821	843	863	17.7%	2.4%	38.5%
UMM	130	123	148	172	252	5.2%	46.5%	93.8%
UMPI	357	486	601	730	664	13.6%	-9.0%	86.0%
USM	470	672	669	874	1,314	26.9%	50.3%	179.6%
Total	2,306	2,980	3,117	3,841	4,884	100.0%	27.2%	111.8%

In-State Undergraduate Unduplicated Headcount by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	7,218	6,943	6,580	6,332	6,322	30.6%	-0.2%	-12.4%
UMA	5,557	5,118	4,632	4,551	4,391	21.3%	-3.5%	-21.0%
UMF	1,689	1,638	1,627	1,540	1,466	7.1%	-4.8%	-13.2%
UMFK	1,229	1,239	1,148	1,071	877	4.2%	-18.1%	-28.6%
UMM	762	741	726	688	593	2.9%	-13.8%	-22.2%
UMPI	1,153	1,073	1,062	1,005	930	4.5%	-7.5%	-19.3%
USM	6,580	6,389	6,225	6,309	6,065	29.4%	-3.9%	-7.8%
Total	24,188	23,141	22,000	21,496	20,644	100.0%	-4.0%	-14.7%

Out-of-State Undergraduate Unduplicated Headcount by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	2,138	2,426	2,832	3,113	3,115	61.6%	0.1%	45.7%
UMA	218	185	218	262	356	7.0%	35.9%	63.3%
UMF	223	204	212	221	187	3.7%	-15.4%	-16.1%
UMFK	150	209	217	229	291	5.8%	27.1%	94.0%
UMM	89	99	74	66	113	2.2%	71.2%	27.0%
UMPI	89	116	149	158	214	4.2%	35.4%	140.4%
USM	631	677	798	835	777	15.4%	-6.9%	23.1%
Total	3,538	3,916	4,500	4,884	5,053	100.0%	3.5%	42.8%

NEBHE Undergraduate Unduplicated Headcount by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	613	638	622	616	627	64.8%	1.8%	2.3%
UMA	20	15	22	20	32	3.3%	60.0%	60.0%
UMF	95	104	102	92	111	11.5%	20.7%	16.8%
UMFK	30	14	10	3	4	0.4%	33.3%	-86.7%
UMM	26	29	32	33	9	0.9%	-72.7%	-65.4%
UMPI	58	40	35	23	28	2.9%	21.7%	-51.7%
USM	85	83	80	83	157	16.2%	89.2%	84.7%
Total	927	923	903	870	968	100.0%	11.3%	4.4%

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

Total Undergraduate Unduplicated Headcount by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	9,969	10,007	10,034	10,061	10,064	37.7%	0.0%	1.0%
UMA	5,795	5,318	4,872	4,833	4,779	17.9%	-1.1%	-17.5%
UMF	2,007	1,946	1,941	1,853	1,764	6.6%	-4.8%	-12.1%
UMFK	1,409	1,462	1,375	1,303	1,172	4.4%	-10.1%	-16.8%
UMM	877	869	832	787	715	2.7%	-9.1%	-18.5%
UMPI	1,300	1,229	1,246	1,186	1,172	4.4%	-1.2%	-9.8%
USM	7,296	7,149	7,103	7,227	6,999	26.2%	-3.2%	-4.1%
Total	28,653	27,980	27,403	27,250	26,665	100.0%	-2.1%	-6.9%

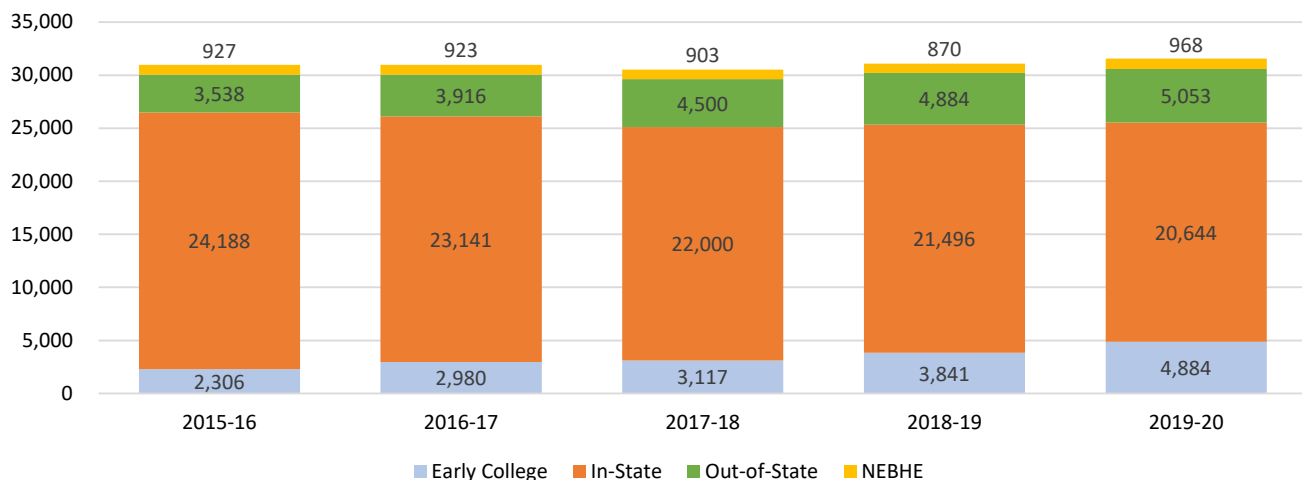
Total Undergraduate Unduplicated Headcount by Campus (Includes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	10,278	10,304	10,265	10,512	10,704	33.9%	1.8%	4.1%
UMA	6,193	5,818	5,470	5,515	5,811	18.4%	5.4%	-6.2%
UMF	2,026	1,956	1,990	1,942	1,883	6.0%	-3.0%	-7.1%
UMFK	2,032	2,354	2,196	2,146	2,035	6.5%	-5.2%	0.1%
UMM	1,007	992	980	959	967	3.1%	0.8%	-4.0%
UMPI	1,657	1,715	1,847	1,916	1,836	5.8%	-4.2%	10.8%
USM	7,766	7,821	7,772	8,101	8,313	26.3%	2.6%	7.0%
Total	30,959	30,960	30,520	31,091	31,549	100.0%	1.5%	1.9%

Total Undergraduate Unduplicated Headcount by Type/Tuition Residency

Type/Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
Early College (EC)	2,306	2,980	3,117	3,841	4,884	15.5%	27.2%	111.8%
In-State Undergraduate	24,188	23,141	22,000	21,496	20,644	65.4%	-4.0%	-14.7%
Out-of-State Undergraduate	3,538	3,916	4,500	4,884	5,053	16.0%	3.5%	42.8%
NEBHE Undergraduate	927	923	903	870	968	3.1%	11.3%	4.4%
Total (Excludes EC)	28,653	27,980	27,403	27,250	26,665	84.5%	-2.1%	-6.9%
Total (Includes EC)	30,959	30,960	30,520	31,091	31,549	100.0%	1.5%	1.9%

TOTAL UNDERGRADUATE UNDUPLICATED HEADCOUNT BY TYPE/TUITION RESIDENCY



UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

UNDULICATED GRADUATE AND LAW HEADCOUNTS

In-State Graduate Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	1,597	1,765	1,796	1,889	1,991	46.3%	5.4%	24.7%
UMF	398	394	487	516	470	10.9%	-8.9%	18.1%
USM	1,907	1,935	1,917	1,960	1,838	42.8%	-6.2%	-3.6%
Total	3,902	4,094	4,200	4,365	4,299	100.0%	-1.5%	10.2%

Out-of-State Graduate Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	580	592	631	659	656	72.8%	-0.5%	13.1%
UMF	0	1	0	3	1	0.1%	-66.7%	N/A
USM	110	117	133	164	244	27.1%	48.8%	121.8%
Total	690	710	764	826	901	100.0%	9.1%	30.6%

NEBHE Graduate Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	33	32	30	31	75	87.2%	141.9%	127.3%
UMF	0	0	0	0	0	0.0%	N/A	N/A
USM	21	19	19	9	11	12.8%	22.2%	-47.6%
Total	54	51	49	40	86	100.0%	115.0%	59.3%

Total Graduate Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	2,210	2,389	2,457	2,579	2,722	51.5%	5.5%	23.2%
UMF	398	395	487	519	471	8.9%	-9.2%	18.3%
USM	2,038	2,071	2,069	2,133	2,093	39.6%	-1.9%	2.7%
Total	4,646	4,855	5,013	5,231	5,286	100.0%	1.1%	13.8%

Total Graduate Unduplicated Headcount by Tuition Residency

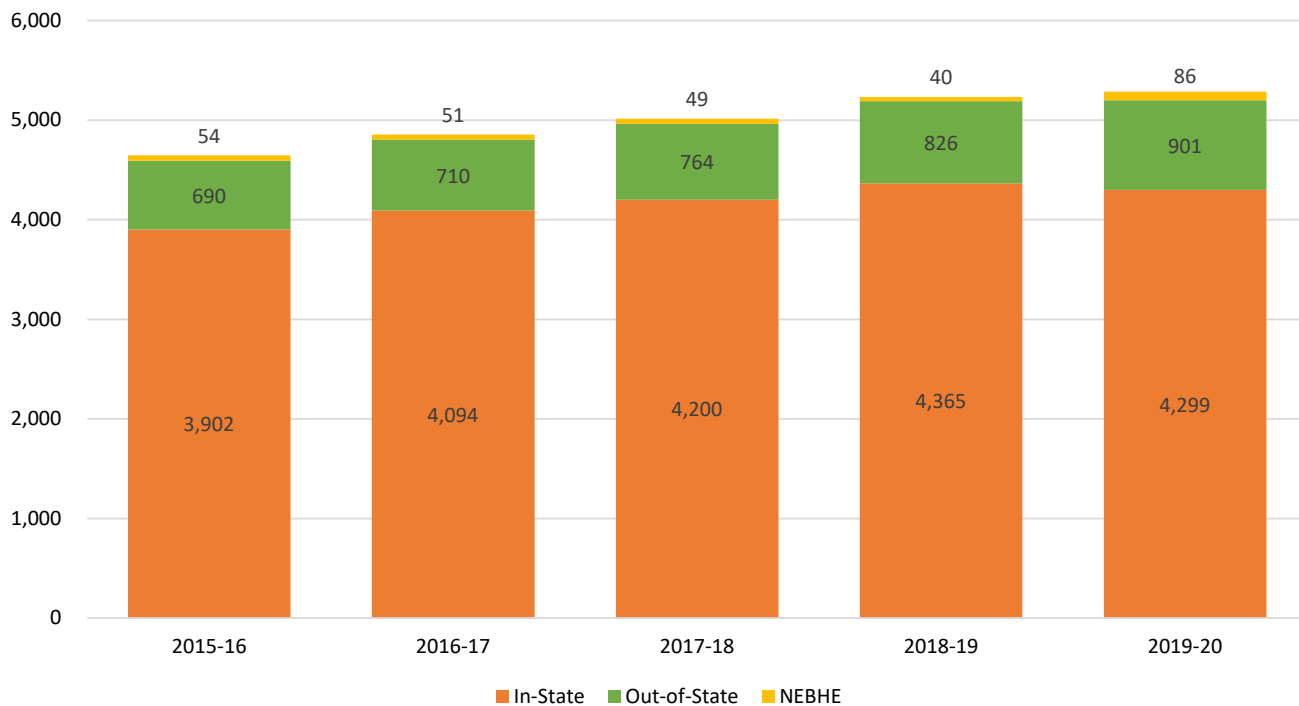
Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
In-State	3,902	4,094	4,200	4,365	4,299	81.3%	-1.5%	10.2%
Out-of-State	690	710	764	826	901	17.0%	9.1%	30.6%
NEBHE	54	51	49	40	86	1.6%	115.0%	59.3%
Total	4,646	4,855	5,013	5,231	5,286	100.0%	1.1%	13.8%

Law Unduplicated Headcount by Tuition Residency

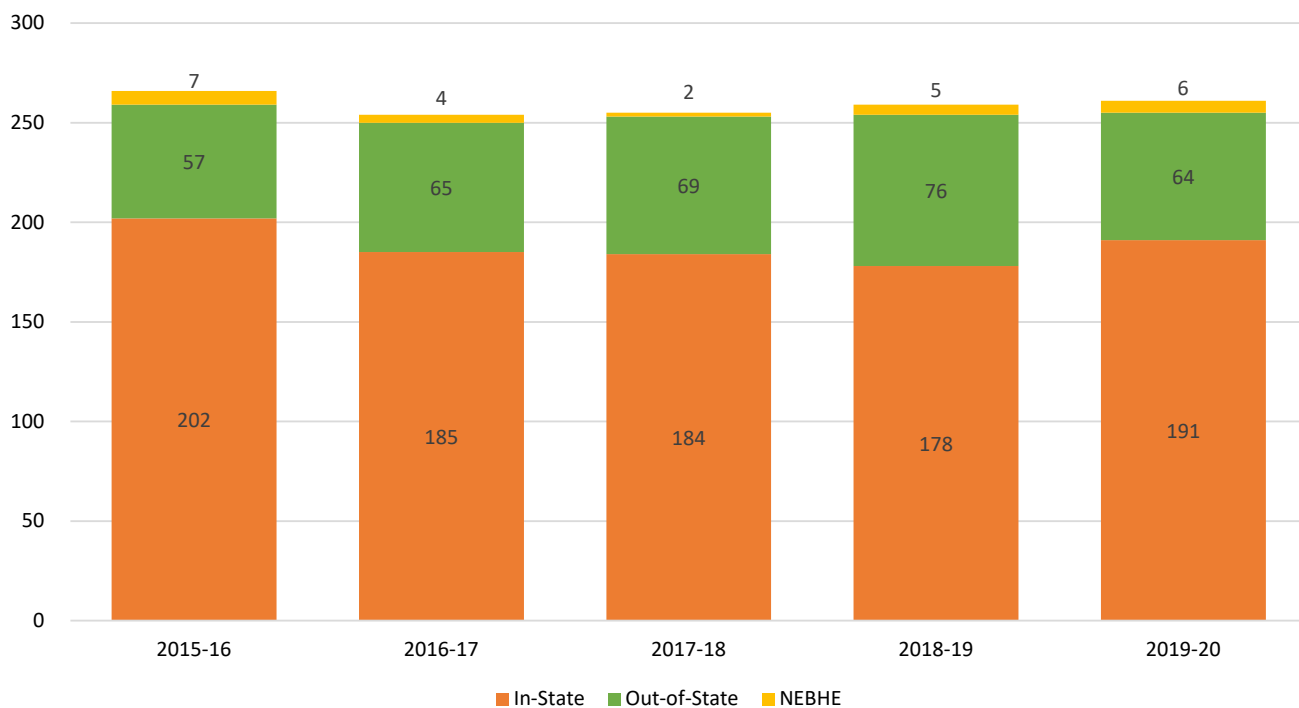
Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
In-State	202	185	184	178	191	73.2%	7.3%	-5.4%
Out-of-State	57	65	69	76	64	24.5%	-15.8%	12.3%
NEBHE	7	4	2	5	6	2.3%	20.0%	-14.3%
Total	266	254	255	259	261	100.0%	0.8%	-1.9%

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

TOTAL GRADUATE UNDUPLICATED HEADCOUNT BY TUITION RESIDENCY



TOTAL LAW UNDUPLICATED HEADCOUNT BY TUITION RESIDENCY



UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

TOTAL UNDUPLICATED HEADCOUNTS

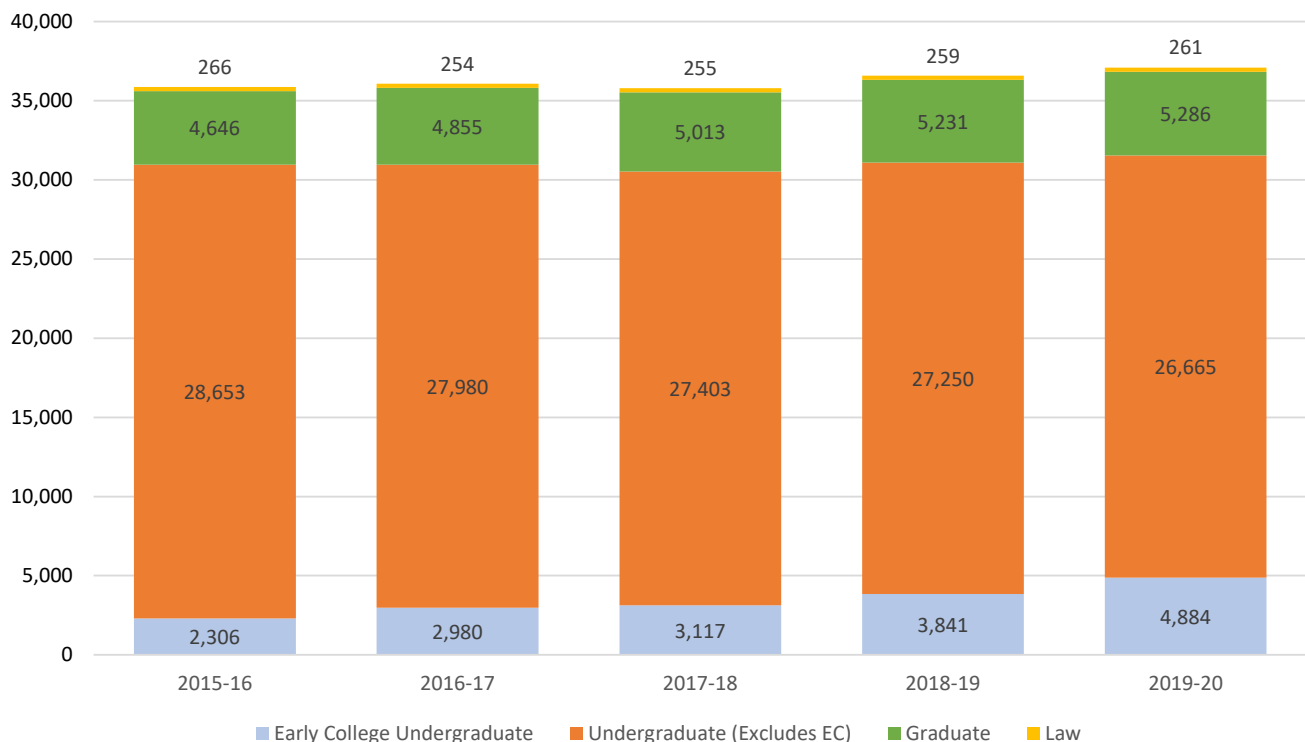
Total Unduplicated Headcount by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	12,488	12,693	12,722	13,091	13,426	36.2%	2.6%	7.5%
UMA	6,193	5,818	5,470	5,515	5,811	15.7%	5.4%	-6.2%
UMF	2,424	2,351	2,477	2,461	2,354	6.3%	-4.3%	-2.9%
UMFK	2,032	2,354	2,196	2,146	2,035	5.5%	-5.2%	0.1%
UMM	1,007	992	980	959	967	2.6%	0.8%	-4.0%
UMPI	1,657	1,715	1,847	1,916	1,836	4.9%	-4.2%	10.8%
USM	9,804	9,892	9,841	10,234	10,406	28.1%	1.7%	6.1%
LAW	266	254	255	259	261	0.7%	0.8%	-1.9%
Total	35,871	36,069	35,788	36,581	37,096	100.0%	1.4%	3.4%
Unduplicated Total	34,224	34,339	34,157	34,961	35,337	--	1.1%	3.3%

Total Unduplicated Headcount by Student Level

Student Level	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
Early College Undergraduate	2,306	2,980	3,117	3,841	4,884	13.2%	27.2%	111.8%
Undergraduate (Excludes EC)	28,653	27,980	27,403	27,250	26,665	71.9%	-2.1%	-6.9%
Total Undergraduate	30,959	30,960	30,520	31,091	31,549	85.0%	1.5%	1.9%
Graduate	4,646	4,855	5,013	5,231	5,286	14.2%	1.1%	13.8%
Law	266	254	255	259	261	0.7%	0.8%	-1.9%
Total	35,871	36,069	35,788	36,581	37,096	100.0%	1.4%	3.4%
Unduplicated Total	34,224	34,339	34,157	34,961	35,337	--	1.1%	3.3%

TOTAL UNDUPLICATED HEADCOUNT BY STUDENT LEVEL



UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

UNDERGRADUATE CREDIT HOURS

Early College Undergraduate Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	1,374	1,160	1,104	1,970	2,714	10.8%	37.8%	97.5%
UMA	3,044	3,576	3,584	3,897	5,531	21.9%	41.9%	81.7%
UMF	113	46	244	440	566	2.2%	28.6%	400.9%
UMFK	3,549	4,754	4,410	4,508	4,265	16.9%	-5.4%	20.2%
UMM	601	639	630	792	1,159	4.6%	46.3%	92.8%
UMPI	2,041	4,144	4,999	5,819	4,543	18.0%	-21.9%	122.6%
USM	2,149	3,164	3,230	4,275	6,429	25.5%	50.4%	199.2%
Total	12,871	17,483	18,201	21,701	25,207	100.0%	16.2%	95.8%

In-State Undergraduate Credit Hours by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	178,523	174,502	164,934	157,521	156,838	36.9%	-0.4%	-12.1%
UMA	80,592	72,087	65,165	65,798	64,103	15.1%	-2.6%	-20.5%
UMF	43,867	43,288	42,982	40,240	38,955	9.2%	-3.2%	-11.2%
UMFK	20,950	21,354	19,661	18,587	16,221	3.8%	-12.7%	-22.6%
UMM	11,896	11,609	11,438	11,150	9,672	2.3%	-13.3%	-18.7%
UMPI	19,497	18,241	17,684	17,477	17,220	4.1%	-1.5%	-11.7%
USM	121,707	119,783	119,695	123,961	121,458	28.6%	-2.0%	-0.2%
Total	477,031	460,863	441,558	434,733	424,467	100.0%	-2.4%	-11.0%

Out-of-State Undergraduate Credit Hours by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	56,807	64,579	77,296	83,521	82,216	66.8%	-1.6%	44.7%
UMA	3,201	2,780	3,050	3,896	5,439	4.4%	39.6%	69.9%
UMF	6,179	5,720	6,003	6,141	4,994	4.1%	-18.7%	-19.2%
UMFK	3,925	5,323	5,328	5,614	5,662	4.6%	0.9%	44.2%
UMM	2,004	2,219	1,545	1,255	1,839	1.5%	46.5%	-8.2%
UMPI	1,950	2,523	3,536	3,623	4,173	3.4%	15.2%	114.0%
USM	13,906	16,189	19,414	20,121	18,830	15.3%	-6.4%	35.4%
Total	87,971	99,333	116,172	124,170	123,152	100.0%	-0.8%	40.0%

NEBHE Undergraduate Credit Hours by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	16,908	17,700	17,504	16,963	17,533	65.4%	3.4%	3.7%
UMA	236	182	318	332	544	2.0%	63.9%	130.5%
UMF	2,751	3,120	3,040	2,714	3,319	12.4%	22.3%	20.6%
UMFK	687	335	173	53	62	0.2%	17.0%	-91.0%
UMM	691	656	454	409	302	1.1%	-26.2%	-56.3%
UMPI	1,244	938	760	511	685	2.6%	34.1%	-44.9%
USM	1,993	2,094	2,071	2,285	4,375	16.3%	91.5%	119.6%
Total	24,510	25,025	24,320	23,267	26,820	100.0%	15.3%	9.4%

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

Total Undergraduate Credit Hours by Campus (Excludes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	252,238	256,781	259,734	258,005	256,587	44.7%	-0.5%	1.7%
UMA	84,029	75,049	68,533	70,026	70,086	12.2%	0.1%	-16.6%
UMF	52,797	52,128	52,025	49,095	47,268	8.2%	-3.7%	-10.5%
UMFK	25,562	27,012	25,162	24,253	21,945	3.8%	-9.5%	-14.2%
UMM	14,591	14,484	13,437	12,814	11,813	2.1%	-7.8%	-19.0%
UMPI	22,691	21,702	21,980	21,611	22,078	3.8%	2.2%	-2.7%
USM	137,605	138,066	141,180	146,367	144,663	25.2%	-1.2%	5.1%
Total	589,511	585,221	582,050	582,170	574,439	100.0%	-1.3%	-2.6%

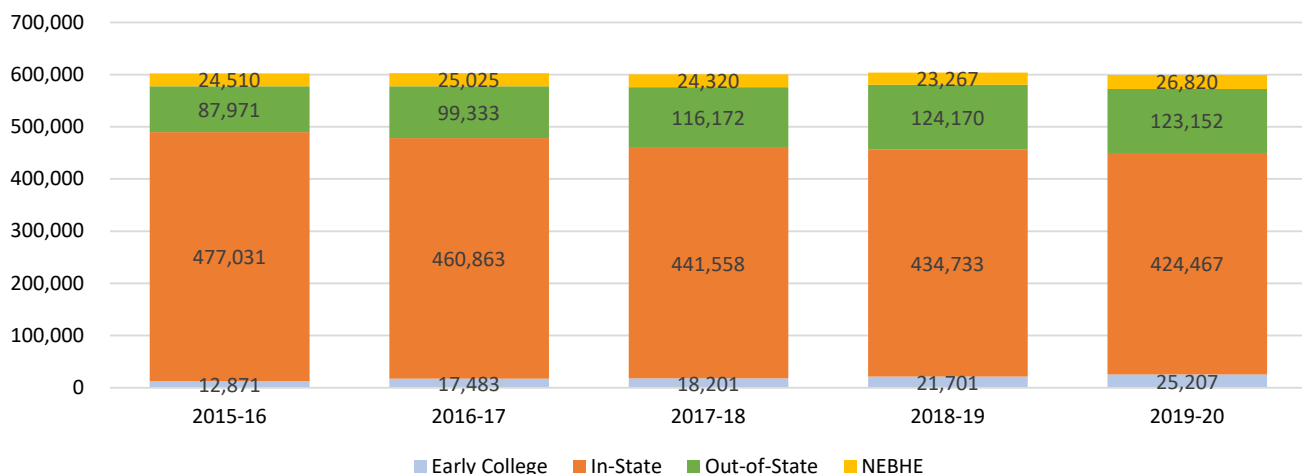
Total Undergraduate Credit Hours by Campus (Includes Early College)

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	253,612	257,941	260,838	259,975	259,301	45.1%	-0.3%	2.2%
UMA	87,073	78,625	72,117	73,923	75,617	13.2%	2.3%	-13.2%
UMF	52,910	52,174	52,269	49,535	47,834	8.3%	-3.4%	-9.6%
UMFK	29,111	31,766	29,572	28,761	26,210	4.6%	-8.9%	-10.0%
UMM	15,192	15,123	14,067	13,606	12,972	2.3%	-4.7%	-14.6%
UMPI	24,732	25,846	26,979	27,430	26,621	4.6%	-2.9%	7.6%
USM	139,753	141,229	144,409	150,641	151,091	26.3%	0.3%	8.1%
Total	602,382	602,704	600,251	603,871	599,645	104.4%	-0.7%	-0.5%

Total Undergraduate Credit Hours by Type/Tuition Residency

Type/Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
Early College (EC)	12,871	17,483	18,201	21,701	25,207	4.2%	16.2%	95.8%
In-State Undergraduate	477,031	460,863	441,558	434,733	424,467	70.8%	-2.4%	-11.0%
Out-of-State Undergraduate	87,971	99,333	116,172	124,170	123,152	20.5%	-0.8%	40.0%
NEBHE Undergraduate	24,510	25,025	24,320	23,267	26,820	4.5%	15.3%	9.4%
Total (Excludes EC)	589,511	585,221	582,050	582,170	574,439	95.8%	-1.3%	-2.6%
Total (Includes EC)	602,382	602,704	600,251	603,871	599,645	100.0%	-0.7%	-0.5%

TOTAL UNDERGRADUATE CREDIT HOURS BY TYPE/TUITION RESIDENCY



UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

GRADUATE AND LAW CREDIT HOURS

In-State Graduate Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	14,069	15,205	15,331	16,261	17,173	41.9%	5.6%	22.1%
UMF	2,323	2,351	2,875	2,979	2,827	6.9%	-5.1%	21.7%
USM	21,003	20,645	21,699	21,990	20,949	51.2%	-4.7%	-0.3%
Total	37,395	38,201	39,905	41,230	40,949	100.0%	-0.7%	9.5%

Out-of-State Graduate Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	6,584	6,421	6,613	6,929	6,786	65.2%	-2.1%	3.1%
UMF	0	3	0	9	9	0.1%	0.0%	N/A
USM	2,283	2,451	2,679	3,162	3,606	34.7%	14.1%	58.0%
Total	8,867	8,875	9,292	10,099	10,401	100.0%	3.0%	17.3%

NEBHE Graduate Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	523	454	428	405	1,078	81.3%	166.2%	106.1%
UMF	0	0	0	0	0	0.0%	N/A	N/A
USM	389	505	449	162	248	18.7%	53.1%	-36.2%
Total	912	959	877	567	1,326	100.0%	133.9%	45.4%

Total Graduate Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	21,176	22,080	22,372	23,595	25,037	47.5%	6.1%	18.2%
UMF	2,323	2,354	2,875	2,988	2,836	5.4%	-5.1%	22.1%
USM	23,675	23,600	24,827	25,313	24,803	47.1%	-2.0%	4.8%
Total	47,174	48,034	50,073	51,896	52,676	100.0%	1.5%	11.7%

Total Graduate Credit Hours by Tuition Residency

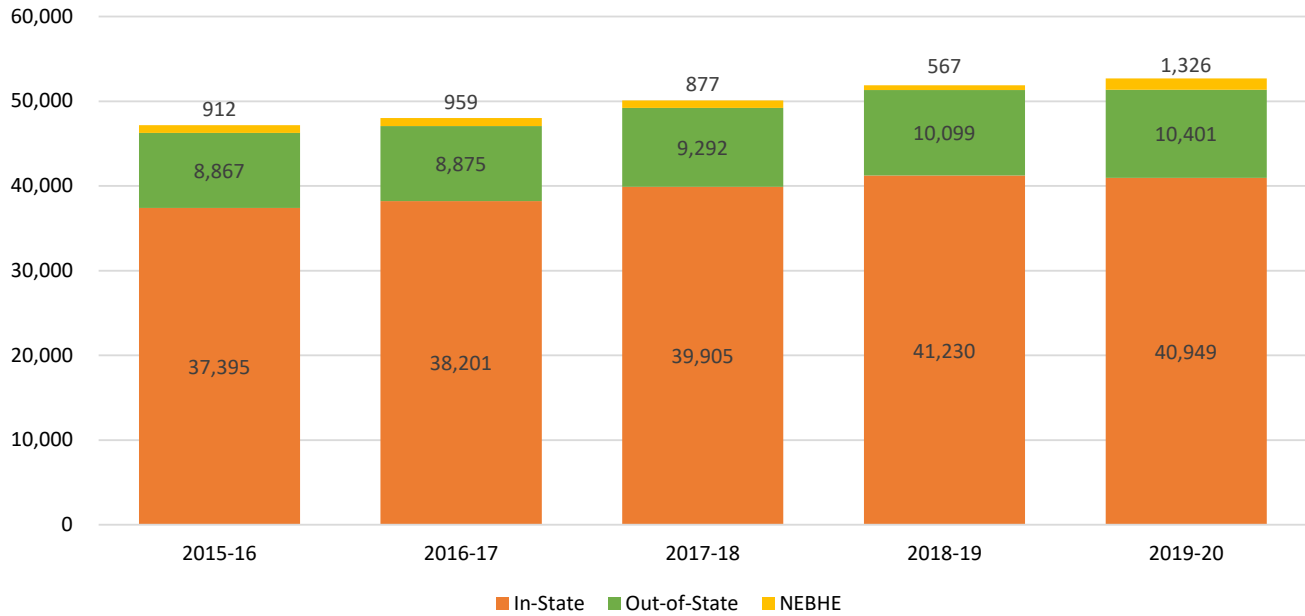
Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
In-State	37,395	38,201	39,905	41,230	40,949	77.7%	-0.7%	9.5%
Out-of-State	8,867	8,875	9,292	10,099	10,401	19.7%	3.0%	17.3%
NEBHE	912	959	877	567	1,326	2.5%	133.9%	45.4%
Total	47,174	48,034	50,073	51,896	52,676	100.0%	1.5%	11.7%

Law Credit Hours by Tuition Residency

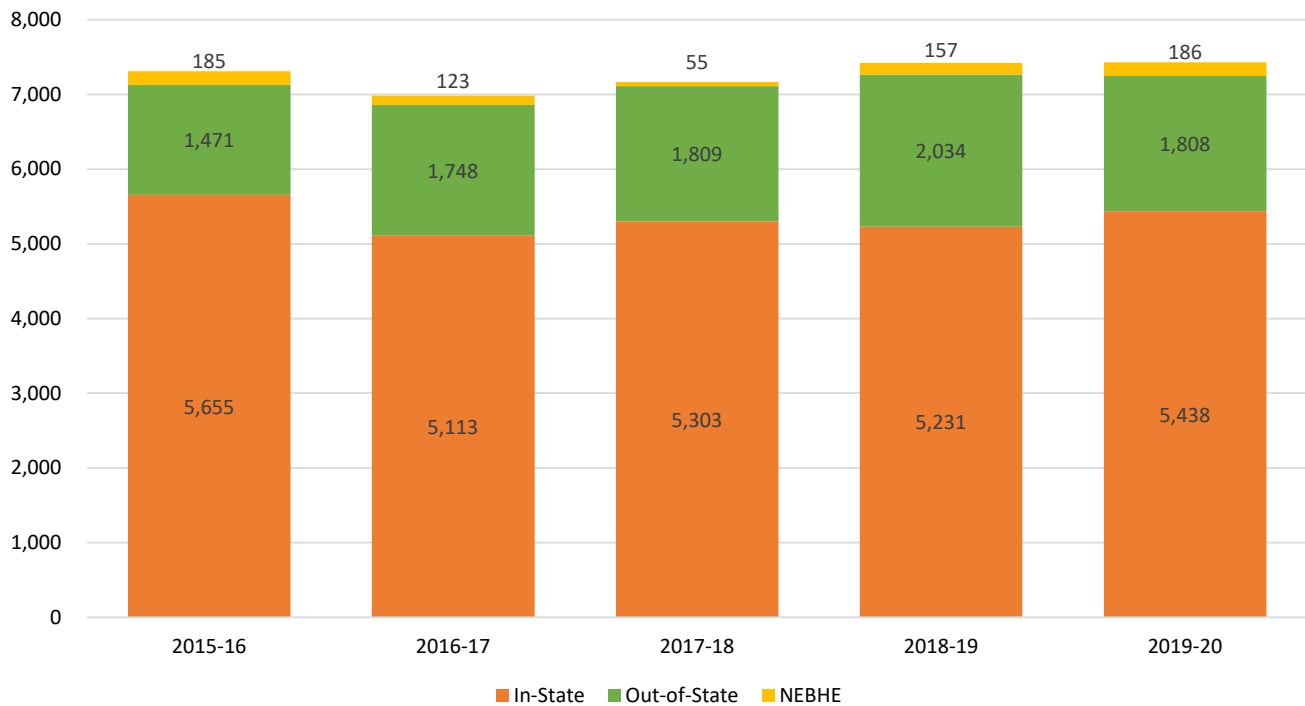
Tuition Residency	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
In-State	5,655	5,113	5,303	5,231	5,438	73.2%	4.0%	-3.8%
Out-of-State	1,471	1,748	1,809	2,034	1,808	24.3%	-11.1%	22.9%
NEBHE	185	123	55	157	186	2.5%	18.5%	0.5%
Total	7,311	6,984	7,167	7,422	7,432	100.0%	0.1%	1.7%

UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

TOTAL GRADUATE CREDIT HOURS BY TUITION RESIDENCY



TOTAL LAW CREDIT HOURS BY TUITION RESIDENCY



UNIVERSITY OF MAINE SYSTEM – 2019-20 ACADEMIC YEAR ENROLLMENT REPORT

TOTAL CREDIT HOURS

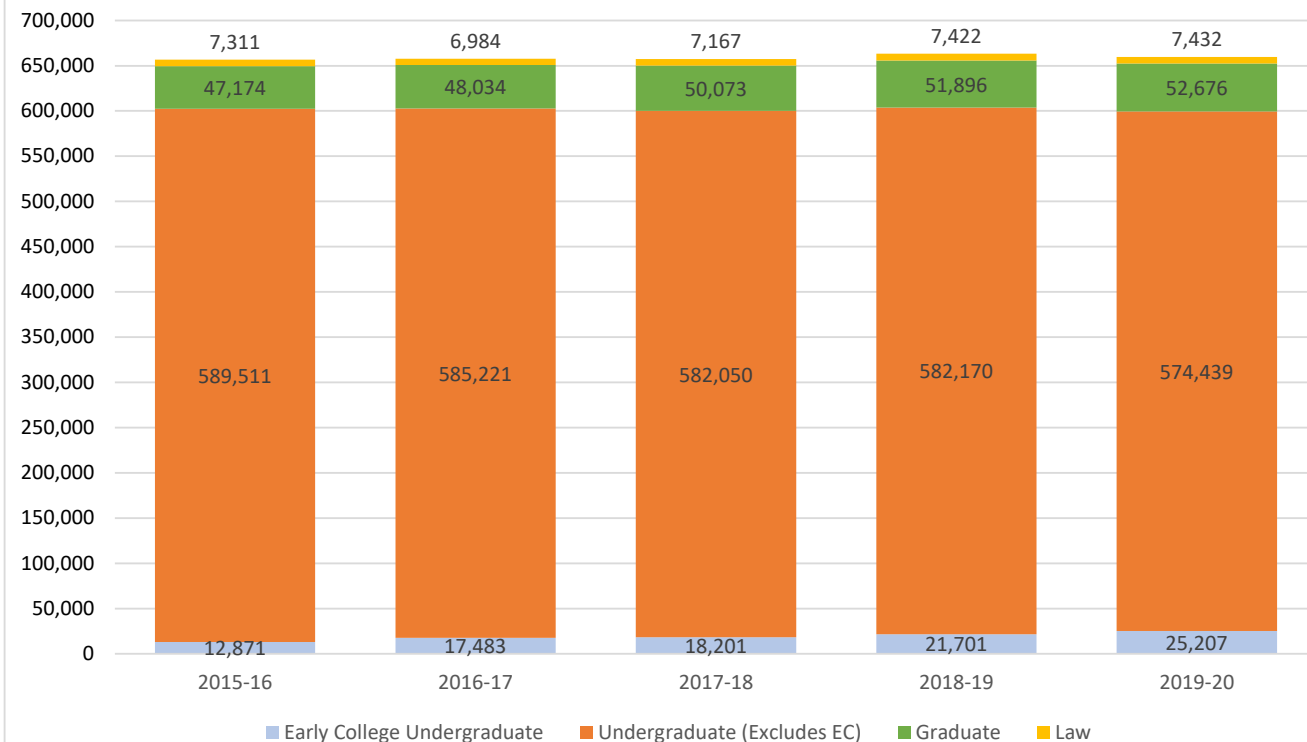
Total Credit Hours by Campus

Campus	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
UM	274,788	280,021	283,210	283,570	284,338	43.1%	0.3%	3.5%
UMA	87,073	78,625	72,117	73,923	75,617	11.5%	2.3%	-13.2%
UMF	55,233	54,528	55,144	52,523	50,670	7.7%	-3.5%	-8.3%
UMFK	29,111	31,766	29,572	28,761	26,210	4.0%	-8.9%	-10.0%
UMM	15,192	15,123	14,067	13,606	12,972	2.0%	-4.7%	-14.6%
UMPI	24,732	25,846	26,979	27,430	26,621	4.0%	-2.9%	7.6%
USM	163,428	164,829	169,236	175,954	175,894	26.7%	0.0%	7.6%
LAW	7,311	6,984	7,167	7,422	7,432	1.1%	0.1%	1.7%
Total	656,867	657,721	657,491	663,188	659,753	100.0%	-0.5%	0.4%

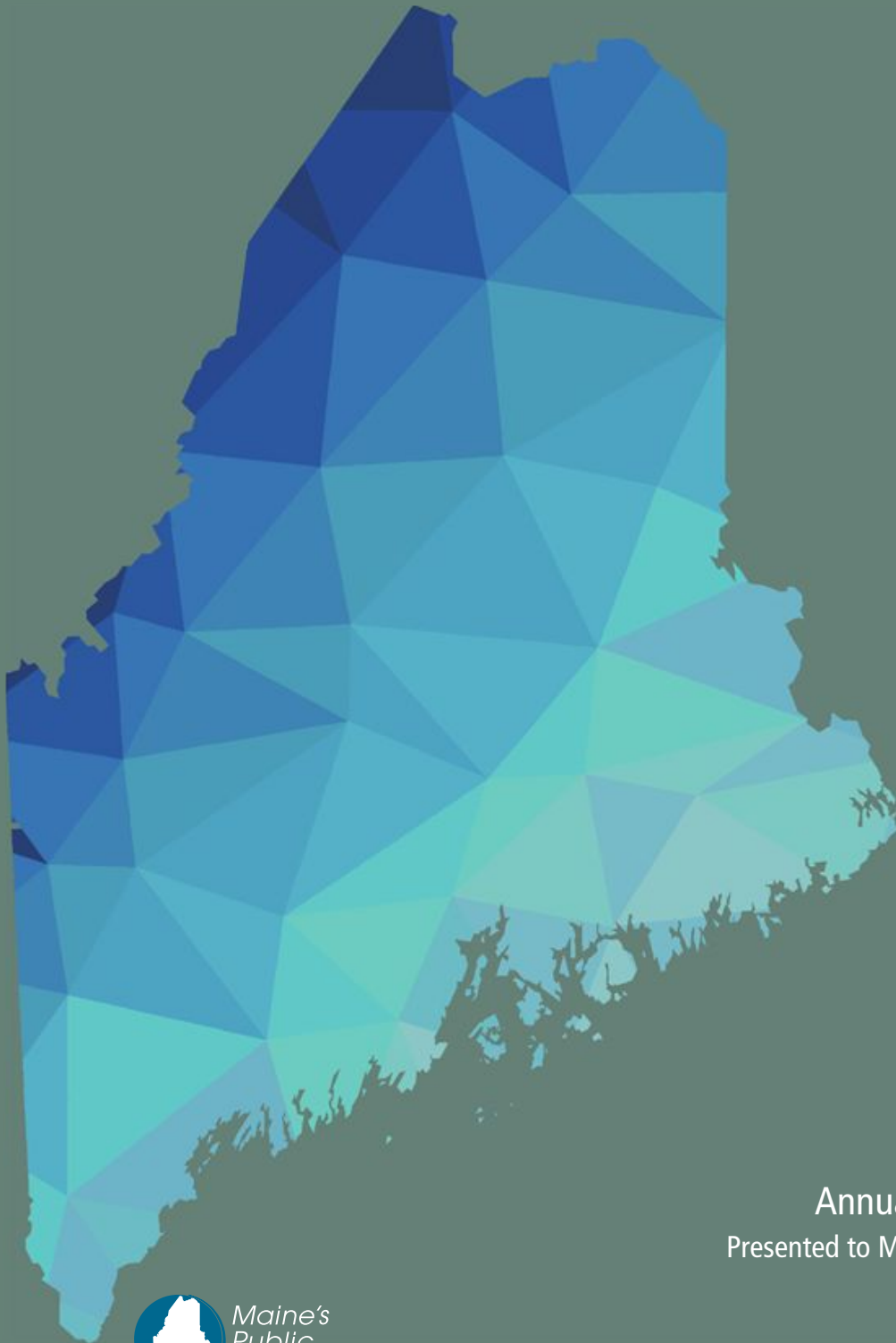
Total Credit Hours by Student Level

Student Level	2015-16	2016-17	2017-18	2018-19	2019-20	% of Total	1-year Change	5-year Change
Early College Undergraduate	12,871	17,483	18,201	21,701	25,207	3.8%	16.2%	95.8%
Undergraduate (Excludes EC)	589,511	585,221	582,050	582,170	574,439	87.1%	-1.3%	-2.6%
Total Undergraduate	602,382	602,704	600,251	603,871	599,645	90.9%	-0.7%	-0.5%
Graduate	47,174	48,034	50,073	51,896	52,676	8.0%	1.5%	11.7%
Law	7,311	6,984	7,167	7,422	7,432	1.1%	0.1%	1.7%
Total	656,867	657,721	657,491	663,188	659,753	100.0%	-0.5%	0.4%

TOTAL CREDIT HOURS BY STUDENT LEVEL



MAINE ECONOMIC IMPROVEMENT FUND



Annual Report FY2019
Presented to Maine State Legislature



A successful partnership among Maine's government, private sector and public universities to build Maine's economy and future workforce through research and development.



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MAINE ECONOMIC IMPROVEMENT FUND 2019 ANNUAL REPORT

Memo from the Chancellor

The Maine Economic Improvement Fund (MEIF) represents Maine's ongoing commitment between the state and our public universities, working together to advance research and economic development for the benefit of all Maine people. In July 2014, the University of Maine System Board of Trustees (UMS BOT) established strategic outcomes and metrics to measure the performance of the University of Maine System and its campuses. Included in these strategic outcomes are specific goals for research, economic development and workforce development. The UMS BOT has applied these overall strategic outcomes to research and development, and has established specific goals and metrics for the Maine Economic Improvement Fund to help achieve the strategic outcomes. These metrics were approved at the end of FY2014, and are applied to all FY2019 MEIF activity and included in this annual report. New goals for FY2020 and beyond are presented at the conclusion of this report and are aimed at advancing the goals of the University of Maine System Research and Development Plan, and the Maine Economic Development Strategy. By statute, MEIF-funded activity is restricted to Maine's seven statutorily established R&D sectors.

In FY2019, the state's \$17.35 million MEIF investment was leveraged at a rate of 4.4:1 by our UMS campuses for an additional \$76.57 million in federal and private-sector grants and contracts in the seven sectors.

- MEIF funds, and the external grants and contracts they leverage, supported the work of 587 researchers and technicians, and 1,054 graduate and undergraduate students.
- These grants and contracts provided more than \$2.22 million to purchase major equipment to upgrade and outfit university laboratories.
- Maine's public universities secured new patents, worked on development projects with large and small businesses and start-ups, and provided R&D support to 530 companies and individuals.

As required in the statute that created MEIF, included with this FY2019 MEIF report are financial and informational details.

If you have any questions about MEIF projects, this report or other University of Maine System research and economic development programs, please contact me.

Sincerely,



Dannel Malloy
Chancellor

The Maine Economic Improvement Fund Fiscal Year 2019

MEIF Background

The Maine Economic Improvement Fund (MEIF) represents the ongoing commitment between the state, the private sector and our public universities, working together to advance research and economic development for the benefit of all Maine people.

Since the Maine Legislature established MEIF in 1997, MEIF has positioned the University of Maine System (UMS) at the center of statewide efforts to leverage economic development through targeted investment in university-based R&D. MEIF continues to be funded through an annual state appropriation to UMS.

These funds provided through state appropriation to the University of Maine System are dollars specifically directed to support university-based research, development and commercialization in the state's legislatively designated seven strategic technology areas:

- Advanced Technologies for Forestry and Agriculture
- Aquaculture and Marine Sciences
- Biotechnology
- Composites and Advanced Materials Technologies
- Environmental Technologies
- Information Technologies
- Precision Manufacturing

The University of Maine and the University of Southern Maine have well-established research, development and commercialization activities accounting for 97 percent of the MEIF activity. In 2009, the University of Maine System established the Small Campus Initiative Fund to promote seven-sector research and development activity at the other five UMS campuses and, as of 2013, Maine Maritime Academy (MMA).

Role of MEIF

The role of MEIF is to support the solution of fundamental problems and discover new solutions, and to provide researchers at Maine's public universities with the investment necessary to:

- attain external grants and contracts to support R&D activities in Maine's seven sectors
- attract and retain world-class researchers
- provide support for modern laboratories and state-of-the-art equipment
- create new products, patents, technologies, companies and exciting job opportunities in Maine
- create and sustain economic development and innovation

MEIF funds often provide the required match to acquire federal or private sector grants, and this investment in Maine's public university R&D helps faculty, staff and students successfully leverage tens of millions of dollars in grants and contracts annually.

MEIF directly supports faculty, grad students and staff who are working to make the universities more competitive for federal grants, expanding opportunities to support Maine companies and involve students in research learning and real applications of their education.

MEIF increasingly fosters university partnerships with business and industry through economic development collaborations, entrepreneur training programs, business incubators, technology accelerators, business research and other programs. These efforts lead to new Maine-based products, technologies, patents and spin-off businesses.

The University of Maine and the University of Southern Maine are the two universities with established research and graduate programs in the seven targeted research sectors and have received MEIF funds, with 76.6 percent to the University of Maine and 19 percent to the University of Southern Maine. In addition 1.4 percent of MEIF funds are awarded to the University of Maine Machias and 3 percent to the other campuses and Maine Maritime Academy.

Indicators of success show that Maine's MEIF investment is paying dividends by:

- Creating businesses and jobs, including the jobs of more than 587 faculty and staff, and over 1054 students working on MEIF-funded projects
- Boosting Maine's economy by leveraging MEIF funds to bring federal and private-sector grants and contracts to Maine.
- Building capacity and expertise to help Maine companies solve problems and commercialize innovation.
- Generating new intellectual property and working to commercialize patents and innovations.
- Capitalizing on natural resources and core strengths by focusing R&D efforts on economic sectors where Maine can make real gains. University research personnel use MEIF resources to support the staff, equipment and facilities they need to successfully pursue and develop research projects.

Progress in FY2019 Strategic Outcomes, Goals and Metrics

In July 2014, UMS BOT developed and approved Strategic Outcomes to measure the performance of the University of Maine System and its campuses. In October 2014, UMS BOT approved the use of these newly developed Strategic Outcomes to create MEIF specific goals and metrics. Several of the UMS Strategic Outcomes are performance targets for all R&D and economic development activity. The MEIF goals recognize that MEIF activity is restricted to Maine's legislatively selected seven R&D sectors and are, therefore, MEIF goals and metrics, and a subset

of the overall UMS goals. The UMS Strategic Outcomes that apply to R&D activity are:

UMS Strategic Outcomes Target 1 –

Increase Research Capacity and Activity

UMS Strategic Outcomes Target 2 –

Support New Technologies, Licensing, and Commercialization

UMS Strategic Outcomes Target 4 –

Increase Economic Development Partnerships

UMS Strategic Outcomes Overall Goal –

Support R&D Workforce Development

This report addresses these goals. In addition, the University of Maine System reports R&D outcomes annually through the statutorily required survey of Maine R&D activity administered by the Maine Department of Economic and Community Development Office of Innovation (5 MSRA 13107).

The R&D Strategic Outcomes and related MEIF goals are:

MEIF Target 1

UMS maintains a sponsored programs grant and contracts effort growing greater than 3 percent annually on a three-year rolling average from a 2013 baseline of \$45 million and NSF-defined total research expenditures of \$45 million in the MEIF sectors. Activity from the seven MEIF sectors will account for 50 percent of the total R&D grants and contracts, with a 3 percent annual growth on a three-year rolling average. The FY2013 baseline was a calculated percentage of total activity.

Table 1 below shows the actual FY2013 baseline at slightly less than \$45 million at \$44,228,964 million.

Table 1

FY2019 Total Grants and Contracts (ALL Activity Inclusive)	Number of Awards	Total Award Value
Total Proposals Submitted	1,285 submitted	\$218,825,415
Total Proposals Awarded	1,113 awarded	\$106,326,636

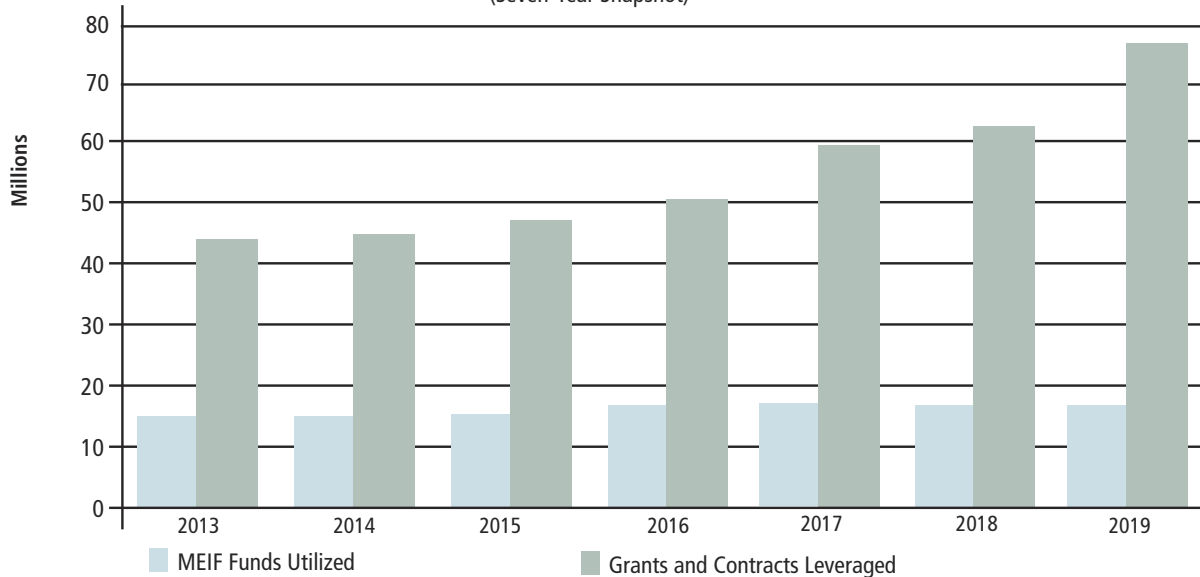
Grants and Contracts

Awarded in MEIF Sectors ONLY	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
Aquaculture and Marine	7,045,322	9,153,389	15,187,566	12,631,690	21,229,069	16,032,068	8,084,961
Biotechnology	1,985,295	6,353,450	1,524,204	2,399,487	3,821,390	6,552,964	16,035,473
Composites	9,230,715	5,135,033	5,247,712	6,974,264	13,504,642	9,952,947	11,478,611
Cross Sector	2,990,129	4,681,209	1,018,132	507,842	4,274,394	3,034,812	21,301,337
Environmental Technologies	5,781,658	7,959,264	4,349,651	5,045,536	5,543,121	7,407,213	7,250,820
Forestry and Agriculture	8,642,424	7,654,060	14,194,009	10,317,799	4,660,014	10,685,631	9,598,475
Information Tech	7,422,675	2,520,521	4,473,781	11,497,199	5,292,726	5,582,266	951,594
Precision Manufacturing	1,130,746	1,414,700	780,694	1,009,921	1,602,646	3,099,123	1,870,527
Total	\$44,228,964	\$44,871,626	\$46,775,749	\$50,383,738	\$59,928,002	\$62,347,024	\$76,571,798

FY2018–FY2019 Increase 23%

Strategic Outcomes, Goals and Metrics

Figure 1 MEIF Return on Investment (UMS)
Tens of Millions Leveraged in Grants and Contracts
(Seven-Year Snapshot)



In summary, the MEIF Target 1 for increasing external grants and contracts leveraged through MEIF investments saw an increase of 23 percent over the previous fiscal year exceeding the goal of 3 percent per year. This favorable trend continues in a positive direction after decreases from FY2010 through FY2012. This is largely related to changes in the economy and the federal agencies that have stabilized budgets and funding for R&D. In addition, UMS campuses have seen turnover in faculty researchers resulting in over 150 new faculty in the last few years. New faculty researchers typically need several years of

start-up activity to become competitive proposal writers, and their success is starting to show. Another key contributor to this growth is larger multi-principle investigator proposals at well-established centers.

Recognizing the lead time for proposal preparation, sponsor review and selection, and contract activity to begin, there can be a one- to two-year lag in output. Proposal preparation and submissions remain steady. For the purpose of this report, a private-sector contract is counted as a single proposal submission.



MEIF Target 2

Derived from UMS BOT Research and Economic Development Target 2

UMS annual revenue from commercialization including intellectual property licensing increases at least 20 percent annually on a three-year rolling average from a baseline of \$150,000, from the MEIF sectors.

Table 2

MEIF Target 2 — Commercialization Activity	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
Revenue from Commercialization	\$121,250	\$263,758	\$359,723	\$204,709	\$329,840	\$914,120	\$289,088
Rolling three-year average	N/A	N/A	\$248,244	\$276,063	\$298,091	\$482,890	\$511,016
Number of Patents Filed	15	32	28	19	18	20	17
Number of Patents Issued	16	12	6	5	8	6	6
Number of License Agreements and License Options	6	6	16	8	7	9	11

FY2018–FY2019 Change in Three-Year Average Revenue 6%

In summary, three-year rolling average revenue from commercialization has shown an overall increase since FY2013. Commercialization relies on private companies utilizing UMS intellectual property to secure private investment to advance technology, products and services into markets. Maine continues to rank very low in comparison to other states for its industry R&D and innovation. This has been recognized by the state economic development agencies and is addressed in the 2020 Maine Economic Development Strategy.

The timeline for commercialization of newly invented technology is hard to predict, but it is lengthy. U.S. patent applications take four to five years from initial application to issuance. Newly issued UMS patents reported above and detailed in Appendix 1 were filed four to five years ago. In addition, UMS technologies generally fall into categories, such as transportation infrastructure, pulp and paper and sensors and biotechnology. These sectors have longer timelines from lab to market at five to ten years. UMS is focusing additional effort to accelerate commercialization with private-sector partners and other investment programs, such as the Maine Technology Institute and Maine Venture Fund.

MEIF Target 3

Derived from UMS Research and Economic Development Target 4

The UMS annual revenue from activities with business and industrial partners in the MEIF sectors increased from an FY2013 baseline of \$4,156,184 million to \$7,211,422 million by FY2019, and the number of business and industry contracts in the MEIF sectors increased from a baseline of 407 in FY2013 to 530 in FY2019. The number of business and industry contracts is included in the total grant and contract count in Table 1.

Table 3

MEIF TARGET 3 —

Business and Industry Contracts	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
Revenue from Business and Industrial Contracts	\$4,156,184	\$4,371,999	\$5,759,572	\$4,836,138	\$5,035,394	\$6,339,260	\$7,211,422
Number of Business and Industrial Contracts	407	500	624	519	565	528	530

FY2018–FY2019 Revenue Revenue Change 13.76%

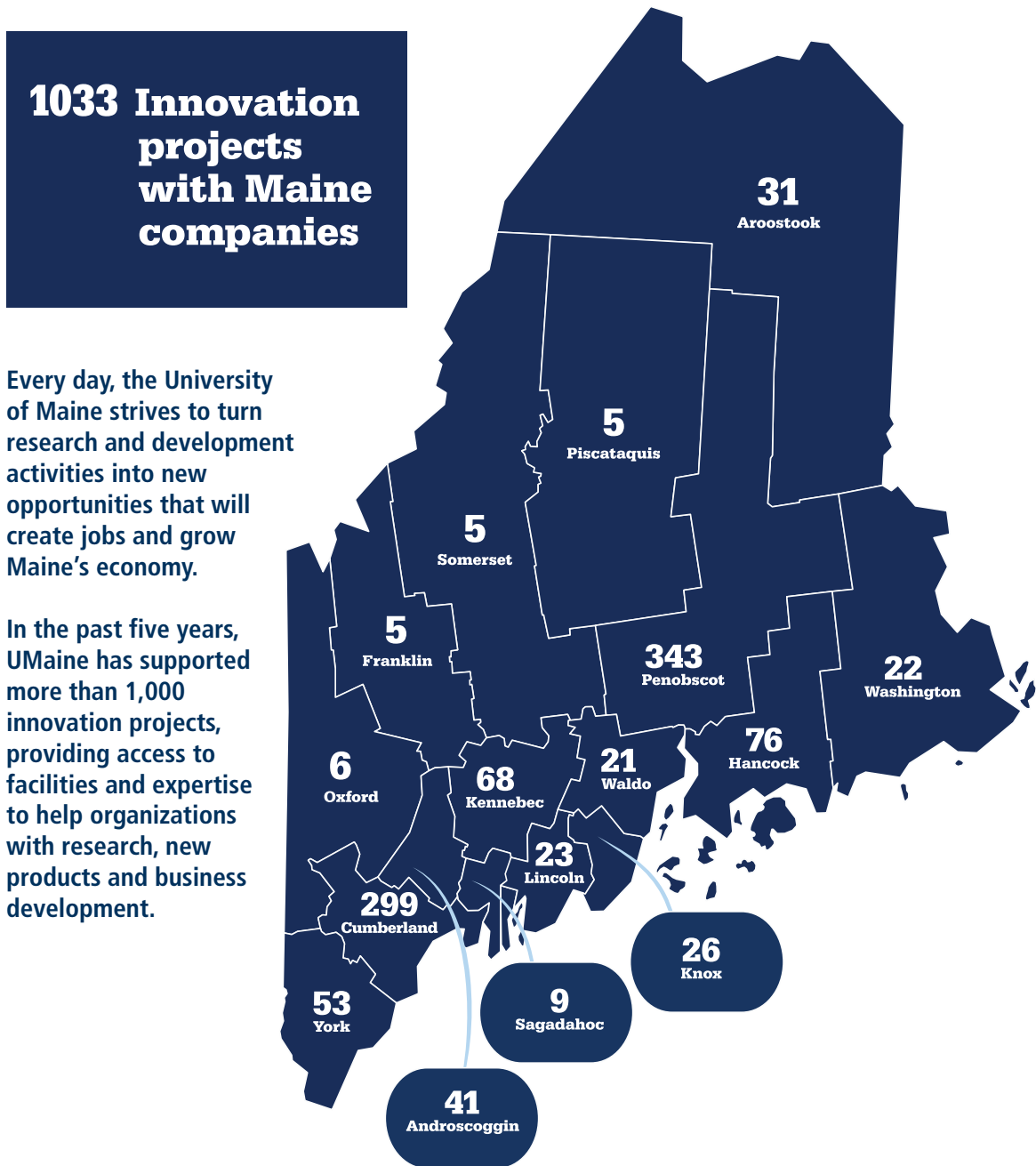
In summary, many MEIF investments not only leverage external grants and contracts, but through a combination of MEIF funds, and grant and contract funds, help UMS campuses build capacity to work directly with industry partners. Figure 2 illustrates the variety of campus-based programs that work directly with companies. Some industry partners will be companies licensing and commercializing UMS intellectual property, while many companies are working with UMS

campuses to get assistance with solving their problems or perfecting their inventions and innovations. UMS projects with business and industry are steady and activity is meeting the goals and metrics of this Target. Figure 2 demonstrates the statewide nature of these partnerships for those contracts that are currently tracked. Many additional companies, inventors, and entrepreneurs receive advice and guidance but do not result in formal contracts.

Strategic Outcomes, Goals and Metrics



Figure 2 Innovation projects with Maine companies FY2015–FY2019



MEIF Target 4

Support R&D Workforce Development

UMS shall maintain a concerted effort to involve faculty, staff and students participating in research, development and commercialization, and shall report annually the number of employees directly supported by MEIF funds and by grants and contracts in the MEIF sectors. As external funding is hard to predict, there is no specific numerical goal for employee count, but UMS shall report the annual number of faculty, staff and students to indicate trends and identify opportunities for growth.

In summary, state economic analysis predicts economic growth in Maine based on an available trained and educated workforce. Growth in the seven MEIF sectors is especially dependent on the available workforce. MEIF seven-sector projects at UMS rely on regular faculty and staff, as well as many “soft money” employees — those hired to work on specific grants and contracts, and paid by those grant and contract funds. UMS employees and students gain valuable on-the-job training and experience, and may then contribute to the employment base within these sectors after completion of the grants or graduation. Grant and contract revenue is a strong contribution to this workforce development. UMS counts employees involved in this activity, and will continue to pursue the growth in employment numbers related to growth in grant and contract activity. Non-student employees are tracked as full-time equivalents (FTEs) based on a 40-hour/52-week work year. Student employees, tracked by head count, generally work less than 20 hours per week during the academic year.

Grant and contract revenue also is an important source of funding for students’ salary, tuition and other types of support,

allowing many research-active students to offset their cost of education while getting valuable skills and on-the-job experience, positioning them well to be leading contributors to Maine’s key growth sectors.

Success and Strategic Impact

By investing MEIF funds in researchers, facilities and matching for grants, UMS has attracted more than \$384.5 million since 2013 in federal and private-sector grants and contracts related to the seven strategic research areas. This funding directly results in Maine products and technologies, such as biofuels, pulp and paper products, new potato varieties, aquaculture technologies and software, which lead to improvements in Maine’s industries.

Return on Investment

Each year, the state’s MEIF appropriation is expanded by tens of millions of dollars in federal and private funds for important research, development and commercialization. The University of Maine as the state’s land grant, sea grant and space grant institution utilizes its long-established research capacity and infrastructure to attract the majority of these external funds. Other UMS schools continue to build and partner within federal and private-sector grants and contracts.

Developing Workforce and Creating Jobs

Five hundred plus full-time equivalent jobs are funded in Maine through the grants and contracts leveraged and expended related to MEIF. These positions include faculty, technicians and research staff. Currently 1,054 graduate and undergraduate students are funded for their involvement in research, development and commercialization. This student involvement in research, development and commercialization projects is comparable to an internship and gives students great real-world experience as well as life-long networks and connections.

Table 4-A

MEIF Target 4 — Workforce Development	FY2019 Wages Paid from MEIF	FY2019 Wages Paid from External Grants/Contracts	Totals
Number of Faculty and Staff Supported (FTE = Full-Time Equivalent)	130.72	456.65	587.37
Number of Graduate Students Supported (Headcount)	15	307	322
Number of Undergraduate Students Supported (Headcount)	116	616	732

Table 4-B

Graduate and Undergraduate Student Costs Paid from Grants and Contracts	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
Student Salaries and Wages from Grants and Contracts	\$4,877,650	\$4,603,696	\$5,255,861	\$4,957,536	\$4,853,956	\$6,361,381
Student Tuition Paid by Grants and Contracts	857,781	835,961	956,963	870,787	373,118	\$457,884
Student Fellowships Paid by Grants and Contracts	199,400	552,944	197,744	233,111	214,000	\$298,386
Student Health Insurance Paid by Grants and Contracts	282,848	62,967	247,960	203,406	795,339	\$916,618
Total Soft Money Student Support	\$6,217,679	\$6,055,568	\$6,658,528	\$6,264,840	\$6,236,413	\$8,034,269

FY2018 -FY2019 Change 29%

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MEIF Success Stories

Aquaculture and Marine

■ Optimizing Growth and Removing Barriers in Maine Aquaculture

Aquaculture companies in Maine are leading efforts to culture high-quality seafood products, but notable barriers to expansion and increased production affect different sectors in different ways. Several awards aim to help Maine aquaculture evolve and thrive, taking advantage of new technology, global expertise and novel approaches to managing common issues.

Shellfish Opportunity

Two awards from National Oceanic and Atmospheric Administration (NOAA) are supporting research related to sustainable shellfish aquaculture in Maine.

A team led by Damian Brady and Emmanuel Boss of the University of Maine School of Marine Sciences was awarded \$692,216 under the National Sea Grant Aquaculture Initiative for a project to inform sustainable aquaculture development using water quality data.

Prospective shellfish farmers must determine what species to grow and where to grow them. Building on the success of previous Sea Grant work that established satellite imagery as an effective tool for aquaculture site selection, the Maine Sea Grant team members will use the maps they have developed to refine a bivalve growth model. The goal is to identify optimal growing locations for American oysters, European oysters, scallops and mussels. Findings will be shared in training sessions with growers and other practitioners interested in using satellite imagery for siting shellfish farms in their own regions.

In another project, funded through a \$295,380 NOAA Saltonstall-Kennedy Grant, Brady and Dana Morse of Maine Sea Grant will focus on optimizing production and products for scallop aquaculture in Maine. Presently, upward of a dozen farms in Maine are producing sea scallops.



Scallop culture in the state has progressed with advances in spat collection, nursery culture, and ear-hanging production, thanks in part to strong collaboration with Japan, which has a long history of scallop aquaculture. Ear-hanging — a Japanese technique in which a hole is drilled in one of two flat corners of the scallop shell near the hinge (the so-called “ear”) so that it can be tied to a submerged line for grow-out — is equipment and capital intensive, so it is critical to optimize farm operations. This award aims to identify and help overcome common issues in the production process in order to improve returns and advance scallop production as a profitable industry.

Solving for Salmon

The National Sea Grant College Program awarded \$725,365 to Heather Hamlin, Deborah Bouchard and Ian Bricknell of the Aquaculture Research Institute to research an integrated approach to sea lice control in the commercial culture of Atlantic salmon.



The economic impact of sea lice infestation to the U.S. salmon aquaculture industry is estimated at \$15 million annually and \$740 million per year globally. Sea lice infestations remain the greatest barrier to continuing and expanding marine salmon aquaculture.

This project will address gaps in knowledge of sea lice biology and control methods, such as integrated pest management, and new, ecologically sensitive chemical compounds and their effects on nontarget species, such as lobsters.

Hamlin is working with industry and regulators to understand the factors that prevent adoption of new sea lice control techniques and to identify other impediments faced by the salmon industry.

Maine Sea Grant's investment in aquaculture research, outreach and education programs continues to make a difference in Maine's coastal communities. From February 2017 to January 2018, Maine Sea Grant invested approximately \$1.4 million in aquaculture research, technology transfer and outreach in Maine and reported \$5.9 million in economic impacts, including support of 123 businesses and 200 jobs. In 2018, the total harvest value of Maine aquaculture topped \$71 million.

The Maine Sea Grant College Program at the University of Maine is a program of the National Oceanic and Atmospheric Administration and the state of Maine.

■ UMaine Researcher Undertaking Massive Lobster Population Study

A \$149,636 grant awarded by Maine Sea Grant and the Maine Department of Marine Resources is supporting an exhaustive study of the state's lobster population by UMaine Professor of Marine Sciences Robert Steneck.



The work aims to understand the health of the state's lobster population and help inform future landing predictions for an industry that helps to drive Maine's economy.

Steneck is revisiting the same areas and using the same methods he employed during a 10-year in situ study conducted from 1989–1999 to look at lobster population densities, body size and habitat use. The research seeks to answer whether lobster population densities have declined over the past 20 years in certain regions and to determine if lobster habitat use has changed, among other key benchmarks.

MEIF Success Stories

■ USM Aquaculture Course Supports Expanding Industry

An aquaculture course that has grown out of the Suds to Shrimp Project at the University of Southern Maine is helping to prepare students for careers in related fields. Directed by the University of Southern Maine's (USM) Environmental Science and Policy Department, the Suds to Shrimp Project began in the summer of 2018 with the goal of creating a retail and wholesale network focused on polyculture aquaponic systems in Maine. Aquaponics is a system that combines aquaculture (raising fish and other aquatic animals in tanks) with hydroponics (cultivating plants in water) into an indoor ecosystem. USM has developed an Aquaponics Lab centered around a multi-species, zero-discharge aquaponics system in which waste beer grains are used to grow prawns, tilapia and vegetables.

In spring 2019, the Lab was showcased in an online course titled "Practical Guide to Aquaculture" that was inspired by the announcement of two land-based aquaculture systems being proposed for midcoast Maine.

The course presented an overview of aquaponic growing and recirculating aquaculture taught at a lay level for non-scientists, and addressed the business of land-based farming and aquaculture. Content for the course was developed in collaboration with a number of local and industry partners, including Maine Adult Learning Centers, Whole Oceans, Nordic Aquaculture, Springworks Farms, Maine Agrotech, Mook Sea Farm and the University of Maine Center for Cooperative Aquaculture Research. While mostly online, the class also incorporated in-person field experience and participants met over several weekends to tour aquaponic and related facilities in Maine.



The course was open to both full-time USM students and people across the state as part of ongoing efforts to develop the skilled workforce that will be needed as aquaponics and aquaculture continue to grow in Maine.

The course was supported in part by a U.S. Department of Agriculture (USDA) Rural Business Development Grant, which helped lower course fees and tuition for part-time students or those only interested in the single class.

■ UMaine Machias Research Examines Ocean Acidification Effects on Key Species

University of Maine Machias Professor of Marine Ecology Brian Beal is studying the effects of ocean acidification on lobsters, crabs, clams, mussels and scallops with funding from the Maine Economic Improvement Fund (MEIF) Small Campus Initiative.

Beal is leading three projects that were awarded a total of \$300,000, increasing capacity for applied marine research and development in Down East Maine. The research projects also will engage undergraduate students.

The first project examines effects of ocean acidification on commercially important, calcified marine organisms, such as lobsters, crabs, clams, mussels and scallops — a global problem that has implications for healthy, sustainable wild and cultured fisheries in Maine. A postdoctoral research associate has been hired to help conduct the research and to assist in assembling a lab at UMM's marine science field station at the Downeast Institute in Beals, Maine.

A second project builds on work initiated in 2018 to create a selective breeding program designed to improve genetic lines of American and European oysters for growth in the cold waters of Down East Maine. The goal of the project is to produce a line of fast-growing, disease-resistant animals that eventually will become commercially available to eastern Maine oyster farmers.

A third project focuses on the Atlantic razor clam, an aquaculture species typically harvested in the fall and winter in Maine. Researchers are examining culture techniques in the hatchery to produce juveniles for eventual grow-out under field conditions.

Biotechnology

■ Townsend Lab Research Supported by NSF, NIH Awards

A University of Maine research team led by associate professor of neurobiology Kristy Townsend received grants from the National Science Foundation (NSF) and National Institutes of Health (NIH) in FY2019.

The Townsend Lab explores how the brain coordinates energy balance and how the central and peripheral nervous systems undergo plasticity. This research impacts the study of obesity, diabetes, metabolic syndrome, aging and neurodegenerative diseases.

Understanding the creation of new nerve cells in adult brains while engaging more Maine college students in biomedical research is Townsend's focus in a five-year study funded by a \$1 million NSF CAREER grant.

The NSF Faculty Early Career Development (CAREER) Program offers the foundation's most prestigious awards in support of the early career-development activities of those teacher-scholars who most effectively integrate research and education within the context of the mission of their organization.

Townsend's research focuses on adult neural plasticity and neurogenesis. The broader impact goals of the project are to expand a capstone course for seniors to conduct original biomedical research, and the development of an outreach program and summer fellowship with community colleges and other underrepresented groups in Maine in order to engage students in research and increase access to biomedical careers.



NIH awarded Townsend nearly \$713,000 for a two-year study investigating brain-adipose communication and how peripheral nerves in fat tissue function. FY2019 marked the second year of study for this award, which considers how nerves and fat tissue interact to affect metabolic health.

Metabolic disorders that stem from excess and unhealthy body fat are a major public health issue. Currently, Maine is the most obese state in

New England, and obesity is linked to other metabolic conditions, such as Type 2 diabetes and cardiovascular disease. Unhealthy adipose tissue, such as tissue that lacks proper innervation, may exacerbate these conditions, Townsend has found.

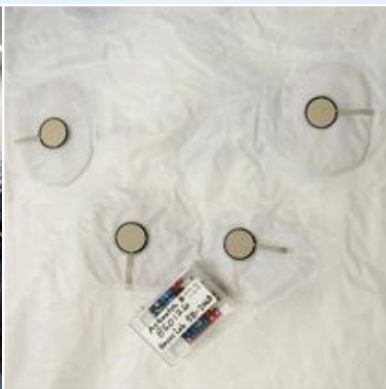
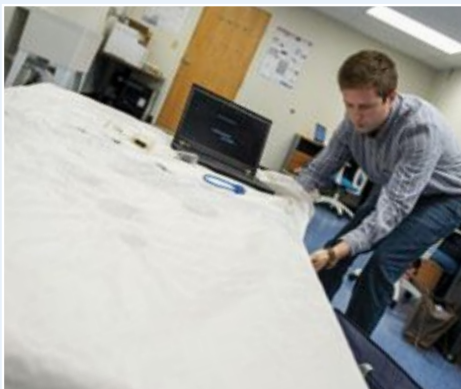
Townsend also co-founded the UMaine biotech spinoff Neuright, which has developed a medical device for early detection and diagnosis of peripheral neuropathy (the dying-back of nerve fibers). Neuright, a graduate of UMaine's technology accelerator programs MIRTa and Top Gun, took home one of two \$25,000 grand prizes at the Top Gun Showcase pitch event in May 2019. Rosemary Smith, professor of electrical and computer engineering at UMaine, is the lead biomedical engineer for the design and fabrication of Neuright's product. Smith received a \$60,000 grant from the U.S. Department of Health and Human Services and Mount Desert Island Biological Laboratory to optimize and validate the company's prototype.

■ **Activas Spinoff Developing UMaine Technology with Potential to Detect Early Symptoms of Alzheimer's, Cognitive Impairment**

The University of Maine was issued a key patent in FY2019 for a device that detects brain injury by measuring sleep movement patterns and intends to license this technology to Activas Diagnostics, a UMaine spin-off company.

The invention is a fitted mattress sheet equipped with more than a dozen sensors that allow it to gather information about a person's sleep-wake and respiratory patterns. The advantage is that the sheet can be used while a person is sleeping in the comfort of their own home rather than in a sleep study facility. The SleepMove monitoring system has the potential to detect early symptoms of mild cognitive impairment and Alzheimer's Disease.

The UMaine inventors are Marie Hayes, professor of neuroscience, and Ali Abedi, assistant vice president for research, and professor of electrical and computer engineering. Together, they formed Activas Diagnostics to commercialize the technology. The company has received Maine Technology Institute funding and in 2018 was awarded \$1 million from the National Institutes of Health Small Business Innovation Research (SBIR) program to continue product and market development. Activas Diagnostics graduated from UMaine's Top Gun accelerator program in 2013. Activas Diagnostics is located in the UpStart Center for Entrepreneurship and participates in UMaine's business incubation program, which is funded in part through MEIF.



Through the funding they have received and the licensing opportunity, their next steps are to complete the ongoing clinical sleep study to test this technology. The results from the home sleep studies on early Alzheimer's will allow Activas to then seek approval from the U.S. Food and Drug Administration.

Composites

■ \$20 Million Research Partnership Opens New Market for Maine Forest Products

A new research collaboration between the University of Maine Advanced Structures and Composites Center and the Department of Energy's Oak Ridge National Laboratory (ORNL) in Tennessee will advance efforts to 3D print with wood products, creating a new market for Maine's forest products industry.

The \$20 million effort, funded by DOE's Advanced Manufacturing Office, aims to strengthen regional manufacturing by connecting university-industry clusters with DOE's Manufacturing Demonstration Facility at ORNL.

The ORNL and UMaine research team is working with the forest products industry to produce new bio-based materials that will be conducive to 3D printing a variety of products, such as boat hull molds, shelters, building components, tooling for composites and wind blades. They also will position the industry to print large, structurally demanding systems, such as boats.



ORNL is a world leader in advanced manufacturing and is DOE's largest science and energy laboratory, conducting basic and applied research to deliver transformative solutions to compelling problems in energy and security. UMaine is a world leader in cellulose nanofiber (CNF) technology, including development of nano- and micro-cellulose reinforced thermoplastic composites through its Advanced Structures and Composites Center.

The collaboration provides students, faculty and companies associated with UMaine's Advanced Structures and Composites Center access to ORNL's assets and expertise in advanced manufacturing. ORNL researchers, in turn, gain access to UMaine's facilities and expertise in CNF and composites.

Scientists from ORNL and UMaine are conducting fundamental research in several key technical areas, including CNF production, drying, functionalization and compounding with thermoplastics, multiscale modeling and sustainability life cycle analysis. By placing CNF into plastics, strong, stiff and recyclable bio-derived material systems can be developed that may be 3D printed at deposition rates of hundreds of pounds per hour and up to 50 percent cellulose fiber loading. Printing with 50 percent wood promises to open new markets for the pulp, paper and forest products industries.

As a forest product, CNF could rival steel properties, and its successful incorporation into plastics shows great promise for a renewable feedstock suitable for additive manufacturing.

Environmental Technologies

■ Maine-Greenland Collaborations Offer Climate Insights

A multi-disciplinary team of 16 University of Maine System researchers and faculty traveled to southwest Greenland June 21-29 to address 21st century challenges throughout the Arctic, North Atlantic and Maine by experiencing the impacted region first-hand. The “Arctic Futures Workshop” was organized by Paul Mayewski, director of the Climate Change Institute at the University of Maine, and Charles Norchi, director of the Center for Oceans and Coastal Law at the University of Maine School of Law. This UMS initiative included participants from UMaine, University of Southern Maine and Maine Law, and was made possible through MEIF and other funding.

The first-of-its-kind workshop explored aspects of climate change and adaptation in South Greenland. The eight-day field visit allowed the multidisciplinary team to study the monumental cultural, environmental and socio-economic challenges facing this region of the Arctic as it grapples with a rapidly warming climate. The adaptation issues are similar to those in Maine. However, Greenland’s terrestrial and marine environment changes are occurring at a far more accelerated pace.

During the South Greenland workshop, faculty and researchers identified potential research projects and points of collaboration. These included essays and grant proposals, USM and UMaine collaborations to employ satellite data to map shifts in landscape and vegetation changes across South Greenland over a 40-year time period, an artistic animation series that brings to life narratives about Greenland and the “Greenland Bridge” and compilation of a matrix of geodata resources relevant to researchers and faculty across many disciplines.

Students in geography, GIS, anthropology, art, social work and tourism studies will benefit from planned courses related to the South Greenland collaboration. In summer 2022, students will go to South Greenland for a field research project focused on understanding human-environment interactions and adaptations in fragile environments. In addition to field data collection, students will use geospatial tools and techniques to supplement their field understanding of relevant issues.



■ Winter Survival Rates of Ticks and Implications for Tick-borne Diseases in Maine



With tick-borne illnesses on the rise in Maine, Allison Gardner, UMaine assistant professor of arthropod vector biology, is studying over-winter survival rates for two types of ticks. Gardner's work addresses the hypothesis that winter temperatures currently constrain the geographic distribution of both the black-legged tick (already established in Maine) and the lone star tick (not yet established in Maine, but increasingly prevalent elsewhere in the Northeast). It is further hypothesized that climate change may increase over-winter tick survival and thus contribute to the spread of tick-borne disease.

With a grant from the Maine Department of Inland Fisheries and Wildlife, Gardner will conduct an over-winter survival assay for both tick species in five locations spanning a statewide climate gradient. Another component of the research involves studying the geographic distribution of the blacklegged tick in 13 locations throughout the state and testing small animals in these regions for a variety of tick-borne pathogens.

Forestry and Agriculture

■ Wood to Jet Fuel Program Gets a Big Boost



The University of Maine's groundbreaking work to convert woody biomass into biofuels recently got a big boost in the form of a \$4 million grant from the U.S. Department of Defense.

Many Maine communities have felt the effects of declining paper industries. In order to revitalize the economies of these towns across the state, it is crucial to find alternative and innovative uses for the mills and resources that are currently underutilized. The Forest Bioproducts Research Institute has been addressing this problem through research into nanocellulose, a forest-based bioproduct, that is showing a variety of useful applications in a range of industries.

The new grant funding will allow UMaine to expand and scale up its wood-to-fuel technology, putting in place the research infrastructure needed to produce sufficient quantities of diesel and jet fuel needed for fuel certification testing. Additionally, it allows for follow-up work on co-production of chemicals derived from carbon

sugars and advanced materials derived from nanocellulose and biochar.

The pilot plant at the University of Maine's Technology Research Center in Old Town, Maine, is able to process up to 1 ton of woody biomass every day, with the ability to run 100 continuous hours.



■ Blueberry Research Supports Health of Key Maine Industry

Several projects aim to help Maine's wild blueberry growers and processors to improve safety, efficiency, and profitability.

Lowbush blueberries are a historically important crop in Maine, and our state remains the number one domestic source for wild blueberries, producing an average of more than \$100 million pounds annually.

Research led by University of Maine Cooperative Extension wild blueberry specialist and assistant professor of horticulture Lily Calderwood and supported by a \$199,828 grant from the U.S. Department of Agriculture considers nutrient and weed management strategies for the state's organic wild blueberry growers. With the price of conventional wild blueberries reaching a record low in 2017, more growers are exploring organic production. Organic berries command significantly higher prices, but low yields are a chronic problem without effective nutrient and weed management plans. Difficulty developing and implementing such plans is commonly cited as a barrier to transitioning to organic production, and Calderwood's work focuses on both research and related education to support Maine's blueberry growers.

Calderwood also is studying the role of fertilizers in the wild blueberry system in order to draft revised guidance for growers in an effort to improve farm efficiency and profitability. This work, supported by a \$43,887 grant from the U.S. Department of Agriculture evaluates new fertilizer products and their impact on weed and disease pests, as well as studies the effect of warmer temperatures and fertilizer application on wild blueberry productivity, weed pressure and disease incidence.

In addition, Jennifer Perry, UMaine assistant professor of food microbiology, continued work to improve the safety of Maine's wild blueberry products with grant assistance from the Wild Blueberry Commission of Maine. The study is an academic and industry collaboration to examine the use of emerging aqueous treatments on the safety of wild blueberries during simulated commercial processing. More than 90% of Maine's wild blueberry harvest is diverted to frozen product, and changes in the way people consume blueberries demand that frozen berries be delivered ready-to-eat. A transition away from baking means that many people do not heat the product before consumption, bringing bacterial control to the fore. Perry is studying the utility of underutilized and emerging aqueous treatments including ozone, electrolyzed water and peracetic on the survival of *Listeria* bacteria. The commercial processing simulations involved in the research are designed to mirror existing processing operations so that solutions can be easily and cost effectively implemented by the industry.

This study builds on Perry's prior work in this area, which was supported by a grant from Maine's Agricultural Development Grant Program in 2018.

■ UMaine Continues to Lead the Way in Potato Research

A \$433,370 grant from the U.S. Department of Agriculture is the latest award in a multiyear integrated study of potato breeding and variety development for improved quality and pest



resistance in the Eastern United States. Greg Porter, a professor of crop ecology and management at UMaine who leads the university's potato breeding and development program, is working with colleagues at universities in six other states as part of ongoing research to develop attractive, highly productive disease- and insect-resistant potato varieties that can be employed by small and large producers to enhance marketing opportunities, farm sustainability and profits.

It takes 12 to 14 years to develop a new potato variety, and Porter's work at UMaine's 425-acre Aroostook Research Farm focuses on every aspect of potato growth and development. In recent years, UMaine's breeding program has released several varieties, including the Caribou Russet, which has white flesh and lightly russeted skin, and the Pinto Gold, a yellow-flesh gourmet potato.

The Caribou Russet hit store shelves with limited supply in 2016. A year later, Hannaford stores began stocking the new variety in its produce sections throughout Maine. Today, Hannaford and Stop & Shop stores are carrying the Caribou Russet and it is available to some smaller supermarkets as well. In 2019, demand for Caribou Russet grew to include chefs and the food service industry. In the time since the release of the Caribou Russet, acreage has increased to 3,900

acres which accounts for 7.5% of all the potatoes planted in Maine. The Pinto Gold, released in 2018, is earlier in its development trajectory and has received acclaim for its excellent roasting and eating qualities.

The management of insects, diseases and other pests is key to sustaining Maine's \$500 million potato industry, and the University of Maine Cooperative Extension's long-established Potato Integrated Pest Management Program is vital to that goal. Without reliable and sustainable pest management strategies, potato growers face the potential for severe crop losses resulting in significant reductions in profits and threats to long-term viability. Funded through the USDA via the Maine Department of Agriculture for \$99,571 in 2019, the Potato Integrated Pest Management Program, provides ongoing support to growers through field monitoring, disease forecasting and distribution of educational materials.

Information Tech

■ Learning Platform Expands STEM Access for Blind or Visually Impaired Students

Development and evaluation of a first-of-its-kind remote learning platform providing people who are blind or visually impaired (BVI) nonvisual access to STEM-related graphical information is the focus of a \$748,000 National Science Foundation grant to the University of Maine.



The project, “A Remote Multimodal Learning Environment to Increase Graphical Information Access for Blind and Visually Impaired Students,” is led by Nicholas Giudice, UMaine professor of spatial informatics who directs the Virtual Environment and Multimodal Interaction (VEMI) Laboratory.

The system uses combinations of nonvisual inputs, such as vibration, speech and auditory information, that allow BVI users to feel and

hear the visual content of graphics as they move their hand around the touchscreen of smartphones and tablets. With graphical educational materials at the core of all STEM disciplines, this information access is critical for improving BVI students’ classroom outcomes.

The project will conduct one of the largest experiments ever performed on graphical access with BVI participants, with results leading to the development of a robust and economically viable solution for the BVI community.

This newest award is the latest in six years of research by Giudice and the VEMI Lab focused on using commercial smartphones and tablets to provide BVI people with nonvisual and multimodal access to visual graphics. The work has been supported by two other NSF grants and has been published in over 30 papers and conference presentations.

The research has led to the development of a new class of information access technology that has gained significant national attention and has potential for solving the long-standing graphics access problem for people with visual impairment. By creating an accessible remote learning platform that can work on a BVI user’s personal smartdevice, this most recent project takes the research outside of the lab and directly to the people who can most benefit from its application.

■ USM Municipal Data Consortium Pilot Project Identifies Key Needs

The University of Southern Maine Data Innovation Project is dedicated to partnering with organizations to increase their capacity to utilize data to clearly define their work, achieve results and demonstrate impact in Maine. Part of this effort has been the Municipal Data Consortium project, which began in spring 2018.

This work has focused on reviewing open data movement initiatives for local municipalities, as well as data-sharing platforms that exist around the U.S. and Canada. Through dialogue with Greater Portland area town managers to explore their primary data needs, staff undertook a data collection pilot project with the towns of Falmouth, Scarborough, Gray, Yarmouth, Gorham and Cape Elizabeth.

The participating towns identified being able to make meaningful comparison data across towns and benchmarking as high priorities. The pilot found that the data collected and maintained by



towns lack uniformity, making cross-town comparisons or benchmarking very difficult.

At the municipal level, the two most significant data files are budgets and town parcel and assessor files. While Maine has created voluntary guidelines to standardize each of these common data files, they are not mandated for

use. For example, the Office of the State Auditor has a model chart of accounts that could standardize budgets, and the Maine GeoLibrary created recommended land use codes for assessor data and standards for digital parcel files. Neither of these efforts appears to have been widely publicized beyond the year in which they were created.

As a result of this project, the staff has a much stronger vision for a data consortium, its functionality, the process by which it could be developed, as well as a draft business plan/proposal that outlines the stages, resources necessary and stakeholders to involve in the future.

Precision Manufacturing

■ Advanced Manufacturing Center Pioneering 3D Metal Printing for Maine

A broad-based coalition of Maine companies is taking advantage of additive metal manufacturing services and training available at the University of Maine as part of a concerted effort to make 3D metal printing accessible for Maine businesses.

The work is being done at UMaine's Center for Additive Manufacturing of Metals (CAMM), based at the Advanced Manufacturing Center (AMC) on the Orono campus. It is the only Maine facility currently offering these services, which focus on the process of fusing small metal particles together through 3D printing to form solid metal objects. The technology is ideal for creating small parts used in tooling or fixturing.



CAMM's funding comes from a nearly \$500,000 Maine Technology Institute (MTI) cluster initiative program grant, with matching funds from the university and 35 Maine companies, bringing the total to \$1 million. The funds also will be used as a partial match for a \$750,000 U.S. Economic Development Administration grant AMC recently received. With matching funds, the grant totals \$1.5 million.

The companies who have contributed funding — including GE Power in Bangor — are true partners in CAMM's work. GE's location in Bangor manufactures steam turbine rotors and blading and specializes in gas turbine components. The AMC has been working with GE on test parts for a gripper system that the company uses to hold blades and parts for machining, as well as testing for a high-temperature masking operation they use in the blade-coating process. The ability to experiment with CAMM is an asset to businesses who want to try this new technology, and the hope is to facilitate the adoption of 3D metal printing in businesses around the state.

Cross Sector

■ Maine Regulatory Training and Ethics Center Interns in the Field

The Maine Regulatory Training and Ethics Center (MeRTEC) project focuses on an interdisciplinary, educational partnership between the University of Southern Maine (USM) and Maine's businesses and community partners. Regional business, industry leaders and community partners have conveyed to USM the need for guidance in regulatory training, workforce development and ethics. In partnership with Maine Law, MeRTEC has established Regulatory Navigation Certificates consisting of professional training curriculum focused on core competencies within law, ethics and the social sciences. The program draws from USM's recognized strengths in these areas to offer in-person and online courses, training, and student internships. The successful pilot launch of the Professional Certificate in 2017-2018 resulted in 10 students in the pilot cohort receiving a Certificate of Compliance.

Over the course of 2019, MeRTEC has also helped to meet the needs of Maine's businesses, industry leaders and community partners through providing MeRTEC interns/graduate assistants. These individuals provided technical assistance to community partners with at least two projects in each of the emphasized sectors: agricultural, marine, health and life science. MeRTEC also piloted a student internship exchange with Reykjavik University at Eimskip Portland and Reykjavik.





Appendix 1 — University of Maine System Intellectual Property

Table A1-1

University of Maine System New Patent Applications Filed FY2019

Title	Application Type	Filing Date	Inventor	Campus
METHOD OF ASSEMBLING A FLOATING WIND TURBINE PLATFORM	US-DIVISIONAL	5/15/2019	HABIB DAGHER ANTHONY VISELLI	ORONO
SPENT GRAIN PAPER AND PAPERBOARD PRODUCTS AND RELATED METHODS	US – PROVISIONAL	3/22/2019	KAI SMITH	ORONO
HYBRID COMPOSITE CONCRETE BRIDGE AND METHOD OF ASSEMBLING	US	3/12/2019	WILLIAM G DAVIDS JAMES M ANDERSON JOSHUA DAVID CLAPP HABIB JOSEPH DAGHER *	ORONO
ADVANCED SEGMENTED PRE-CAST CONCRETE HULLS FOR WAVE ENERGY CONVERTERS	US	3/4/2019	ANTHONY VISELLI* HABIB JOSEPH DAGHER	ORONO
NON-ORTHOGONAL ADDITIVE MANUFACTURING AND THE TREATMENT OF PARTS MANUFACTURED THEREFROM	US	1/17/2019	MATTHEW JOHN IRELAND JAMES M ANDERSON *	ORONO
COMPOSITIONS AND METHODS FOR MODULATING ENDOTHELIAL CELL MIGRATION AND ANGIOGENESIS	PCT	11/15/2018	PANAGIOTIS TSAKIROGLOU DOROTHY J KLIMIS *	ORONO
IMPROVED FILAMENTS FOR 3D PRINTING	PCT	11/15/2018	JORDAN E SANDERS LU WANG DOUGLAS JEROME GARDNER *	ORONO
TUNE MASS DAMPER FOR FLOATING STRUCTURES	US-PROVENTIAL	11/2/2018	ANDREW JOSEPH GOUPEE ANTHONY M VISELLI HABIB JOSEPH DAGHER *	ORONO
METHOD TO PRODUCE COMPOSITE-ENHANCED MARKET PULP AND PAPER	PCT	10/10/2018	MICHAEL BILODEAU * MARK A PARADIS	ORONO
STYLIZED ADAPTIVE MOBILITY DEVICE	US	9/20/2018	VINCENT CACCESE ELIZABETH DEPOY * STEPHEN F GILSON	ORONO
CONTROLLED POROSITY STRUCTURAL MATERIAL WITH NANOCELLULOSE FIBERS	US	9/20/2018	DAVID GREGG HOLOMAKOFF MUHAMMAD RADOWAN HOSSEN MICHAEL D MASON *	ORONO
PARASITE TREATMENT COMPOUND	PCT	9/12/2018	DEBORAH A BOUCHARD * IAN BRICKNELL	ORONO
TREHALASE-RESISTANT TREHALOSE ANALOGUES AND USES THEREOF	US-PROVISIONAL	8/22/2018	PETER WOODRUFF	USM
NON-ORTHOGONAL ADDITIVE MANUFACTURING AND THE TREATMENT OF PARTS MANUFACTURED THEREOF	US-PROVISIONAL	8/9/2018	MATTHEW JOHN IRELAND JAMES M ANDERSON *	ORONO
PHOTOVOLTAIC FABRIC WITH WOVEN BUS ARCHITECTURE	PCT	7/30/2018	KARL PEPIN *	ORONO
A NOVEL BARRIER CONCEPT TO REDUCE SEA LICE INFESTATION OF SALMON FARMS	US-PROVISIONAL	7/26/2018	IAN BRICKNELL KRISHNA THIAGARAJAN *	ORONO
DOPPLER RADAR BASED BEE HIVE ACTIVITY MONITORING SYSTEM	US-PROVISIONAL	7/10/2018	HERBERT AUMANN NURI EMANETOGLU	ORONO
TOTAL 17				

Table A1-2 **University of Maine System — Patents Issued FY2019**

Title	Patent Number	Country	Issued Date
ENERGY EFFICIENT PROCESS FOR PREPARING NANOCELLULOSE FIBERS	602013056272.5	Germany	6/5/2019
ENERGY EFFICIENT PROCESS FOR PREPARING NANOCELLULOSE FIBERS	E 1140092	Austria	6/5/2019
ENERGY EFFICIENT PROCESS FOR PREPARING NANOCELLULOSE FIBERS	502019000070530	Italy	6/5/2019
ENERGY EFFICIENT PROCESS FOR PREPARING NANOCELLULOSE FIBERS	2861799	*European	6/5/2019
FLOATING WIND TURBINE PLATFORM AND METHOD OF ASSEMBLING	57.397	Chile	5/24/2019
POLYMERIC COMPOSITE MATERIALS AND METHODS OF MAKING THEM	364784	Mexico	5/7/2019
CELLULOSE NANOFIBRILS REINFORCED POLYPROPYLENE NANOCOMPOSITES: MECHANICAL AND MORPHOLOGICAL PROPERTIES	10280294	United States	5/7/2019
METHOD OF MOORING ONE OR MORE FLOATING WIND TURBINE PLATFORM	ZL201580007382.3	China	5/7/2019
SYSTEM AND METHOD FOR EARLY DETECTION OF MILD TRAUMATIC BRAIN INJURY CONTINUATION OF APPLICATION 13/106451 NOW PAT. NO. 9192333	10244977	United States	4/2/2019
FLOATING WIND TURBINE PLATFORM AND METHOD OF ASSEMBLING	2836708	*European	2/27/2019
HYBRID COMPOSITE MATERIAL SYSTEMS FOR OFFSHORE FLOATING PLATFORMS	602013051466.6	Germany	2/27/2019
HYBRID COMPOSITE MATERIAL SYSTEMS FOR OFFSHORE FLOATING PLATFORMS	2836708	UK, Spain, Denmark, France	2/27/2019
FLOATING WIND TURBINE SUPPORT SYSTEM	3049668	*European	2/27/2019
METHOD OF CONSTRUCTION, ASSEMBLY AND LAUNCH OF A FLOATING WIND TURBINE PLATFORM	10215161	United States	2/26/2019
HYBRID COMPOSITE MATERIAL SYSTEMS FOR OFFSHORE FLOATING PLATFORMS	2635489	*European	2/20/2019
BUOY WITH INTEGRATED MOTION COMPENSATION	10202174	United States	2/12/2019
HULL FOR A FLOATING WIND TURBINE PLATFORM	10202170	United States	2/12/2019
FLOATING WIND TURBINE SUPPORT SYSTEM	105793563	China	1/22/2019
METHOD OF FORMING A COMPOSITE STRUCTURAL MEMBER (APPARATUS)	2812942	Canada	1/20/2019
METHOD OF FORMING A COMPOSITE STRUCTURAL MEMBER (METHOD)	2812941	Canada	1/15/2019
METHOD FOR DRYING CELLULOSE NANOFIBRILS	2797681	Canada	12/18/2018
POLYMERIC COMPOSITE MATERIALS AND METHODS OF MAKING THEM	3004222	*European	12/5/2018
HYBRID CONCRETE - COMPOSITE TOWER FOR A WIND TURBINE AND METHOD OF MANUFACTURING	ZL201580019384.4	China	11/27/2018
BIODEGRADABLE MATERIALS AND METHODS OF MAKING THE SAME	10065080	United States	9/4/2018
TOTAL 47: 6 U.S.; 41 foreign			

*European Patent Convention: Portugal, Poland, Norway, Netherlands, IUK, France, Finland, Spain, Belgium, Sweden

Appendix 2 — Maine Economic Improvement Fund Financial History and Tables

Table A2-1

A History of Legislative Actions on Appropriating State Research Funds

The following is a summary of the actions of the 118th–129th (first regular session) Maine Legislature with regard to appropriating research and development funds to the University of Maine System.

118th LEGISLATURE

March 26, 1997: Governor signed into law the Economic Improvement Strategy (Chapter 24) that appropriated \$500,000 to UMS for research.

April 1, 1998: Governor signed into law the Economic Improvement Strategy (Chapter 643, Part LL, Sec. S-3) that appropriated \$4 million to UMS for research. These funds were allocated from the FY1998 year-end state surplus for use in FY1999.

119th LEGISLATURE

March 15, 1999: Governor signed into law the Part I Current Services budget (Chapter 16) that appropriated \$4 million in 1999–2000 and 2000–01 to UMS on a “base budget” basis for research. This extends the one-time FY1999 \$4 million research appropriation that was funded from the FY1998 year-end state surplus.

June 4, 1999: Governor signed into law the Part II Supplemental Appropriation budget (Chapter 401) that appropriated an additional \$5.55 million in 1999–2000 and an additional \$50,000 in 2000–01 to UMS on a “base budget” basis for research.

April 25, 2000: Governor signed into law the Part II Supplemental Appropriation budget (Chapter 731) that appropriated \$300,000 in 2000–01 to UMS on a “base budget” basis for the Maine Patent Program.

120th LEGISLATURE

June 21, 2001: Governor signed into law the Part II Supplemental Appropriation budget (Chapter 439) that appropriated an additional \$2 million in 2002–03 to UMS on a “base budget” basis for research.

March 25, 2002: Governor signed into law a deappropriation (Chapter 559) that reduced the FY2003 \$2 million Supplemental Appropriation by \$1 million.

July 1, 2002: Governor signed a Financial Order that curtailed the FY2003 \$2 million Supplemental Appropriation by an additional \$1 million. This eliminated the FY2003 increase of \$2 million for research, bringing the FY2003 research and development appropriation back to the FY2002 level of \$10.1 million.

November 18, 2002: Governor signed into law a Supplemental Appropriation budget (Chapter 714) that deappropriated the \$1 million curtailment that was signed July 1, 2002.

121st LEGISLATURE

March 27, 2003: Governor signed into law the Part I Current Services budget (Chapter 20, Part RR) that appropriated \$100,000 in 2003–04 and 2004–05 on a “base budget” basis for research.

January 30, 2004: Governor signed into law a Supplemental Appropriation budget (Chapter 513, Part P, Sec. P-2) that includes a provision to transfer to MEIF up to \$2 million of any unbudgeted State revenue remaining at the close of FY2004. The full amount was subsequently transferred to UMS. This same Chapter 513, Part P, Sec. P-3 made the \$2 million part of the MEIF FY2005 base appropriation.

122nd LEGISLATURE

March 29, 2006: Governor signed into law a Supplemental Appropriations budget (Chapter 519, Part A, Sec. A-1) that includes providing one-time funding of \$600,000 in FY2007 for the commercialization of research and development activity, and for the Gulf of Maine Ocean Observing System.

123rd LEGISLATURE

June 7, 2007: Governor signed into law a budget (Chapter 240, Part A, Sec. A-68) that provides an increase of \$1.5 million in FY2008 and an additional \$1 million in FY2009 on a “base budget” basis for research.

124th LEGISLATURE

May 28, 2009: Governor signed into law a budget (Chapter 213, Part A, Sec. A-67) that maintains the annual funding at the FY2009 level of \$14.7 million.

125th LEGISLATURE

June 15, 2011: Governor signed into law a budget (Chapter 380) that maintains the annual funding at \$14.7 million. May 29, 2012: PUBLIC Law (Chapter 698) creates the formula funding for the Small Campus Initiative, reserving a percentage of MEIF exclusively for the five smaller campuses of the University of Maine System.

126th LEGISLATURE

June 10, 2013: Governor signed into law (Chapter 225) an amendment to the MEIF statute to include Maine Maritime Academy as a MEIF-eligible small campus.

June 26, 2013: Legislature approved into law a budget (Chapter 368) that maintains the annual funding at \$14.7 million.

127th LEGISLATURE

June 30, 2015: Legislature approved into law a budget (Chapter 267) that increases the annual funding by \$2.65 million in each year of the biennium.

128th LEGISLATURE

July 4, 2017: Governor signs into law the state budget that maintains the annual funding at \$17.35 million (FY2017/FY2018).

129th LEGISLATURE

June 17, 2019: Governor signs into law the state budget that maintains the annual funding at \$17.35 million (FY2018/FY2019)

Table A2-2

Legislative History of MEIF New Appropriations**118th LEGISLATURE**

	<u>FY1998</u>	<u>FY1999</u>	<u>Total 2-Year</u>
UMaine	\$400,000	\$3,200,000	\$3,600,000
USM	100,000	800,000	900,000
Total	\$500,000	\$4,000,000	\$4,500,000

119th LEGISLATURE

	<u>FY2000</u>	<u>FY2001</u>	<u>Total 2-Year</u>
UMaine	\$4,440,000	\$40,000	\$4,480,000
USM	1,110,000	10,000	1,120,000
Total	\$5,550,000	\$50,000	\$5,600,000

120th LEGISLATURE

	<u>FY2002</u>	<u>FY2003</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
Total	\$0	\$0	\$0

121st LEGISLATURE

	<u>FY2004</u>	<u>FY2005</u>	<u>Total 2-Year</u>
UMaine	\$80,000	\$1,600,000	\$1,680,000
USM	20,000	400,000	420,000
Total	\$100,000	\$2,000,000	\$2,100,000

122nd LEGISLATURE

	<u>FY2006</u>	<u>FY2007</u>	<u>Total 2-Year</u>
UMaine	\$0	\$540,000	\$540,000
USM	0	60,000	60,000
Total	\$0	\$600,000	\$600,000

123rd LEGISLATURE

	<u>FY2008</u>	<u>FY2009</u>	<u>Total 2-Year</u>
UMaine	\$1,200,000	\$720,000	\$1,920,000
USM	300,000	180,000	480,000
S.C. Initiatives	0	100,000	100,000
Total	\$1,500,000	\$1,000,000	\$2,500,000

124th LEGISLATURE20

	<u>FY2010</u>	<u>FY2011</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
S.C. Initiatives	0	0	0
Total	\$0	\$0	\$0

125th LEGISLATURE

	<u>FY2012</u>	<u>FY2013</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
S.C. Initiatives	0	0	0
Total	\$0	\$0	\$0

126th LEGISLATURE

	<u>FY2014</u>	<u>FY2015</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
S.C. Initiatives	0	0	0
Total	\$0	\$0	\$0

127th LEGISLATURE

	<u>FY2016</u>	<u>FY2017</u>	<u>Total 2-Year</u>
UMaine	\$2,056,400	\$0	\$2,056,400
USM	514,100	0	514,100
S.C. Initiatives	79,500	0	79,500
Total	\$2,650,000	\$0	\$2,650,000

128th LEGISLATURE

	<u>FY2018</u>	<u>FY2019</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
S.C. Initiatives	0	0	0
Total	\$0	\$0	\$0

129th LEGISLATURE

	<u>FY2020</u>	<u>FY2021</u>	<u>Total 2-Year</u>
UMaine	\$0	\$0	\$0
USM	0	0	0
S.C. Initiatives	0	0	0
Total	\$0	\$0	\$0

Total Yearly Research Appropriations for FY2019**FY2019 Appropriation**

UMaine	\$13,289,194	76.6%
USM	3,290,306	19.0%
UMM	250,000	1.4
UMFK	0	0.0
UMPI	0	0.0
UMA	0	0.0
UMF	0	0.0
UMS	520,500	3.0
MMA	0	0.0
Total	\$17,350,000	100.0%

S.C. Initiatives Small Campus Initiatives
 University of Maine UMaine
 University of Southern Maine USM
 University of Maine at Augusta UMA
 University of Maine at Farmington UMF
 University of Maine at Fort Kent UMFK
 University of Maine at Machias UMM
 University of Maine at Presque Isle UMPI
 Maine Maritime Academy MMA

Table A2-3 Maine Economic Development Fund

Utilization of FY2019 Research Appropriation by Targeted Sector

Targeted Research Area	Source of R&D Funds					Utilization of R&D Funds					Balance	
	FY2019 R&D Initial	Unused R&D Funds from Prior Years	Adjustment To Prior Years Unused R&D Funds	Adjusted Unused R&D Funds From Prior Years	FY2019 R&D Funding Transfers	FY2019 Total R&D Funds Available	FY2019 R&D Actual Expenditures	Transferred To Match Grants & Contracts	Transferred Between R&D Accounts	Total R&D Funds Utilized	Unused Funds Carried Forward To FY2020 ¹	
Adv. Technology Forestry & Agriculture	\$1,781,062	\$(1,049,667)	-	\$1,049,667	\$ -	\$731,395	\$2,951,359	\$184,418	\$(1,003,004)	\$2,132,773	\$(1,401,378)	
Aquaculture & Marine Science	2,959,909	(2,400,098)	-	(2,400,098)	-	559,811	3,951,753	1,481,364	(1,356,823)	3,076,294	(2,516,483)	
Biotechnology	1,208,714	(1,135,543)	-	(1,135,543)	-	73,171	1,800,930	213,161	(625,709)	1,338,382	(1,315,211)	
Composites	1,844,246	2,028,201	-	2,028,201	-	3,872,447	2,237,710	237,576	(889,316)	1,585,970	2,286,477	
Environmental	1,338,169	(570,030)	-	(570,030)	-	768,139	2,037,686	115,393	(738,844)	1,414,235	(646,096)	
Information Technology	1,856,946	(290,256)	-	(290,256)	-	1,266,690	3,237,946	27,385	(998,705)	2,266,626	(999,936)	
Precision Manufacturing	1,383,284	240,561	-	240,561	-	1,623,845	1,866,741	85,488	(655,964)	1,296,265	327,580	
Cross Sector	916,864	(422,450)	-	(422,450)	-	494,414	1,113,696	98,300	(185,957)	1,026,039	(531,625)	
Total State Funding	\$13,289,194	\$3,899,282	-	\$(3,899,282)	\$ -	\$9,389,912	\$18,197,821	\$2,443,085	\$(6,454,322)	\$14,186,584	\$(4,796,672)	
UM Cost Sharing Funding ²	6,454,248	-	-	-	-	6,454,248	-	-	6,454,248	6,454,248	-	
Total Funding	\$19,743,442	\$(3,899,282)	\$ -	\$(3,899,282)	\$ -	\$15,844,160	\$18,197,821	\$2,443,085	\$(74)	\$20,640,832	(4,796,672)	

¹ Includes year-end equipment carry-over funds (equipment ordered, not received and not paid).² Salary and benefits from university.³ Actual expenditures for FY2017 included a reversal of a \$1,533 FY2016 payroll accrual that was accrued under the instruction functional expense and not included in the FY2016 report.

USM	Source of R&D Funds					Utilization of R&D Funds					Balance	
	FY2019 R&D Initial	Unused R&D Funds from Prior Years	Adjustment To Prior Years Unused R&D Funds	Adjusted Unused R&D Funds From Prior Years	FY2019 R&D Funding Transfers ³	FY2019 Total R&D Funds Available	FY2019 R&D Actual Expenditures	Transferred To Match Grants & Contracts	Transferred Between R&D Accounts	Total R&D Funds Utilized	Unused Funds Carried Forward To FY2020 ^{1,2}	
Targeted Research Area Forestry & Agriculture	\$ -	\$452,099	\$ -	\$452,099	\$696,518	\$1,148,617	\$903,794	\$57,753	\$ -	\$961,547	\$187,070	
Aquaculture & Marine	-	500,647	-	500,467	360,125	860,772	683,035	-	-	683,035	177,737	
Biotechnology	-	14,272	-	14,272	254,432	268,704	251,157	-	-	251,157	17,547	
Composites	-	1,089	-	1,089	3,351	4,440	3,550	-	-	3,550	890	
Environmental	-	65,700	-	65,700	(27,095)	38,605	35,143	-	-	35,143	3,462	
Information Technology	-	676,373	-	676,373	507,565	1,183,938	858,129	78,662	-	936,791	247,147	
Precision Manufacturing	-	556	-	556	26,076	26,632	22,661	-	-	22,661	3,971	
Cross Sector	-	26,107	-	26,107	1,278,603	1,304,710	1,046,485	-	-	1,046,485	258,225	
Unassigned — reallocated by System	3,290,306	287,551	-	287,551	(3,095,575)	478,282	-	-	-	-	478,282	
Total State Funding	\$3,290,306	\$2,024,394	\$ -	\$2,024,394	\$ -	\$5,314,700	\$3,803,954	\$136,415	\$ -	\$3,940,369	\$1,374,331	

¹ Includes year-end equipment carry-over funds (equipment ordered, not received, and not paid).² At USM, projects are funded on a year to year basis with renewals contingent on performance. A majority of the unused funds carried forward into FY2019 are committed but not yet allocated to multi year projects.³ Transfers for current year funding of USM R&D programs and awards from "Unassigned". UM base budgets the MEIF appropriation by sector and thus does not use funding transfers.

Table A2-4 Maine Economic Development Fund

FY2019 Utilization of FY2019 Research Appropriation by Campus

Source of R&D Funds				Utilization of R&D Funds					Balance Unused Funds Carried Forward To FY2020¹
FY2019 R&D Initial Base Budget	Unused R&D Funds from Prior Years As Reported	Adjustment To Prior Years Unused R&D Funds ⁴	Adjusted Unused R&D Funds from Prior Years	FY2019 R&D Funding Transfers ³	FY2019 Total R&D Funds Available	FY2019 R&D Actual Expenditures	Transferred To Match Grants & Contracts	Transferred Between R&D Accounts	Total R&D Funds Utilized
UMAINE	\$13,289,194	\$(3,899,282)	\$(3,899,282)	\$ -	\$9,389,912	\$18,197,821	\$2,443,085	\$(6,454,322)	\$14,186,584
USM	3,290,306	2,024,394	2,024,394	-	5,314,700	3,803,954	136,415	-	3,940,369
UMM	250,000	243,100	243,100	300,000	793,100	457,579	-	-	457,579
UMFK	-	177,032	177,032	-	177,032	115,675	-	-	115,675
UMPI	-	258,571	258,571	-	258,571	192,950	-	-	192,950
UMA	-	7,288	7,288	85,129	92,417	7,287	-	-	7,287
UMF	-	23,636	23,636	-	23,636	13,656	-	-	13,656
UMS	520,500	13,853	13,853	(435,063)	99,290	49,839	-	-	49,839
MMA	-	105,418	105,418	49,934	155,352	52,626	-	-	52,626
Total State Funding	\$17,350,000	\$(1,045,990)	\$(1,045,990)	\$ -	\$16,304,010	\$22,891,387	\$2,579,500	\$(6,454,322)	\$19,016,565
									\$(2,712,555)

¹ Includes year-end equipment carry-over funds (equipment ordered, not received, and not paid).

² UM Cost Sharing.

³ Inter-unit R&D funding transfers related to FY2019 MMA and Small Campus Initiative (SCI) awards.



Center for Additive Metals Manufacturing at the Advanced Manufacturing Center

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Vice Chancellor for
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Date: February 11, 2020

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

From: Dr. Robert Placido, VCAA

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

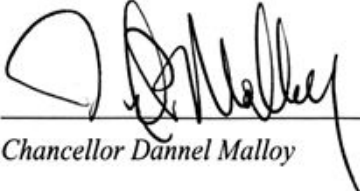
University of
Southern Maine

Regarding: UM Academic Program Proposal: M.S. in Athletic Training

Please find the attached program proposal from the University of Maine (UM) to offer a M.S. in Athletic Training (MSAT). The attached material includes letters of support from President Joan Ferrini-Mundy and Interim Executive Vice President for Academic Affairs & Provost Faye Gilbert, as well as the full program proposal. This is a collaborative program between UM, the University of Southern Maine (USM), and the University of Maine at Presque Isle (UMPI).

The proposed USM and UMPI collaboration in MSAT was reviewed and recommended by the Chief Academic Officers Council (CAOC), VCAA and subsequently approved by you and the Board of Trustees. The CAOC reviewed and recommended the additional UM proposal on January 16 2020. 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 UM MSAT


Chancellor Dannel Malloy

2.11.20

Date


Office of the Executive Vice President
for Academic Affairs & Provost



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February 11, 2020

TO: Robert Placido, Interim Vice Chancellor for Academic Affairs

FROM: Faye W. Gilbert, Interim Executive Vice President for Academic Affairs & Provost 

RE: Master of Science in Athletic Training Collaborative Proposal - clarifications

CC: Joan Ferrini-Mundy, President
Mary Gresham, Dean, College of Education and Human Development
Kody Varahramyan, Vice President for Research and Dean of the Graduate School
Scott G. Delcourt, Associate Vice President for Graduate Studies and Sr. Associate Dean

On behalf of the University of Maine, attached please find the collaborative proposal to create a Master of Science in Athletic Training to transition from the current Bachelor of Science in Athletic Training.

This proposal contains the clarifications requested in your memo dated January 16, 2020 and discussed at the subsequent meeting with faculty.

Our understanding is the proposal will be reviewed at the February 24, 2020 BOT Academic and Student Affairs subcommittee.

Please let me know if additional information is needed or if you have any questions.



MASTER OF SCIENCE IN ATHLETIC TRAINING

University of Maine System Program Proposal

University of Southern Maine
University of Maine at Presque Isle
University of Maine

November, 2019

PROGRAM PROPOSAL:

MASTER OF SCIENCE IN ATHLETIC TRAINING

PROGRAM OBJECTIVES

RATIONALE

The purpose of this document is to present a proposal for the transition of a Bachelor of Science in Athletic Training (BSAT) to a Master of Science in Athletic Training (MSAT) with distance learning opportunities at the University of Maine at Presque Isle (UMPI). The University of Southern Maine (USM) and the University of Maine (UMaine) currently provide accredited athletic training education to their students in the form of a BSAT. Recently however, a consortium of athletic training governing bodies proposed and approved a policy that all athletic training education programs move to the master's level. The Commission on Accreditation of Athletic Training Education (CAATE), a member of this athletic training alliance, published the *2020 Standards for Accreditation of Professional Athletic Training Programs (Appendix A)* that now requires all professional programs be provided at the master's level to be eligible for accreditation.

Standard 20: Professional programs result in the granting of master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

To continue athletic training education, USM and the UMaine must comply with the standards put forth by the CAATE, it's accrediting agency. Therefore, this proposal outlines a collaboration between USM, UMaine, and UMPI that will provide the framework for transitioning USM and UMaine's programs into collaborative master's degrees in athletic training. To maintain athletic training offerings at UMPI, they will be established as an accredited program site.

PROGRAM GOALS & OUTCOMES

Consistent with our current Mission Statements, the UMaine, UMPI, and USM Athletic Training programs will share the following goals and objectives to best prepare students for their professional careers. They are developed based on these two primary goals: 1) that the student will attain a master's degree, and 2) that the student will be eligible for certification in athletic training. These goals and objectives are required by CAATE and must be assessed and reported annually (*Appendix A, Standards 2, 3, and 4*).

1. Students will be prepared for certification and employment upon graduation.
 - o All students successfully completing the program will be eligible for the BOC exam.
 - o Students will be gainfully employed or enrolled in an advanced academic program in athletic training or a related field.
2. Students will be active and contributing members of their communities.
 - o Students will engage with the athletic training and local communities.

3. The programs will provide high quality athletic training education.
 - o Contemporary didactic and laboratory education will be delivered by qualified faculty.
 - o This education will be evidence-based and provide up to date best practice knowledge and skills for the students.
 - o Clinical education will include diverse settings and experiences, supervised by trained preceptors with a variety of expertise.
 - o The programs will include interprofessional practice and education that will focus on collaboration and improving health outcomes.
 - o Students and faculty will engage in scholarship and creative activity.
4. The programs will cultivate professional behaviors and a culture of inquiry.
 - o The programs will provide students with skills and foundational behaviors to successfully transition to practice.
 - o Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

EVIDENCE OF PROGRAM NEED

Athletic trainers (AT) are certified medical professionals who specialize in the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions (<https://www.nata.org/about/athletic-training>). ATs are traditionally found in the sports medicine setting, providing care for individuals participating in all levels of athletics. However, as access to qualified health professionals grows increasingly challenging, the practice setting of ATs has expanded to accommodate the growing demand. Current practice settings now include military, public safety, performing arts, and occupational health. In addition, physician practices, and hospital and clinic settings hire ATs to assist in patient care. National, regional, and state employment data predict a growing need for ATs in healthcare settings. Furthermore, growth and change analyses within the profession were conducted by the CAATE to determine that moving to an advanced degree would ensure better healthcare as well as the viability of athletic training.

Based on these data and mandate from the CAATE, Athletic Training programs in the University of Maine System are seeking to transition from a Bachelor's degree program to the Master's degree level. There are currently three Bachelor's degree programs in the University of Maine System (UMS), UMPI, USM, and UMaine. UMPI has completed the teach-out process and has formally withdrawn their CAATE accreditation. USM, UMPI, and UMaine are collaborating to make this transition by creating common core courses that are transferable between Universities. Having collaborative, but unique programs will allow students in the UMS to share a larger and more professionally diverse faculty, facilities, professional clinical experiences with expert preceptors, and a diversity of cultural experiences.

ACCREDITATION REQUIREMENTS

As an American Medical Association (AMA) recognized health care provider, the athletic training profession requires its academic programs to receive and maintain accreditation by the Commission on Accreditation of Athletic Training Education (CAATE). Maintaining accreditation through the CAATE is compulsory for all athletic training programs as accreditation is required in order to be eligible for

recognition as an Athletic Trainer through the profession's Board of Certification (BOC). BOC certification and graduation from a CAATE accredited program qualifies individuals for licensure as an athletic training practitioner through the state of Maine's Department of Professional and Financial Regulation's Office of Professional and Occupational Regulation. This allows the Athletic Trainer to legally work as a healthcare professional in the state(s) he/she becomes licensed.

The University of Southern Maine (USM) has offered an undergraduate major in Athletic Training since 1997. The current Bachelor of Science in Athletic Training (BSAT) successfully received its initial five-year programmatic accreditation in 2002, a subsequent 10 year reaccreditation in 2007, and its current five-year reaccreditation status through the CAATE in 2017.

The University of Maine offered an internship-driven program from 1965 to 2004. Under the tutelage of nationally renowned athletic trainer, Wesley Jordan, the program attracted students from across the nation. This trend continues today as the program's Bachelor of Science in Athletic Training gained its initial CAATE accreditation in 2005, a 10 year re-accreditation in 2010, and is pursuing one more undergraduate re-accreditation in 2020-2021.

The CAATE mandate to move all athletic training programs to the master's level and UMS directive to create a collaborative program provides an opportunity for both programs to share and clarify their respective strengths as they seek to pursue this new degree and integrated delivery model. The decision to move to an entry-level graduate degree is on par with similar allied healthcare professions with which Athletic Training benchmarks itself, such as Physical Therapy, Occupational Therapy, and Physician Assistant. USM and UMaine currently offers graduate degrees in healthcare professions such as Occupational Therapy and Nursing, providing opportunities for interprofessional education and collaboration. Given the current state of higher education and healthcare, transitioning Athletic Training education to the Master's level is essential to ensure that future Athletic Trainers are able to meet the expectations of evolving healthcare teams, to improve patient outcomes, and to keep the future of the profession sustainable.

STATUS OF GRADUATE PROGRAMS IN ATHLETIC TRAINING

Currently, there are 138 CAATE-accredited athletic training programs nationwide at the professional master's level, or that are seeking to transition from the baccalaureate level to the master's level. In New England there are only eight institutions that sponsor a CAATE accredited entry-level master's program athletic training programs or are seeking to transition from the baccalaureate level to the master's level (University of New England, Plymouth State University, Sacred Heart University, Boston University, Bridgewater State College, Merrimack College, University of Vermont, Castleton University). The University of New England is the only institution in the State of Maine which currently offers a CAATE accredited entry-level master's program in athletic training (<https://caate.net/search-for-accredited-program/>, accessed 9/7/2018). As stated earlier, there are three undergraduate athletic training degree programs in the University of Maine System, USM, UMPI, and UMaine. Although UMPI is transitioning out of athletic training education, they will continue to offer pre-healthcare education. USM and UMaine are seeking graduate programming and through collaboration of all three universities, Maine will effectively and efficiently provide a highly diverse athletic training education to their students.

Enrollment Figures

Total Enrollment Figures for USM's BSAT – Fall Semester

2015	2016	2017	2018
82	81	88	77

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Academic_Plan_Fall_2018.pdf)

Fall Five Year New Student Enrollment Figures (Freshmen and Transfer) for USM's BSAT

2014	2015	2016	2017	2018
24	28	21	28	25

(https://usm.maine.edu/sites/default/files/department-analysis-applications-institutional-research/Adm_by_Plan_Undergrad_Fall_2018.pdf)

The Department of Exercise, Health, and Sport Sciences (EHSS) recently conducted an internal survey to determine the percentage of the Department's Health Science and Exercise Science students (the two other baccalaureate degrees offered by EHSS) who would be interested in enrolling in a Master's degree program and, subsequently, the percentage of those students who would be interested in pursuing an MSAT specifically. Out of a response rate of 29%, 17% of the respondents stated they would pursue a MSAT at USM. Given that the total number of graduates in both Exercise Science and Health Science during the past three years has averaged 75 students per year, it is reasonable to assume that approximately 10 to 12 students per year who are already enrolled at USM would consider enrolling in the MSAT program. These potential students would be in addition to those students external to USM who would be recruited to enroll in the program.

ENROLLMENT PROJECTIONS

The USM athletic training program will be teaching-out the undergraduate athletic training program while simultaneously matriculating graduate level students. Due to this, the following enrollment projections include both AT undergraduate and graduate data. USM has an internally approved 3+2 option for students declaring the Health Science Major with the Pre-Athletic Training Track (Appendix B). This option will launch in Fall of 2020. Our enrollment projections do not include the undergraduate Health Science track. Based on communications with Nancy Griffin, USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

USM UG Enrollment Projections

Academic Year	Students Graduating	Attrition*	Total UG Enrollment	
2019-2020			80	4 UG cohorts
2020-21	13	12	55	3 UG cohorts
2021-22	13	12	30	2 UG cohorts
2022-23	13	4	13	final UG cohort

*Assumption is that typically 8 sophomores and 4 juniors leave the program each year.

Total USM AT Program Enrollment Projection (Grad and UG)

Academic Year	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2020-21	55	10	10	65
2021-22	30	14	24	54
2022-23	13	18	32	45
2023-24	0	20	38	38
2024-25	0	20	40	40

UMaine Enrollment Projections

The UMaine athletic training program will be simultaneously teaching-out the undergraduate level athletic training program while introducing the undergraduate concentration in Exercise Science - Athletic Training that will lead into the graduate program (as part of a 3-2 program). Teach out data has not been included as there is a high degree of variability in year-to-year enrollment numbers between transfers and changes of major (both into and out of the undergraduate program) that lead to difficulty creating an appropriate projection algorithm. It is expected that a degree of stability will develop with enrollment numbers in the 3-2 program, and while there will likely be some attrition into other Exercise Science concentrations throughout the program, the projected numbers should be relatively stable moving through the undergraduate aspect into the graduate program. The enrollment

projections include both undergraduate and graduate data for the 3-2 programming, based on communications with the University of Maine Special Assistant to the Executive Vice President for Academic Affairs and Provost and Dean of the College of Education and Human Development offices.

Academic Year	AT Undergraduate Enrollment	Newly Enrolled Graduate	Cumulative Graduate	Cumulative Graduate and Undergraduate
2022-23	12	0	0	12
2023-24	24	0	0	24
2024-25	36	0	0	36
2024-25	36	12	12	48
2025-26	36	12	24	60
2026-2027	36	12	24	60

NATIONAL EMPLOYMENT DATA

The Bureau of Labor Statistics estimates that jobs for athletic trainers in the United States will grow 23% between 2016 and 2026, a rate that far exceeds the Bureau's definition of average growth rate (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>, accessed 1/30/2019). Thus, it comes as no surprise that an additional 6,300 athletic training jobs will be added to the profession by 2026. As noted by the Bureau, the demand for athletic trainers is expected to increase as people become more aware of the effects of sports-related injuries, and as the middle-aged and older populations remain active (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 9/7/2018). Furthermore, a 2014 Health Occupations Report published by the Maine Department of Labor reported that the national employment of Athletic Trainers is expected to grow 30% by the year 2020. (<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). In both projections, the growth rate for athletic training outpaces the projected growth rate for other healthcare practitioners (12%) and for all other occupations (7%), as reported by the Bureau.

REGIONAL EMPLOYMENT DATA

From 2016 to 2026, the number of Athletic Training jobs in the states of Connecticut, Massachusetts, Rhode Island, Vermont, and New Hampshire is projected to increase by 18%, resulting in approximately 160 to 630 new positions per state. (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm> - accessed 1/30/2019).

MAINE EMPLOYMENT DATA

The State of Maine has been consistent with the regional employment data trend as Maine has increased the number of Athletic Training positions by 18% from 2004 to 2014. The Maine Department of Labor expects a 19% growth in Athletic Training positions within Maine by 2020, which, as noted by the Department, is well above the 6 % growth expected for all occupations statewide.

(<http://www.maine.gov/labor/cwri/publications/pdf/2014HealthOccupationsReport.pdf>, accessed 1/30/2019). Furthermore, according to the *Maine Department of Labor: Workforce Outlook 2012-2022*, there are 101,000 jobs (17%) in healthcare and social assistance in the State of Maine which makes these professions the largest employing sectors in the state. Additionally, from 2008 to 2012, healthcare and social assistance added 2,300 jobs and is expected to add 13,100 additional jobs through 2022 in the following areas: healthcare practitioner and technician, healthcare support, community and social service, and office and administrative support occupations. https://www.maine.gov/labor/cwri/publications/pdf/Maine_Workforce_Outlook_2012_to_2022.pdf, accessed 1/30/2019).

PROGRAM CONTENT

PREREQUISITES & ENTRY INTO THE PROGRAM

Program Entry

The MSAT proposed programs have two proposed methods of entry:

- 3+2 accelerated pathway
 - Students from USM, UMPI, and UMaine completing prerequisite courses may apply to the MSAT programs in the fall of their third year. Upon acceptance, a student would begin taking graduate level courses in their fourth year. The student would be eligible to complete their bachelor's degree and MSAT in 5 years. The accelerated 3+2 pathway will be available at UMPI after a memorandum of understanding is established. The Health Science- Pre -Athletic Training Track has been reviewed and approved by the Department of Exercise Health and Sport Science as an option for USM students and by the School of Kinesiology, Physical Education, and Athletic Training as an option for UMaine students to complete the accelerated pathway (See Appendices B and C for USM, UMaine, and UMPI 3 + 2 programs)
- Traditional graduate admittance
 - Students with the recommended prerequisites could apply to either USM or UMaine MSAT programs after completing an undergraduate degree.

Program prerequisite core courses were established to ensure foundational knowledge upon entry into the MSAT program and to align with the CAATE 2020 Standards (Appendix A).

- Biology- 1 semester with lab (minimum 3 credits)
- Chemistry- 1 semester (minimum 3 credits)
- Physics- 1 semester with lab (minimum 3 credits)

- Psychology- 1 semester (minimum 3 credits)
- Anatomy and Physiology 1&2- 2 semesters of Anatomy and Physiology with labs or 1 semester of human anatomy with lab and 1 semester of human physiology with a lab (minimum 6 credits)
 - UMaine equivalent (7 credits total) = BIO 335 Human Anatomy (4 credits) + BIO 377 Medical Physiology (3 credits)
- Statistics- 1 semester (minimum 3 credits)
- Biomechanics, Pathomechanics or Kinesiology- 1 semester (minimum 3 credits)
- Exercise Physiology - 1 semester (minimum 3 credits)
- Nutrition- 1 semester (minimum 3 credits)

PROGRAM OFFERING

As a new graduate level program, faculty of USM, UMPI, and UMaine have designed CAATE-compliant course offerings that are intended to complement the unique needs of Maine Athletic Training students while utilizing the strengths of each program. Both USM and UMaine programs carry core courses that prepare Athletic Training students for BOC examination success and entry-level knowledge and skills. UMaine's courses are presented in face-to-face courses and online courses. As the leading research institution in the state, UMaine's MSAT offers a thesis option. For those interested in clinical application, a non-thesis option is also provided. (Appendix C for programs)

Besides the thesis option, differences between USM and UMaine programs are related to the contemporary expertise of the faculty. The 2020 CAATE Standard 42 requires faculty develop and report distinct areas of athletic training expertise through continuing education (Appendix A). Other areas of differentiation include placement of clinical experiences. The programs provide several similar sites (high schools, physical therapy clinics, small colleges, and hospitals). However, UMaine, as an NCAA Division 1 university, provides a unique experience to the graduate students. In this setting alone, the student will have access to 8-10 preceptors. Finally, UMaine Athletic Training partners with Integra and Cianbro allowing graduate students to develop knowledge and experience in occupational medicine.

Course offerings are similar between the two programs as CAATE Standards 54-94 are required for accreditation. Introductory level course contents are similar (i.e. Introduction to Athletic Training/Foundations in Athletic Training, Human Anatomy, and Acute Care). Course content and mode of delivery becomes different as the student progresses. UMaine's MSAT non-introductory courses will follow a modular approach that is patient-centered. For instance, instead of offering a stand alone administration course, UMaine will incorporate this curricula across several courses including Clinical Experiences courses, Patient Evaluation courses, and Therapeutic Intervention courses. The following is a listing of new courses per program. See Appendix C as well.

USM's new course offerings include:

- Foundations of Athletic Training (1 cr.)
- Prevention of Injury and Illness (1 cr.)
- Acute Care (3 cr.)
- Acute Care Simulation Lab (1 cr.)

- Human Anatomy (2 cr.)
- Examination and Diagnosis I (4 cr.)
- Examination and Diagnosis II (4 cr.)
- Health Promotion and Human Performance I (4 cr.)
- Health Promotion and Human Performance II (4 cr.)
- Evaluation and Treatment of General Medical Conditions (4 cr.)
- Therapeutic Interventions I (4 cr.)
- Therapeutic Interventions II (4 cr.)
- Pharmacology (2 cr.)
- Research and Statistics (3 cr.)
- Health Care Administration (2 cr.)
- Administration and Leadership (2 cr.)
- BOC Examination Preparation (1 cr.)
- Athletic Training Capstone (3 cr.)
- Transition to Practice (2 cr.)
- Clinical Experience I (2 cr.)
- Clinical Experience II (2 cr.)
- Immersive Clinical (4 cr.)
- Clinical Experience III (3 cr.)

UMaine's new course offerings include:

- Foundations Athletic Training (1 cr.)
- Human Anatomy (2 cr.)
- Differential Diagnoses 1 (2 cr.)
- Acute Care 1 (3 cr.)
- Acute Care 2 (3 cr.)
- Research Methods 1 (3 cr.)
- Research Methods 2 (3 cr.)
- Intro to Clinical Experiences (1 cr.)
- Current Studies in Sports Medicine (3 cr.)
- Clinical Experience 1 (KPE 427 Capstone Experience) 3 cr.
- Clinical Experience 2 (3 cr.)
- Clinical Experience 3 Immersion (3 cr.)
- Clinical Experience 4 (3 cr.)
- Clinical Experience 5 (3 cr.)
- Patient Evaluation 1 (3 cr.)
- Patient Evaluation 2 (3 cr.)
- Patient Evaluation 3 (3 cr.)
- Therapeutic Intervention 1 (cr. 3)
- Therapeutic Intervention 2 (3 cr.)
- Athletic Training Seminar (1 cr.)
- Thesis (3 cr.)
- or
- Graduate Capstone Option (3 cr.)

Additionally, UMaine's Athletic Training faculty are exploring interprofessional education opportunities with Nursing, Communication Sciences and Disorders, Medical Laboratory Sciences, and Social Work.

RESEARCH & EVIDENCE BASED PRACTICE

Students in the USM MSAT will be required to engage in scholarly or creative activity that is meaningful to the profession of athletic training. This scholarship may be in the form of original research, systematic reviews, critically appraised topics, case analysis, or other publishable work. Students will enroll in a credit bearing Capstone course to complete the research and evidence-based practice requirement.

Students in the UMaine MSAT will be engaged carry on the land grant mission by completing scholarly work. The student will choose between a thesis option and a nonthesis option. All students will perform service learning projects that will benefit the local communities as well as the profession of athletic training.

CLINICAL EXPERIENCE

Athletic Training students must have a series of clinical experiences that are increasingly complex and incorporate progressive autonomous patient care. Clinical education may include Athletic Training clinical experiences and simulation. Athletic training clinical experience involves direct patient care guided by a preceptor who is a certified and licensed athletic trainer or a physician; while, supplemental clinical experiences may be supervised by other healthcare providers or simulation and standardized patient interactions. All students within the MSAT must have clinical practice opportunities with varied patient populations including: patients across the lifespan, different sexes, diverse socioeconomic statuses, varying levels of activity and athletic ability, and patients who participate in non-sport activities. In addition, students must have at least one immersive clinical experience.

USM, UMPI, and UMaine have existing clinical affiliation agreements and trained preceptors that will be able to support graduate level clinical education (Appendix D). This sharing of clinical experiences among the institutions allows athletic training students to have a greater and deeper variety of experiences. In addition, high fidelity simulation laboratories are present on each of the respective campuses, in which USM and UMPI have been granted access to utilize for high fidelity simulation experiences.

IMPACT ON EXISTING PROGRAMS

University of Southern Maine

The USM Athletic Training program will accept its last undergraduate cohort in the Fall of 2019 with an anticipated graduation of May, 2023. The first graduate cohort will be accepted in the Summer of 2020 with an anticipated graduation of May, 2022. There will be a three year overlap in programs to complete the teach-out for the undergraduate degree program and initiate the MSAT. The program (UG and Grad) will need to meet accreditation requirements in order to maintain good standing with the CAATE. During this overlap, the Athletic Training program will need a minimum of two core faculty

to support the undergraduate program and two core faculty to support the graduate program. These faculty are represented in the personnel and financial consideration sections of this proposal.

We anticipate that the addition of a pre-athletic training track to the Health Science and Exercise Science degrees may result in a slight increase in enrollment once the undergraduate Athletic Training program no longer admits students. These undergraduate programs may serve as an alternative major for high school seniors seeking an Athletic Training degree while also acting as a pathway into the MSAT. USM offers all prerequisite courses and both the Health Science and Exercise Science programs can be adjusted to accommodate these additional courses.

University of Maine at Presque Isle

UMPI has completed their teach-out phase and graduates their final athletic training cohort in Spring 2019. Their Exercise Science degree with a concentration in Pre-Health will serve as a pathway for students to enter either MSAT program. All proposed prerequisites are currently offered at UMPI.

University of Maine

The University of Maine will accept its last athletic training undergraduate cohort in the fall of 2021 with an anticipated graduation date of 2025. The first graduate cohort would be accepted in the summer of 2022 with an anticipated graduation date of May 2027. Similar to USM's timeline, there will be a three year overlap between the BSAT and the MSAT programs. The undergraduate program will be in the teach-out phase and will require two core faculty to maintain the curriculum and to meet CAATE standards. The graduate program will also need two core faculty to support the new curriculum.

TIMELINES

The timelines below illustrate the overlap in teaching-out the undergraduate programs while simultaneously initiating the graduate programs. From the Fall of 2020 to the Spring of 2023, USM's Athletic Training program must support both undergraduate and graduate level degree programs. From 2021 - 2024, UMaine's Athletic Training program must do the same. The CAATE requires that there be a minimum of two core Athletic Training faculty for each degree level. This necessitates that a minimum of four Athletic Training faculty be employed during the overlapping years.

USM TIMELINE

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UG CLASS OF 2023	FINAL UG COHORT BEGINS	UG YEAR 2	UG YEAR 3	FINAL UG COHORT GRADUATES	
GRAD CLASS OF 2022		1ST GRAD COHORT BEGINS	FIRST GRAD COHORT GRADUATES		
GRAD CLASS OF 2023			2ND GRAD COHORT BEGINS	2ND GRAD COHORT GRADUATES	
GRAD CLASS OF				3RD GRAD COHORT BEGINS	3RD GRAD COHORT GRADUATES

2024					
NOTES	4 UG COHORTS	3 UG COHORTS, 1 GRADUATE COHORT	2 UG COHORTS, 2 GRADUATE COHORTS	1 UG COHORT, 2 GRADUATE COHORTS	2 GRADUATE COHORTS (INCLUDES GRAD 4)

UMAINE TIMELINE

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
UG Class of 2025	Final UG Cohort Begins	UG Year 2	UG Year 3	Final UG Cohort Graduates	
Grad Class of 2022		1st Grad Cohort Begins	1st Grad Cohort Graduates		
			2nd Grad Cohort Begins	2nd Grad Cohort Graduates	
				3rd Grad Cohort Begins	3rd Grad Cohort Graduates
Notes	4 UG Cohorts	3 UG Cohorts 1 Grad Cohort	2 UG Cohorts 2 Grad Cohorts	1 UG Cohort 2 Grad Cohorts	2 Grad Cohorts (includes Grad 4)

PROGRAM RESOURCES

PERSONNEL

University of Southern Maine

Core Athletic Training Faculty

Dominique M. Ross, PhD, ATC

Noel Neptune, MEd, ATC

Meredith Madden, EdD, ATC*

Associated Faculty

Brian Toy, PhD, ATC

Chris Scott, PhD

Jeff Murphy, PhD

Shay Daily, PhD

Jay Graves, PhD

University of Maine at Presque Isle

Barbara Blackstone, MS, ATC

Aaron Marston, MS, ATC

University of Maine

Core Faculty

Christopher Nightingale, EdD, ATC

Sherrie Weeks EdS, MEd, ATC

Kazuhiko Yanagi, MA, ATC

Associated Faculty

Robert Lehnhard, PhD

Sarah Stewart, DO

Richard Young, MEd, ATC

Ryan Taylor, MEd, ATC

Paul Culina, MEd, ATC

Curriculum Vitae of faculty are included in Appendix E

*Meredith Madden is currently on a 1-year fixed length position within the BSAT Program for academic year 2019-2020.

At the launch of the graduate program, there will be three years in which USM's and UMaine's programs have both undergraduate and graduate level Athletic Training programs offered simultaneously. The CAATE requires that transitioning programs have a teach-out plan for the undergraduate level. The program must be compliant with CAATE 2012 Professional Standards for Accredited Athletic Training Programs Standard 30, requiring a minimum of one dedicated full time Athletic Training faculty member in addition to the Program Director at the undergraduate level. No later than 2023, the CAATE will require 3 core faculty exists within each degree level (Standard 41, Appendix A). To support this transition and the health of the graduate program, USM and UMaine request an additional tenure-track faculty line each. USM envisions that the fixed-length position may

dissolve upon the complete teach-out of the undergraduate program. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program.

USM Faculty:

- Existing positions
 - Program Director: Full-Time Tenure Track
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Fixed Length Lecturer (2018-19 Academic Year)
- New positions
 - Faculty: Full-Time Lecturer (Fall 2020- Spring 2023 to support teach-out)
 - Faculty: Full-Time Tenure Track

UMaine Faculty:

- Existing positions
 - Program Director : Full-Time Instructor
 - Clinical Coordinator: Full-Time Lecturer
 - Faculty: Full-Time Tenure Track
- New Positions
 - Faculty: Full-Time Lecturer (Fall 2020-Spring 2024 to support teach-out)
 - Faculty: Full-Time Tenure Track

UMPI Faculty to support distance learning:

- Site Coordinator at the University of Maine at Presque Isle: Full- Time Clinical Lecturer

Administrative Support

- Existing positions
 - UMaine Administrative Assistant: Full Time
- New positions
 - USM Administrative Assistant: Full time

LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the MSAT program.

EQUIPMENT

USM, UMPI, and UMaine have existing undergraduate Athletic Training programs that are supplied with the necessary modalities to meet the CAATE accreditation requirements. USM is requesting additional equipment to support relocating and graduate research within human movement, concussion, and injury prevention. A comprehensive list of the equipment will be detailed under the “financial considerations” section.

FACILITIES & SPACE REQUIREMENT

USM intends on moving the physical location of the Athletic Training Program from the Costello Sports Complex on the Gorham campus to the Science and Technology Building on the Portland campus. This move supports the growing space needs of the Department, provides opportunities to develop teaching and research laboratories, and is easily accessible to commuting students. Additionally, relocating will promote interprofessional education with graduate Nursing, provide a recognizable city location to recruit potential students, and establish space for students and faculty to conduct research.

Interprofessional education has become a standard in Athletic Training and in other health professions. The creation of a shared space for graduate Athletic Training and Nursing will provide a place to facilitate teamwork and collaborative problem solving, promote communication among healthcare providers, develop an understanding of professional scope, and encourage a patient centered approach to medicine. Students in the MSAT will attend the first summer session in a face-to-face format where they can utilize the high fidelity simulation lab to develop and improve acute care and general medical skills. The education laboratory space will have the resources of an Athletic Training clinic for students to learn and practice evaluation, diagnosis, rehabilitation, and preventative care skills. Remote learning technology will allow the skills taught within this space to be shown at distance learning sites. All sites will have laboratory experiences instructed by a faculty member. Finally, the research laboratory will support students in completing clinically applicable, scholarly, capstone projects. This laboratory space will be designed to support inquiry related to human movement, concussion, and injury prevention. Additionally, faculty teaching within the MSAT at USM in- Portland and UMPI will need dedicated office space to meet with students and complete administrative responsibilities. A space will also need to be allocated for an administrative assistant to support the athletic training program and interprofessional education.

The allocated space in Portland requires renovation, furniture and equipment updates. These projected expenses are provided under “financial considerations”. UMPI currently has existing facilities and equipment to support an accredited Athletic Training program, but will need to be equipped with appropriate technology.

Prior to moving to the Portland location, the Athletic Training program will need:

- Educational lab space
- Research lab space
- 4 Faculty offices
- 1 staff office
- Available classroom space

COOPERATING PROGRAMS

University of Southern Maine

- Health Science
- Exercise Science
- Occupational Therapy
- Nursing

University of Maine at Presque Isle

- Exercise Science
- Nursing
- Social Work

University of Maine

- Exercise Science
- Nursing
- Communication and Science Disorders
- Social Work

FINANCIAL CONSIDERATIONS

REVENUE PROJECTIONS

Revenue is based on enrollment projections of athletic training students at the Bachelor's level and enrollment of MSAT graduate students. Projections do not include students matriculating in the 3+2 Health Science- Pre Athletic Training option

University of Southern Maine Revenue Projections

AY 2020-2021			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	45	In-State	\$ 271.00
Spring	45	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	93		
Student Count		Total Revenue Undergraduate	
IS	41	\$ 1,780,020.00	
OS	7		
RSP/Can	7		
Total	55		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	12	In-State	\$ 407.00
Spring	12	Out of State	\$ 1,100.00
Summer	6	NEBHE/Canadian	\$ 651.00
Total	30		
Student Count		Total Revenue Graduate	
IS	8	\$ 150,210.00	
OS	1		
NEBHE/Can	1		
Total	10		
		Total Program Revenue 20-21	
		\$ 1,930,230.00	

AY 2021-2022			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	30	In-State	\$ 271.00
Spring	30	Out of State	\$ 713.00
Summer	3	RSP/ Canadian	\$ 434.00
Total	63		
Student Count		Total Revenue Undergraduate	
IS	23	\$ 654,381.00	
OS	4		
RSP/Can	3		
Total	30		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	18	\$ 754,740.00	
OS	3		
NEBHE/Can	3		
Total	24		
		Total Program Revenue 20-21	
		\$ 1,409,121.00	

AY 2022-2023			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	15	In-State	\$ 271.00
Spring	15	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	30		
Student Count		Total Revenue Undergraduate	
IS	10	\$	137,100.00
OS	2		
RSP/Can	1		
Total	13		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	24	\$	1,006,320.00
OS	4		
NEBHE/Can	4		
Total	32		
		Total Program Revenue 20-21	
		\$ 1,143,420.00	

AY 2023-2024			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	30	\$	1,152,840.00
OS	4		
NEBHE/Can	4		
Total	38		
		Total Program Revenue 20-21	
		\$ 1,152,840.00	

AY 2024-2025			
Undergraduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	0	In-State	\$ 271.00
Spring	0	Out of State	\$ 713.00
Summer	0	RSP/ Canadian	\$ 434.00
Total	0		
Student Count		Total Revenue Undergraduate	
IS	0	\$	-
OS			
RSP/Can			
Total	0		
Graduate			
Total Credit Hours		Tuition Rate Per Credit Hour	
Fall	24	In-State	\$ 407.00
Spring	24	Out of State	\$ 1,100.00
Summer	12	NEBHE/Canadian	\$ 651.00
Total	60		
Student Count		Total Revenue Graduate	
IS	32	\$	1,201,680.00
OS	4		
NEBHE/Can	4		
Total	40		
		Total Program Revenue 20-21	
		\$ 1,201,680.00	

University of Maine Revenue rojections

AY 2022-23							796,290.00
Fall 2022		Std's	Cr'd Hrs	Total Cr'd Hrs	Rate		
Cohort 1 In-state	Undergraduate	7	14	98	300		29,400.00
Cohort 1 Out-state	Undergraduate	5	14	70	977		68,390.00
2021-2022 Admit In-state (Year 2)	Undergradaute	5	16	98	300		29,400.00
2021-2022 Admit Out-state (Year 2)	Undergradaute	4	16	70	977		68,390.00
2020-2021 Admit In-state (Year 3)	Undergradaute	4	17	98	300		29,400.00
2020-2021 Admit Out-state (Year 3)	Undergradaute	3	17	70	977		68,390.00
2019-2020 Admit In-state (Year 4)	Undergradaute	3	15	98	300		29,400.00
2019-2020 Admit Out-state (Year 4)	Undergradaute	2	15	70	977		68,390.00
Spring 2023							
Cohort 1 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 1 Out-state	Undergraduate	5	16	80	977		78,160.00
2021-2022 In-state Admit (Year 2)	Undergraduate	5	16	98	300		29,400.00
2021-2022 Admit Out-state (Year 2)	Undergraduate	4	16	70	977		68,390.00
2020-2021 In-state Admit (Year 3)	Undergraduate	4	14	98	300		29,400.00
2020-2021 Admit Out-state (Year 3)	Undergraduate	3	14	70	977		68,390.00
2019-2020 In-state Admit (Year 4)	Undergraduate	3	12	98	300		29,400.00
2019-2020 Admit Out-state (Year 4)	Undergraduate	2	12	70	977		68,390.00
AY 2023-24							810,260.00
Fall 2023		Std's	Cr'd Hrs	Total Cr'd Hrs	Rate		
Cohort 1 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 1 Out-state	Undergraduate	5	16	80	977		78,160.00
Cohort 2 In-state	Undergraduate	7	14	98	300		29,400.00
Cohort 2 Out-state	Undergraduate	5	14	70	977		68,390.00
2021-2022 Admit In-state (Year 3)	Undergraduate	4	17	98	300		29,400.00
2021-2022 Admit Out-state (Year 3)	Undergraduate	3	17	70	977		68,390.00
2020-2021 Admit In-state (Year 4)	Undergraduate	3	15	98	300		29,400.00
2020-2021 Admit Out-state (Year 4)	Undergraduate	2	15	70	977		68,390.00
Spring 2024							
Cohort 1 In-state	Undergraduate	7	14	98	300		29,400.00
Cohort 1 Out-state	Undergraduate	5	14	70	977		68,390.00
Cohort 2 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 2 Out-state	Undergraduate	5	16	80	977		78,160.00
2021-2022 Admit In-state (Year 3)	Undergraduate	4	14	98	300		29,400.00
2021-2022 Admit Out-state (Year 3)	Undergraduate	3	14	70	977		68,390.00
2020-2021 Admit In-state (Year 4)	Undergraduate	3	12	98	300		29,400.00
2020-2021 Admit Out-state (Year 4)	Undergraduate	2	12	70	977		68,390.00
AY 2024-25							887,095.00

Fall 2024		Std	Crds	Total Crds	Rate	
Cohort 1 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 1 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 2 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 2 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 3 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 3 Out-state	Undergraduate	5	14	70	977	68,390.00
2021-2022 Admit In-state (Year 4)	Undergraduate	3	15	98	300	29,400.00
2021-2022 Admit Out-state (Year 4)	Undergraduate	2	15	70	977	68,390.00
Spring 2025						
Cohort 1 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 1 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 2 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 2 Out-state	Undergraduate	5	14	70	977	68,390.00
Cohort 3 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 3 Out-state	Undergraduate	5	16	80	977	78,160.00
2021-2022 Admit In-state (Year 4)	Undergraduate	3	12	98	300	29,400.00
2021-2022 Admit Out-state (Year 4)	Undergraduate	2	12	70	977	68,390.00
Summer 2025						
Cohort 1 In-state	Undergraduate	7	7	49	300	14,700.00
Cohort 1 Out-state	Undergraduate	5	7	35	977	34,195.00
AY 2025-26						878,725.00
Fall 2025		Std	Crds	Total Crds	Rate	
Cohort 1 In-state	Undergraduate	7	10	70	300	21,000.00
Cohort 1 Out-state	Undergraduate	5	10	50	977	48,850.00
Cohort 2 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 2 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 3 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 3 Out-state	Undergraduate	5	15	75	977	73,275.00
Cohort 4 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 4 Out-state	Undergraduate	5	14	70	977	68,390.00
Winter 2025/26						
Cohort 1 In-state	Undergraduate	7	1	7	300	2,100.00
Cohort 1 Out-state	Undergraduate	5	1	5	977	4,885.00
Spring 2026						
Cohort 1 In-state	Undergraduate	7	12	84	300	25,200.00
Cohort 1 Out-state	Undergraduate	5	12	60	977	58,620.00
Cohort 2 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 2 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 3 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 3 Out-state	Undergraduate	5	14	70	977	68,390.00
Cohort 4 In-state	Undergraduate	7	16	112	300	33,600.00

Cohort 4 Out-state	Undergraduate	5	16	80	977	78,160.00
Summer 2026						
Cohort 1 In-state	Graduate	7	3	21	450	9,450.00
Cohort 1 Out-state	Graduate	5	3	15	1466	21,990.00
Cohort 2 In-state	Undergraduate	7	7	49	300	14,700.00
Cohort 2 Out-state	Undergraduate	5	7	35	977	34,195.00
AY 2026-27						1,082,730.00
Fall 2026		Stds	Crđ Hrs	Total Crđ Hrs	Rate	
Cohort 1 In-state	Graduate	7	12	84	450	37,800.00
Cohort 1 Out-state	Graduate	5	12	60	1466	87,960.00
Cohort 2 In-state	Undergraduate	7	10	70	300	21,000.00
Cohort 2 Out-state	Undergraduate	5	10	50	977	48,850.00
Cohort 3 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 3 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 4 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 4 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 5 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 5 Out-state	Undergraduate	5	14	70	977	68,390.00
Winter 2026/27						
Cohort 2 In-state	Undergraduate	7	1	7	300	2,100.00
Cohort 2 Out-state	Undergraduate	5	1	5	977	4,885.00
Spring 2027						
Cohort 1 In-state	Graduate	7	7	49	450	22,050.00
Cohort 1 Out-state	Graduate	5	7	35	1466	51,310.00
Cohort 2 In-state	Undergraduate	7	12	84	300	25,200.00
Cohort 2 Out-state	Undergraduate	5	12	60	977	58,620.00
Cohort 3 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 3 Out-state	Undergraduate	5	16	80	977	78,160.00
Cohort 4 In-state	Undergraduate	7	14	98	300	29,400.00
Cohort 4 Out-state	Undergraduate	5	14	70	977	68,390.00
Cohort 5 In-state	Undergraduate	7	16	112	300	33,600.00
Cohort 5 Out-state	Undergraduate	5	16	80	977	78,160.00
Summer 2027						
Cohort 2 In-state	Graduate	7	3	21	450	9,450.00
Cohort 2 Out-state	Graduate	5	3	15	1466	21,990.00
Cohort 3 In-state	Undergraduate	7	7	49	300	14,700.00
Cohort 3 Out-state	Undergraduate	5	7	35	977	34,195.00
						1,082,730.00

							AY
AY 2027-2028							
Fall 2027							
		Stds	Crđ Hrs	Total Crđ Hrs	Rate		
Cohort 2 In-state	Graduate	7	12	84	450		37,800.00
Cohort 2 Out-state	Graduate	5	12	60	1466		87,960.00
Cohort 3 In-state	Undergraduate	7	10	70	300		21,000.00
Cohort 3 Out-state	Undergraduate	5	10	50	977		48,850.00
Cohort 4 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 4 Out-state	Undergraduate	5	16	80	977		78,160.00
Cohort 5 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 5 Out-state	Undergraduate	5	16	80	977		78,160.00
Cohort 6 In-state	Undergraduate	7	14	98	300		29,400.00
Cohort 6 Out-state	Undergraduate	5	14	70	977		68,390.00
Winter 2027/28							
Cohort 3 In-state	Undergraduate	7	1	7	300		2,100.00
Cohort 3 Out-state	Undergraduate	5	1	5	977		4,885.00
Spring 2028							
Cohort 2 In-state	Graduate	7	7	49	450		22,050.00
Cohort 2 Out-state	Graduate	5	7	35	1466		51,310.00
Cohort 3 In-state	Undergraduate	7	12	84	300		25,200.00
Cohort 3 Out-state	Undergraduate	5	12	60	977		58,620.00
Cohort 4 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 4 Out-state	Undergraduate	5	16	80	977		78,160.00
Cohort 5 In-state	Undergraduate	7	14	98	300		29,400.00
Cohort 5 Out-state	Undergraduate	5	14	70	977		68,390.00
Cohort 6 In-state	Undergraduate	7	16	112	300		33,600.00
Cohort 6 Out-state	Undergraduate	5	16	80	977		78,160.00
Summer 2028							
Cohort 3 In-state	Graduate	7	3	21	450		9,450.00
Cohort 3 Out-state	Graduate	5	3	15	1466		21,990.00
Cohort 4 In-state	Undergraduate	7	7	49	300		14,700.00
Cohort 4 Out-state	Undergraduate	5	7	35	977		34,195.00

PERSONNEL COSTS UNIVERSITY OF SOUTHERN MAINE

Personnel Cost	Salary	Benefits	Total
FT Tenure 1 (Program Direc	\$ 65,000.00	\$ 34,450.00	\$ 99,450.00
FT Tenure 2	\$ 60,000.00	\$ 31,800.00	\$ 91,800.00
Lecturer 1	\$ 50,000.00	\$ 26,500.00	\$ 76,500.00
Lecturer 2	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Site Coordinator 1	\$ 55,000.00	\$ 29,150.00	\$ 84,150.00
Administrative	\$ 35,000.00	\$ 18,550.00	\$ 53,550.00
Total (2020-2023)			\$ 528,600.00
Total (2023-2025)			\$ 452,100.00
PD Summer Stipend (1/9th salary)			\$7,000
CEC Summer Stipend (1/9th salary)			\$6,000
PD Admin Stipend Academic Yr			\$6,000
Summer Teaching Stipends (18 credits)			\$20,000
Total			\$39,000

As previously mentioned, the USM Athletic Training Program currently has 3 core faculty (represented as FT Tenure 1, Lecturer 1, and Lecturer 2). We are requesting a new tenure-track faculty position (FT Tenure 2) to support the graduate program. Presently, the CAATE requires 2 dedicated faculty at each degree level. In 2023, the CAATE will increase the requirement to 3 core faculty at each degree level. We envision that a fixed-length lecture position may dissolve upon the complete teach-out of the undergraduate program, this is reflected in the outlined budget. In addition, a site coordinator will be required to support students at each distance learning location. By the CAATE Standards, the site coordinator must be a faculty member of the host institution and report to the program director (Appendix A). Therefore, the following faculty must exist to support the transition and new multi-campus graduate program. Finally, the Athletic Training Program will be moving to the Portland Campus and is seeking administrative assistant support.

OPERATIONAL BUDGET FOR MSAT PROGRAM

Operational Budget	
Faculty License, Credentialing	\$3,700.00
Student Clinical Supplies	\$3,000.00
Accreditation Fees	\$10,000.00
Professional Development	\$8,750.00
ePortfolio System	\$5,000.00
Travel & Meals (In-State)	\$3,000.00
Equipment Calibration &	\$1,500.00
Lab & Educational Supplies	\$10,000.00
Office Supplies	\$500.00
Software	\$10,000.00
BOC Approved Provider	\$250.00
Event/ Symposium	\$500.00
Special Events	\$500.00
Facilities and Admin Cost to	\$250,000.00
Total	\$306,700.00

PROGRAM EXPENSES AND REVENUE UNIVERSITY OF SOUTHERN MAINE

Expenses			
	Operational	Personnel	Total
20-21	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
21-22	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
22-23	\$ 306,700.00	\$ 528,600.00	\$ 835,300.00
23-24	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
24-25	\$ 306,700.00	\$ 452,100.00	\$ 758,800.00
Revenue			
	Undergraduate	Graduate	Total
20-21	\$ 1,780,020.00	\$ 150,210.00	\$ 1,930,230.00
21-22	\$ 654,381.00	\$ 754,740.00	\$ 1,409,121.00
22-23	\$ 137,100.00	\$ 1,006,320.00	\$ 1,143,420.00
23-24	\$ -	\$ 1,152,840.00	\$ 1,152,840.00
24-25	\$ -	\$ 1,201,680.00	\$ 1,201,680.00
AY Net			
20-21	\$ 1,094,930.00		
21-22	\$ 573,821.00		
22-23	\$ 308,120.00		
23-24	\$ 394,040.00		
24-25	\$ 442,880.00		

ADDITIONAL START-UP COSTS UNIVERSITY OF SOUTHERN MAINE

Portland Space Needs	Cost
Taping Station	\$ 6,000.00
Treatment Tables	\$ 24,000.00
Classroom Furniture	\$ 7,000.00
Whirlpool	\$ 6,600.00
Rolling Stools	\$ 2,000.00
Ice Machine	\$ 6,200.00
High-low adjustable table	\$ 6,000.00
Treadmill	\$ 5,500.00
Plyobox Set	\$ 400.00
Skeletons	\$ 2,600.00
DARI Human Movement	\$ 60,000.00
PolyCom	\$ 50,000.00
Total	\$ 176,300.00

The MSAT workgroup was invited by the CAOC to submit a full Program Innovation Fund Proposal to assist in funding the MSAT initiative. We requested funding to support a multi-campus collaboration along with many of the equipment requests for the MSAT (Appendix F).

Personnel and Operational Costs for UMaine

Personnel	AY 22-23	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY 27-28
Instructor	\$76,583.50	\$82,036.25	\$84,497.34	\$87,032.26	\$89,643.22	\$96,025.82
FT Tenure 1	\$74,109.67	\$76,332.96	\$78,622.95	\$84,220.91	\$86,747.54	\$89,349.96
FT Tenure 2	\$61,993.69	\$63,853.50	\$65,769.11	\$67,742.18	\$69,774.45	\$77,617.09
Lecturer	\$57,995.41	\$59,735.27	\$61,527.33	\$65,908.08	67,885.32	\$69,921.88
Administrative Support (.25)	\$9,250.00	\$9,527.50	\$9,813.33	\$10,107.72	\$10,410.96	\$10,723.29
Salary	\$279,932.28	\$291,485.49	\$300,230.05	\$315,011.14	\$324,461.48	\$343,638.04
Benefits	\$151,163.43	\$157,402.16	\$162,124.23	\$170,106.02	\$175,209.20	\$185,564.54
Sub-Total	\$431,095.71	\$448,887.65	\$462,354.28	\$485,117.16	\$499,670.68	\$529,202.58
PATFA faculty x 4 (fall and spring)	\$28,000.00	\$28,000.00	\$28,000.00	\$28,000.00	\$28,000.00	\$28,000.00
PATFA/Overload (winter & summer)			\$8,750.00	\$13,750.00	\$13,750.00	\$13,750.00
Fringe (Part-time)	\$2,240.00	\$2,240.00	\$2,940.00	\$3,340.00	\$3,340.00	\$3,340.00
Sub-total	\$30,240.00	\$30,240.00	\$39,690.00	\$45,090.00	\$45,090.00	\$45,090.00
Total Personnel	\$461,335.71	\$479,127.65	\$502,044.28	\$530,207.16	\$544,760.68	\$574,292.58
Operational Costs						
Accreditation Fees	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Student Recruiting	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
Conference Travel	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00	\$2,600.00
Office Supplies	\$400.00	\$400.00	\$400.00	\$400.00	\$400.00	\$400.00
Educational Supplies	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00
Facilities and Administrative Costs	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00	\$125,000.00
Total Operational	\$137,500.00	\$137,500.00	\$137,500.00	\$137,500.00	\$137,500.00	\$137,500.00

PROGRAM EVALUATION

The CAATE will require the program to complete a rigorous self-study analysis for the purposes of evaluating compliance for the substantive change. For USM, the timing of the analysis will align with the first graduate cohort academic year. For UMaine, the timing of the analysis will align with the undergraduate re-accreditation deadline of 2020-2021. Upon being approved for the substantive change, the CAATE will require the program to submit annual reports identifying areas of compliance, and non-compliance, with the accreditation standards. In the 2022 academic year, USM will apply for reaccreditation. A process including an additional self-study and scrutinizing site visits at all program locations. The self-studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the MSAT Program Directors will collaborate with each other and with their respective Deans and Provosts to maintain compliance.

SIGNATURES

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Date

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Date

Joan Ferrini-Mundy Ph.D.
President
University of Maine

Date

APPENDICES

APPENDIX A: COMMISSION ON ACCREDITATION OF ATHLETIC TRAINING EDUCATION, 2020 STANDARDS FOR
ACCREDITATION OF PROFESSIONAL ATHLETIC TRAINING PROGRAMS

Commission on Accreditation of Athletic Training Education
2020 Standards for Accreditation of Professional Athletic Training Programs
Master's Degree Programs Adoption date: January 9, 2018
Effective date: July 1, 2020 SECTION I: PROGRAM DESIGN AND QUALITY

Standard 1 The program has a written mission statement that addresses the professional preparation of athletic trainers and aligns with the mission of the institution and the program's associated organizational units.

Annotation Associated organizational units are those under which athletic training falls. For example, if an athletic training program is in a department and the department is in a school, then the mission must be congruent with these units.

Standard 2 The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its mission and that guides program design, delivery, and assessment.

Annotation This written framework describes essential program elements and how they're connected; these elements include core principles, strategic planning, goals and expected outcomes, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The framework is evaluated and refined on an ongoing basis.

The framework includes program-specific outcomes that are defined by the program; these outcomes include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 6 as outcomes. Improvement plans must include targeted goals and specific action plans for the communication and implementation of the program.

Standard 3 Development, implementation, and evaluation of the **framework** engage all **core faculty** and include other stakeholders as determined by the program.

Annotation All core faculty must participate in the development, implementation, and evaluation of the framework on an ongoing basis. The nature and extent of participation by each core faculty member and other stakeholders is determined by the program.

Standard 4 The results of the program's assessment plan are used for continued program improvement.

Annotation The program analyzes the extent to which it meets its program-specific outcomes and creates an action plan for program improvement and identified deficiencies. The action plan minimally includes identification of responsible person or persons, listing of resources needed, a timeframe, and a strategy to modify the plan as needed.

Standard 5 The program collects student achievement measures on an annual basis.

Annotation The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**

- *Graduate placement rate*
- *First-time pass rate on the Board of Certification examination*

Standard 6 The program meets or exceeds a three-year aggregate of 70% first-time pass rate on the BOC examination.

Annotation Procedures for review and action on this standard are described in the CAATE policies and procedures manual.

Standard 7 Programs that have a three-year aggregate BOC examination first-time pass rate below 70% must provide an analysis of deficiencies and develop and implement an **action plan for correction of BOC-examination pass-rate deficiency**.

Annotation This standard only applies in the event that a program is not compliant with Standard 6.

SECTION II PROGRAM DELIVERY

Standard 8 Planned **interprofessional education** is incorporated within the **professional program**.

Annotation Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education.

Standard 9 All courses used to fulfill **athletic training clinical experience** requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

Annotation Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.

Standard 10 Students fulfill all **athletic training clinical experience** requirements and curricular content standards (Standards 56 through 94) within the **professional program**.

*Annotation Fulfillment of clinical experience requirements and curricular content standards prior to enrollment in the **professional program** is not sufficient to meet this standard. Clinical experiences must occur throughout the professional program.*

Standard 11 The program uses clearly written syllabi for all courses that are part of the professional program.

Annotation Course syllabi include clearly written course objectives, assessment methods, and a daily/weekly schedule. Each syllabus includes sufficient information in the objectives and the daily/weekly schedule to ascertain the curricular content (see Section IV) that is being taught in the course.

Standard 12 Course credits are consistent with institutional policy or institutional practice.

Annotation Policy or practice must address credit allocation for all types of courses (for example, didactic, practicum, clinical experience courses).

Standard 13 The program ensures that the time commitment for completing program requirements does not adversely affect students' progression through the program.

Annotation The program must identify policies and procedures used to ensure that students' program-related time commitments, including time spent in clinical experiences, are not excessive.

Standard 14 A program's **clinical education** requirements are met through graduate courses and span a minimum of two **academic years**.

Standard 15 A program's **athletic training clinical experiences** and **supplemental clinical experiences** provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

Annotation To meet this standard, the program must describe the following:

- The criteria and processes used to determine that a student has attained requisite clinical competence to progress to a subsequent clinical experience
- The process used to determine that students are ready to engage in clinical experiences and are competent and safe to perform skills on a client/patient population
- How clinical experiences are designed to progress the student toward autonomous practice
- The methods used to ensure that the clinical experience and the style of preceptor **supervision** and feedback are developmentally appropriate for each student based on his or her progression in the program

Standard 16 The clinical education component is planned to include at least one immersive clinical experience.

*Annotation An **immersive clinical experience** is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period). Programs may include online education during the immersive experiences that does not detract from the nature of an **immersive clinical experience**.*

Standard 17 A program's clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different **socioeconomic statuses**,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

*Annotation These clinical practice opportunities should occur in **athletic training clinical experiences** with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, programs may use **simulation** to meet portions of this standard. Students must have adequate real client/patient interactions (**athletic training clinical experiences**) to prepare them for contemporary clinical practice with a variety of patient populations.*

Standard 18 Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

*Annotation Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, the clinical experience provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use **simulation** to meet portions of this standard. Students must have adequate patient/client interactions (**athletic training clinical experiences**) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.*

SECTION III: INSTITUTIONAL ORGANIZATION AND ADMINISTRATION

Standard 19 The sponsoring institution is accredited by an agency recognized by the United States Department of Education or by the Council for Higher Education Accreditation and must be legally authorized to

provide a program of postsecondary education. For programs outside of the United States, the institution must be authorized to provide postsecondary education, and the program must be delivered in the English language.

Standard 20 Professional programs result in the granting of a master's degree in athletic training. The program must be identified as an academic athletic training degree in institutional publications.

Annotation The CAATE recommends a Master of Athletic Training degree. The degree must appear on the official transcript, similar to normal designations for other degrees at the institution. International programs must use language consistent with the host country's nomenclature and have CAATE approval of that language.

Standard 21 The program is administratively housed with similar health care profession programs that are subject to specialized programmatic accreditation.

Annotation The intent of this standard is to ensure the professional socialization of the athletic training program faculty and students within a health care profession culture. If the institution offers no other health care profession programs, or the athletic training program is not administratively housed with them, explain how the existing organizational structure meets the intent of this standard.

Standard 22 All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

Annotation When the administrative oversight of the preceptor differs from the affiliate site, affiliation agreements or memoranda of understanding must be obtained from all parties. All sites (excluding the sponsoring institution) must have affiliation agreements or memoranda of understanding. Any experience the student completes to meet clinical education requirements as an athletic training student must have an agreement. Credit and noncredit athletic training clinical experiences or supplemental clinical experiences, including internships, must have affiliation agreements or memoranda of understanding.

Standard 23 The institution/program has written policies and procedures that ensure the rights and responsibilities of program students. These policies and procedures are available to the public and must include the following:

- 23A Academic dishonesty policy**
- 23B Grievance policy**
- 23C Matriculation requirements**
- 23D Nondiscrimination policies**
- 23E Policies for student withdrawal and refund of tuition and fees**
- 23F Technical standards or essential functions**

Annotation: Policies and procedures may be institutional and not specific to the athletic training program.

Standard 24 Prospective and enrolled students are provided with relevant and accurate information about the institution and program. Available information must include the following:

- 24A Academic calendars**
- 24B Academic curriculum and course sequence**
- 24C Admissions process (including prerequisite courses)**
- 24D All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing**

24E	Catalogs
24F	Criminal background check policies
24G	Degree requirements
24H	Financial aid
24I	Grade policies
24J	Immunization requirements
24K	Information about clinical experiences, including travel expectations to clinical sites
24L	Matriculation requirements
24M	Nondiscrimination policies
24N	Procedures governing the award of available funding for scholarships
24O	Program mission, goals, and expected outcomes
24P	Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
24Q	Technical standards or essential functions

Annotation: Information may be institutional and not specific to the athletic training program.

Standard 25 The program posts data detailing its student achievement measures.

Annotation: Data on the following student achievement measures (stated in Standard 5) for the past three years must be posted on, or directly linked from, the program's home page:

- *Program graduation rate*
- *Program retention rate*
- *Graduate placement*
- *First-time pass rate on the Board of Certification examination*

Standard 26 Students are protected by and have access to written policies and procedures that protect the health and safety of clients/patients and the student. At a minimum, the policies and procedures must address the following:

26A	A mechanism by which clients/patients can differentiate students from credentialed providers
26B	A requirement for all students to have emergency cardiac care training before engaging in clinical experiences
26C	Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
26D	Calibration and maintenance of equipment according to manufacturer guidelines
26E	Communicable and infectious disease transmission
26F	Immunization requirements for students
26G	Patient/client privacy protection (FERPA and HIPAA)
26H	Radiation exposure (as applicable)
26I	Sanitation precautions, including ability to clean hands before and after patient encounters
26J	Venue-specific training expectations (as required)
26K	Venue-specific critical incident response procedures (for example, emergency action plans) that are immediately accessible to students in an emergency situation

Annotation: These policies and procedures pertain to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories). Inherent in the development of policies and procedures is the expectation that they are implemented.

Standard 27 The institution/program maintains appropriate student records in secure locations. Student records must include the following:

27A	Program admissions applications
27B	Progression through the curriculum
27C	Disciplinary actions (if applicable)
27D	Clinical placements
27E	Verification of annual blood-borne pathogen training
27F	Verification of compliance with the program's technical standards requirements
27G	Verification of completed criminal background checks (if applicable)
27H	Verification of privacy training (for example, HIPAA and FERPA, as applicable)
27I	Verification of notification of communicable/infectious disease transmission policy and postexposure plan
27J	Compliance with immunization policies
27K	Verification that the program's students are protected by professional liability insurance

Standard 28 Admission of students to the professional program is made in accordance with the program's identified criteria and processes, which are made publicly available.

Annotation: Admissions criteria and processes must be consistently reported anywhere they are published.

Standard 29 The program ensures that each student is oriented to the policies and procedures of their clinical site.

Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for clinical experiences must include (but is not limited to) the following:

- *Critical incident response procedures (for example, emergency action plans)*
- *Blood-borne pathogen exposure plan*
- *Communicable and infectious disease policies*
- *Documentation policies and procedures*
- *Patient privacy and confidentiality protections*
- *Plan for clients/patients to be able to differentiate practitioners from students*

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30 Educational opportunities and placements are not prejudicial or discriminatory

Standard 31 Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

Annotation: Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.

Standard 32 Regular and ongoing communication occurs between the program and each preceptor.

Annotation All parties are informed about the program framework, individual student needs, student progress, and assessment procedures. The regularity and nature of communication is defined by the program.

Standard 33 All active clinical sites are evaluated by the program on an annual basis.

Annotation The program determines the nature and components of the evaluation. These sites include those at the sponsoring institution. Active clinical sites are those where students have been placed during the current academic year.

Standard 34 All program policies, procedures, and practices are applied consistently and equitably.

Annotation This standard provides a mechanism for programs to respond to inquiries about compliance with program policies. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 35 Program policies, procedures, and practices provide for compliance with accreditation policies and procedures, including the following:

- Maintenance of accurate information, easily accessible to the public, on the program website regarding accreditation status and current student achievement measures
- Timely submission of required fees and documentation, including reports of program graduation rates and graduate placement rates
- Timely notification of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide postsecondary education

Annotation: Associated due dates are established by the CAATE and are available in the CAATE Policy and Procedure manual. Programs are not required to submit evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will depend on the nature of the inquiry.

Standard 36 The program/institution demonstrates honesty and integrity in all interactions that pertain to the athletic training program.

Annotation Programs are not required to submit initial evidence of compliance for this standard within a self-study. Evidence of compliance is required only when programs are responding to specific inquiry from the CAATE about potential noncompliance. The nature of evidence requested will be dependent on the nature of the inquiry.

Standard 37 The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:

- An earned doctoral degree
- Contemporary expertise in the field of athletic training
- Certification and good standing with the Board of Certification
- Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice as an athletic trainer
- Scholarship
- Previous full-time academic appointment with teaching responsibilities at the postsecondary level

Annotation: The program director's faculty status, rights, and responsibilities are consistent with similar positions at the institution and provide appropriate program representation in institutional decisions.

Any person who is employed as a program director in a CAATE-accredited program as of July 1, 2020, will remain eligible for employment as a program director at a CAATE-accredited institution without an earned doctoral degree.

Standard 38 The program director is responsible for the management and administration of the program. This includes the following responsibilities:

- Program planning and operation, including development of the framework
- Program evaluation
- Maintenance of accreditation
- Input into budget management
- Input on the selection of **program personnel**
- Input on the evaluation of **program personnel**

Standard 39 The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:

- **Contemporary expertise** in athletic training
- Certification and good standing with the Board of Certification
- Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
- Previous clinical practice in athletic training

Annotation: The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.

Standard 40 The coordinator of clinical education is responsible for oversight of the **clinical education** portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to **athletic training clinical experiences** and **supplemental clinical experiences**
- **Clinical site** evaluation
- Student evaluation
- Regular communication with **preceptors**
- Professional development of **preceptors**
- **Preceptor** selection and evaluation

Annotation: Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.

Standard 41 Program faculty numbers are sufficient to meet the needs of the athletic training program and must include a minimum of three **core faculty**.

Annotation Program faculty may include core faculty, associated faculty, and adjunct faculty. The needs of the program include advising and mentoring students, meeting program outcomes, scholarship, program administration, recruiting and admissions, and offering courses on a regular and planned basis.

Programs are required to have sufficient numbers of faculty to meet the needs of the athletic training program by the date of the implementation of these standards. Compliance with the requirement that the program has a minimum of three core faculty is required after July 1, 2023.

Standard 42 The **core faculty** have **contemporary expertise** in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of **scholarship**.

Standard 43 The program director, coordinator of clinical education, and other **core faculty** have assigned load that is sufficient to meet the needs of the program.

Annotation: Faculty may have other institutional duties that do not interfere with the management, administration, and delivery of the program. Assigned load must be comparable to other faculty with similar roles within the institution or at other peer institutions.

Standard 44 All faculty who instruct athletic training skills necessary for direct patient care must possess a current state credential and be in good standing with the state regulatory agency (in states where their profession is regulated). In addition, faculty who are solely credentialed as athletic trainers and who teach skills necessary for direct patient care must be BOC certified.

Standard 45 **Preceptors** are health care providers whose experience and qualifications include the following:

- Licensure as a **health care provider**, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for **preceptors** who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a **preceptor**
- **Contemporary expertise**

Annotation: Preceptor education is designed to promote an effective learning environment and may vary based on the educational expectations of the experiences. The program must have a plan for ongoing preceptor training.

Standard 46 **Preceptors** function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. **Preceptors** who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Standard 47 The number and qualifications of **preceptors** are sufficient to meet the **clinical education** needs of the program.

Standard 48 Program faculty and **preceptors** receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

Annotation: This evaluation process should be incorporated into the assessment plan that is a component of the framework (see Standard 2). The program must determine the regularity with which faculty and preceptors are evaluated.

Standard 49 The program has a **medical director** who is actively involved in the program.

Annotation: The medical director supports the program director in ensuring that both didactic instruction and clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.

Standard 50 The program has administrative and technical support staff to meet its expected program outcomes and professional education, scholarship, and service goals.

Standard 51 The available technology, the physical environment, and the equipment are of sufficient quality and quantity to meet program needs, including the following:

- 51A** Classrooms and labs are of adequate number and size to accommodate the number of students, and they are available for exclusive use during class times.
- 51B** Necessary equipment required for teaching a contemporary athletic training curriculum is provided.
- 51C** Offices are provided for program staff and faculty on a consistent basis to allow program administration and confidential student counseling.
- 51D** The available technology is adequate to support effective teaching and learning.

Annotation If a program incorporates remote learning or multi-campus locations, the evidence of compliance should describe how these standards are met at all locations.

Standard 52 The program's students have sufficient access to advising, counseling services, health services, disability services, and financial aid services.

Annotation Availability of student support services at remote locations (for example, during clinical experiences) must be comparable to those for students located on campus.

Standard 53 Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes.

Annotation: Funding must be available for expendable supplies, equipment maintenance and calibration, course instruction, operating expenses, faculty professional development, and capital equipment.

SECTION IV: CURRICULAR CONTENT

Prerequisite Coursework and Foundational Knowledge

Standard 54 The **professional program** requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Annotation The program determines the classes that meets these standards and supports the program's curricular plan. Additional prerequisite coursework may be required as determined by the program.

Standard 55 Students must gain **foundational knowledge** in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Annotation Foundational knowledge areas can be incorporated as prerequisite coursework, as a component of the professional program, or both.

The professional program content will prepare the graduate to do the

following: Core Competencies

Core Competencies: **Patient-Centered Care**

Standard 56 Advocate for the health needs of clients, patients, communities, and populations.

Annotation: Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

Standard 57 Identify health care delivery strategies that account for health literacy and a variety of **social determinants of health.**

Standard 58 Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Standard 59 Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Standard 60 Use the **International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.**

Core Competencies: **Interprofessional Practice** and **Interprofessional Education**

Standard 61 Practice in collaboration with other health care and wellness professionals.

Core Competencies: **Evidence-Based Practice**

Standard 62 Provide athletic training services in a manner that uses evidence to inform practice.

Annotation: Evidence-based practice includes using best research evidence, clinical expertise, and patient values and circumstances to connect didactic content taught in the classroom to clinical decision making.

Core Competencies: **Quality Improvement**

Standard 63 Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: **Health Care Informatics**

Standard 64 Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: **Professionalism**

Standard 65 Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66 Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67 Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68 Advocate for the profession.

Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.

Patient/Client Care

Care Plan

Standard 69 Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient's goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70 Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia

- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Standard 71 Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's

clinical presentation:

- Cardiovascular system (including auscultation)
- Endocrine system
- Eyes, ears, nose, throat, mouth, and teeth
- Gastrointestinal system
- Genitourinary system
- Integumentary system
- Mental status
- Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Standard 72 Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Standard 73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Standard 74 Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Standard 75 Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Standard 76 Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Standard 77 Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Annotation These behavioral health conditions include (but are not limited to) suicidal ideation, depression, anxiety disorder, psychosis, mania, eating disorders, and attention deficit disorders.

Standard 78 Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- **Durable medical equipment**
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79 Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80 Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81 Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82 Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.

Standard 83 Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84 Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85 Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Standard 86 Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87 Select and use **biometrics and **physiological monitoring systems** and translate the data into effective preventive measures, clinical interventions, and performance enhancement.**

Health Care Administration

Standard 88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayor insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90 Establish a working relationship with a directing or collaborating physician.

Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, "The Athletic Trainer renders service or treatment

under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.”¹

Standard 91 Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Annotation Examples of daily operation policies include pharmaceutical management, physician referrals, and inventory management.

Standard 92 Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93 Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Standard 94 Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Glossary

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Action plan for correction of BOC examination pass-rate deficiency:

- A. A review and analysis of the program's previously submitted action plans. This should include
 - 1. any assessment data used to evaluate the previous action plan,
 - 2. a discussion of strategies that have and have not worked, and
 - 3. any revisions that have been made to the previous action plan based on subsequent assessment data.
- B. Analysis of the program's current BOC examination pass rate (for the most recent three years) and progress toward compliance, including
 - 1. the number of students enrolled in the program in each of the past three years,
 - 2. the number of students who have attempted the exam in each of the past three years,
 - 3. the cohort-by-cohort first-time pass rate for each of the past three exam cohorts, and
 - 4. the three-year aggregate first-time pass rate for each of the past three years.
- C. Projection for the program's anticipated exam outcomes for next year.

This is an analysis of how well the program believes its new action plan (see below) will improve exam performance for the next exam cohort and how they expect this to affect their three-year aggregate first-time pass rate in the next year. The analysis must include

- 1. an analysis of the number of students expected to take the exam in the next year, based on current enrollment;
- 2. a conservative estimated annual first-time pass rate for the upcoming year, given the steps outlined in the action plan (see below) and current student potential;
- 3. a conservative estimated three-year aggregate first-time pass rate for the upcoming year, based on the projection provided (see above); and
- 4. a narrative discussing the likelihood that the program will come into compliance with Standard 6 in the next year, given the data provided in C.1, C.2, and C.3 above.

The action plan, developed as part of the analytic progress report, must include all of the elements identified in Standard 5. These include

- 1. developing targeted goals and action plans to achieve the desired outcomes,
 - 2. stating the time lines for reaching the outcomes, and
 - 3. identifying the person or persons responsible for each element of the action plan.
- D. Updating the elements of the action plan as they are met or as circumstances change.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. *See also Memorandum of understanding.*

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational **mission**, **goals**, and **outcomes**. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainers: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. *See also* **Clinical education**.

Biometrics: Measurement and analysis of physical characteristics and activity.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

Clinical site: A facility where a student is engaged in clinical education.

Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Core faculty: Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed.

Durable medical equipment: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.²

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

Evidence-based practice: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.³

Faculty: *See* **Adjunct faculty**; **Associated faculty**; **Core faculty**.

First-time pass rate on the Board of Certification examination: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past

three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

Foundational knowledge: Content that serves as the basis for applied learning in an athletic training curriculum.

Framework: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

Goals: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

Graduate placement rate: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

Health care informatics: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.⁴

Health literacy: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.⁵

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.⁶

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.⁷

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.⁹

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two **academic years**.

Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.¹⁰

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of "normal time" for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following **academic year**. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.¹¹ Quality improvement includes identifying errors

and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.¹²

Scholarship: Scholarly contributions that are broadly defined in four categories.¹³

- *Scholarship of discovery* contributes to the development or creation of new knowledge.
- *Scholarship of integration* contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- *Scholarship of application/practice* applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- *Scholarship of teaching* contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.¹⁴ See also [Clinical education](#).

Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.¹⁵

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.¹⁶

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also [Clinical education](#).

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.¹⁷

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APPENDIX B: HEALTH SCIENCE- PRE ATHLETIC TRAINING

University of Southern Maine Bachelor of Science in Health Sciences
Pre Athletic Training Track
(Approved by USM Graduate Council and Health Science Curriculum Committee)

Fall Semester			Spring Semester		
First Year			First Year		
EYE	Entry Year Experience (not Required after 24+ credits)	3	Cultural Interpretation		3
ENG 100	College Writing	3	HRD/SBS 200	Socio-cultural Analysis	3
			BIO 101/102	Biological Foundations	4
MAT 120/PSY 201	Quantitative Reasoning	3-4	PSY 100	General Psychology	3
SPM 100 (if < 30 cr. Hr.)	Intro to Exercise, Health and Sports Sciences	3		Creative Expression	3
SPM 219	Lifetime Physical Fitness and Wellness	3			
		<hr/>			<hr/>
		15-16			16
Second Year			Second Year		
BIO 111/112	Human Anat & Phys I	4-5	BIO 113/114	Human Anat & Phys II	4-5
PSY 200+	(Upper Level Psychology elective)	3	SPM XXX	Core Elective	3
			CHY 113	Principles of Chemistry I	3
PHY 111/114	Science Exploration	5	CON 356 or SBS/SCI 336	Concepts of Community Health/ Introduction to Public Health	3
SPM XXX	Core Elective	3	SPM 230	Psychology of Physical Activity and Sport (offered Fall/Spring/Summer)	3
		<hr/>			<hr/>
		15.5			16.5
Third Year			Third Year		
SPM 350	Health Promotion Programs	3	Diversity		3

(offered Fall/Spring/Summer)					
CON 252	Human Nutrition	3		Ethical Inquiry (EISRC)	3
	International	3	CON 321	Health Related Research	3
SPM 330	Physiology of Exercise	3	SPM 381	Kinesiology	3
SPM XXX	Core Elective	3		General Elective	3
		<hr/>			<hr/>
		15			15
Fourth Year			Fourth Year		

Students accepted into the MSAT will begin taking MSAT Courses in the Summer leading into their fourth year. The first 30 credits of the program will satisfy the remaining track credits of the BS in Health Science.

**University of Maine / University of Maine at Presque Isle
Comparable Courses for MSAT Entrance**

UMaine Program**Transferrable UMPI Courses**

Course	Cr	Course	Cr
EHD 100 New Student Orientation	1	FYS 100 1 st Year Seminar	1
BIO 100 Basic Biology	4	BIO 112 General Biology 1	4
ENG 100 English Composition	3	ENG 101 College Comp 1	3
PSY 100 General Psychology	3	PSY 100 Introduction to Psychology	3
Gen Ed	3	Gen Ed	3
BIO 200 Biology of Organisms	4	BIO 113 General Biology II	4
Math Statistics	3	MAT 101 Probability and Statistics	3
KPE 250 Prevention and Care of Acute Injuries	3	EXS 340 Prevention & Emergent Care in Sports	3
KPE 253 Lifetime Fitness for Health	3	HPR 100 Lifelong Wellness	3
FSN101 Introduction to Food and Nutrition	3	UMaine or transferrable online course*	3
BIO 335 Human Anatomy	4	BIO 261 Anatomy and Physiology 1	4
Math (Gen Ed)	3	Transferrable Math course	3
KPE 270 Motor Development	3	PHE 265 Motor Learning	3
KPE 376 Kinesiology	3	EXS 274 Structural Kinesiology	3
KPE 307 Anatomy and Injuries of LE/Trunk	3	EXS 246 Introduction to Assessment	3
BIO 377 Medical Physiology	3	BIO 262 Anatomy and Physiology 2	4
INT 200 Orientation to Health Professions	3	N/A	3
KPE 308 Anatomy and Injuries to UE	3	EXS 342 Advanced Assessment	3
KPE 367 Adapted PE	3	PHE 385 Adapted PE	3
Gen Ed	3	Gen Ed	3
BMB 207/209 Fundamentals of Chemistry + Lab	4	CHY 111 General Chemistry 1	4
KPE 378 Physiology of Exercise	3	EXS 382 Physiology of Exercise	3
KPE 425 Health Promotion and Disease Prevention	3	UMaine Summer Course*	3
Gen Ed	3	Gen Ed	3
Gen Ed	3	Gen Ed	3
PHY 111 General Physics	4	PHY 153 Physics 1	4
Gen Ed	3	Gen Ed	3
KPE 426 Exercise Rx and Leadership	3	EXS 375 Phys Assessment/Exercise Rx Or EXS 343	3
KPE 490 Nutrition in Sports	3	BIO 300 Human Nutrition	3
ENG 317 Business and Technical Writing	3	ENG 121 Advanced Composition	3

*No comparable course offered at UMPI

UMPI students completing their comparable courses and maintaining a minimum of 2.5 GPA are eligible to apply to the Master of Science in Athletic Training at UMaine. See next page for the MSAT program.

**University of Maine
MSAT Aspect of 3 +2 Program**

Summer Term 1	
KPE 5xx Introduction to Athletic Training**	1 cr,
KPE 5xx Human Anatomy**	2 cr.
KPE 5XX Differential Diagnoses**	2 cr.
KPE 5xx Acute Care 1	3 cr.
	8 cr.
4th Year 1st Semester	
KPE 5xx Research Methods 1	3 cr.
KPE 5xx Acute Care 2	3 cr.
KPE 5xx Intro to Clinical Experiences	1 cr.
KPE 5xx Patient Evaluation 1	3 cr.
	10 cr.
Winter Term	
KPE 5xx Clinical Experience 1	3 cr.
4th Year 2nd Semester	
KPE 5xx Therapeutic Intervention 1	3 cr.
KPE 5xx Patient Evaluation 2	3 cr.
KPE 5xx Clinical Experience 2	3 cr.
KPE 5xx Current Studies in Sports Medicine	3 cr.
	12 cr.
Summer Term 2	
KPE 5XX Clinical Skills 3 (immersion)	3 cr.
5th Year 1st Semester	
KPE 5xx Clinical Experience 4	3 cr.
KPE 5xx Research Methods 2	3 cr.
KPE 5xx Therapeutic Intervention 2	3 cr.
KPE 5xx Differential Diagnoses 2	3 cr.
	12 cr.
5th Year 2nd Semester	
KPE 5xx Clinical Experience 5	3 cr.
KPE 5xx Thesis or KPE 5xx Capstone option	3 cr.
KPE 5xx AT Seminar	1 cr.
	7 cr.

55 cr.

APPENDIX C: MSAT ACADEMIC PLAN USM

Year 1		36 cr	Year 2		27cr
Summer 1	Credits		Summer 2	Credits	
Foundations (Intro to grad school, behaviors)	1	Clinical I F2F Hybrid Online	Therapeutic Interventions II	4	
Prevention (taping, bracing, etc...)	1		Pharmacology	2	
Acute Care	3				
Human Anatomy	2				
			Clinical Education (Medical/IPE)	2	
Acute Care Simulation Lab	1		Preseason Clinical Experience (Immersive)	2	
	8			10	
Fall 1	Credits		Fall 2	Credits	
Examination & Diagnosis I	4		Research & Stats (15 weeks)	3	
Health Promotion & Human Performance 1 (epidemiology)	4		Health Care Administration (7 weeks)	2	
General Medical	4		Administration and Leadership (7 weeks)	2	
Clinical Experience	2		Clinical Experience (7 wk, continuation of preseason)	2	
	14			9	
Winter 1	Credits		Winter 2	Credits	
	0		BOC prep	1	
	0			1	
Spring 1	Credits		Spring 2	Credits	
Examination & Diagnosis II	4		Capstone	3	
Interventions I	4		Transition to Practice	2	
Health Promotion & Human Performance 2	4				
Clinical Experience	2		Clinical Education (career goals)	3	
	14			8	
Total Credits					64

APPENDIX C: UMAINE MSAT PROGRAM

Summer Term 1	
KPE 5xx Introduction to Athletic Training**	1 cr,
KPE 5xx Human Anatomy**	2 cr.
KPE 5XX Differential Diagnoses**	2 cr.
KPE 5xx Acute Care 1	3 cr.
	8 cr.
4th Year 1st Semester	
KPE 5xx Research Methods 1**	3 cr.
KPE 5xx Acute Care 2	3 cr.
KPE 5xx Intro to Clinical Experiences**	1 cr.
KPE 5xx Patient Evaluation 1	3 cr.
	10 cr.
Winter Term	
KPE 5xx Clinical Experience 1	3 cr.
4th Year 2nd Semester	
KPE 5xx Therapeutic Intervention 1	3 cr.
KPE 5xx Patient Evaluation 2	3 cr.
KPE 5xx Clinical Experience 2	3 cr.
KPE 5xx Current Studies in Sports Medicine	3 cr.
	12 cr.
Summer Term 2	
KPE 5XX Clinical Skills 3 (immersion)	3 cr.
5th Year 1st Semester	
KPE 5xx Clinical Experience 4	3 cr.
KPE 5xx Research Methods 2	3 cr.
KPE 5xx Therapeutic Intervention 2	3 cr.
KPE 5xx Differential Diagnoses 2	3 cr.
	12 cr.
5th Year 2nd Semester	
KPE 5xx Clinical Experience 5	3 cr.
KPE 5xx Thesis or KPE 5xx Capstone option	3 cr.
KPE 5xx AT Seminar	1 cr.
	7 cr.
Total Credits	55 cr.

**Online Class Offerings

APPENDIX D: PRECEPTORS & CLINICAL AFFILIATIONS

University of Southern Maine

Name: Department of Athletics, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Matt Gerken, MS, ATC

Title: Head Athletic Trainer

Name: University Health and Counseling Services, University of Southern Maine

Address: 37 College Ave., Costello Sports Complex, Gorham, ME 04038

Individual Contact: Lisa Belanger

Title: Director, University Health and Counseling Services

Name: Kennebunk High School

Address: 89 Fletcher St., Kennebunk, ME 04043

Individual Contact: Arlene Veere, ATC

Title: Athletic Trainer

Name: Windham High School

Address: 406 Gray Rd., Windham, ME 04062

Individual Contact: Casey Sinclair, ATC

Title: Athletic Trainer

Name: Maine Medical Partners Sports Medicine

Address: 119 Gannett Dr. South Portland, ME 04016

Individual Contact: Neil Carroll, ATC

Title: Director of Athletic Training Residency

Name: Deering High School

Address: 370 Stevens Ave., Portland, ME 04103

Individual Contact: Greg Tosi, ATC

Title: Athletic Trainer

Name: Sanford High School

Address: 52 Sanford High Blvd., Sanford, ME 04073

Individual Contact: Jessica Hobgood, ATC

Title: Athletic Trainer

Name: Scarborough High School

Address: 11 Municipal Dr., Scarborough, ME 04074

Individual Contact: Joe Davis, ATC

Title: Athletic Trainer

Name: South Portland High School
Address: 637 Highland Ave., South Portland, ME 04106
Individual Contact: John Ryan, ATC
Title: Athletic Trainer

Name: Cheverus High School
Address: 267 Ocean Ave., Portland, ME 04103
Individual Contact: Katie McCarthy, ATC
Title: Athletic Trainer

Name: Southern Maine Community College
Address: 2 Fort Rd., South Portland, ME 04106
Individual Contact: Sarah Daniels, ATC
Title: Athletic Trainer

Name: Cape Elizabeth High School
Address: 345 Ocean House Rd., Cape Elizabeth, ME 04107
Individual Contact: Lisa Mims, ATC
Title: Athletic Trainer

Name: University of Maine- Orono
Address: Orono, ME 04469
Individual Contact: Ryan Taylor, ATC
Title: Head Athletic Trainer

Name: Portland High School
Address: 284 Cumberland Ave., Portland, ME 04101
Individual Contact: Ryan Lucas, ATC
Title: Athletic Trainer

Name: Saint Joseph's College
Address: 278 Whites Bridge Rd., Standish, ME 04084
Individual Contact: Tiffany Gagnon, ATC
Title: Athletic Trainer

Name: Colby College
Address: 4800 Mayflower HI, Waterville, ME 04901
Individual Contact: Tim Weston, ATC
Title: Head Athletic Trainer

Name: Thornton Academy
Address: 438 Main St., Saco, ME 04072
Individual Contact: Tony Giordano, ATC
Title: Athletic Trainer

Name: Gorham High School
Address: 41 Morrill Ave., Gorham, ME 04038
Individual Contact: Tyler Delaney, ATC
Title: Athletic Trainer

Name: United Medical Gym
Address: 125 John Roberts Rd., South Portland, ME 04106
Individual Contact: Matthew Marcoux
Title: Athletic Trainer

Name: Saco Bay Physical Therapy
Address: 45 Western Ave., South Portland, ME 04106
Individual Contact: Nick Adrience, PT, ATC
Title: Physical Therapist

Name: Orthopedic Associates
Address: 15 Lund Rd., Saco, ME 04076
Individual Contact: Jon Olesen, ATC
Title: Athletic Trainer

Name: Saco Bay Physical Therapy
Address: 400 North St. Suite 2., Saco, ME 04072
Individual Contact: Scott Lavalley, PT
Title: Physical Therapist

Name: Cape Integrative Health
Address: 8-10 Hill Way, Cape Elizabeth, ME 04107
Individual Contact: Zev Myerowitz, DC
Title: Chiropractor

Name: Rock Steady Boxing
Address: YMCA 24 Venture Ave., Brunswick, ME 04011
Individual Contact: Jennifer Anderson
Title: Physical Therapist

Name: Maine Medical Center Family Practice Sports Medicine Division
Address: 272 Congress Street, Portland, ME 04101
Individual Contact: William Dexter, MD
Title: Director

University of Maine at Presque Isle

Preceptors

First Name	Last Name	Credentials	HC Profession	Clinical Site
Aaron	Marston	ATC	Athletic Trainer	Next Level Training a division of Northern Physical Therapy
Ryan	Taylor	ATC	Athletic Trainer	University of Maine
Brian	Morrison	ATC	Athletic Trainer	MSAD #42-Central Aroostook High School
Troy	Caverhill	PT	Physical Therapist	Northern Physical Therapy
Cory	LaPlante	CP	Prosthetist	Northern Prosthetics and Orthotics
Christine	Doody	PT	Physical Therapist	County Physical Therapy
Stephen	Hopkins	ATC	Athletic Trainer	Eastern Aroostook Regional School Unit 39 (Caribou & Limestone High School)
Peter	Morningstar	MD	Medical Doctor	The Aroostook Medical Center
Lucas	Bartlett	ATC	Athletic Trainer	University of Maine at Presque Isle
Christopher	Rines	ATC	Athletic Trainer	RSU #29-Houlton High School
Timothy	Weston	M.Ed, ATC	Athletic Trainer	Colby College
Mary	Allen	CNP	Nurse Practitioner	Pines Health Services

Benjamin	Fields	OTR/L	Occupational Therapist	Cary Medical Center
Andrew	Helstrom	ATC	Radiologist	MSAD #1 Presque Isle High School
			Athletic Trainer	
Marilee	Scott	ATC, CSCS	Athletic Trainer	Eastern Aroostook Regional School Unit 39 (Caribou & Limestone High School)

University of Maine

Name: Hermon High School
Address: 2415 US-2, Hermon, ME 04401
Individual Contact: Arianna Anagnostis, MA, ATC
Title: Athletic Trainer

Name: Northern Light Eastern Maine Medical Center - Cutler Health Center
Address: 80 Long Road, Orono, ME 04473
Individual Contact: Sarah Stewart DO
Title: Medical Coordinator

Name: DownEast Orthopedics
Address: 78 Ridgewood Dr., Bangor, ME 04401
Individual Contact: Ken Morse MD
Title: Co-owner and UMaine Team Physician

Name: Husson University
Address: 1 College Circle, Bangor, Maine 04401
Individual Contact: Janine Gmitter ATC
Title: Assistant Athletic Director and Head Athletic Trainer

Name: University of Maine
Address: Kessock Sports Medicine Center, University of Maine, Orono, ME 04469
Individual Contact: Ryan Taylor ATC
Title: Head Athletic Trainer

Name: Orono High School
Address: 14 Goodridge Drive, Orono, ME 04473
Individual Contact: John (JP) Stowe ATC
Title: Head Athletic Trainer

Name: Old Town High School
 Address: 203 Stillwater Ave, Old Town, ME 04468
 Individual Contact: Scott Audet ATC
 Title: Head Athletic Trainer

Name: Brewer High School
 Address: 79 Parway S., Brewer, ME 04412
 Individual Contact: Ben Pushard ATC
 Title: Head Athletic Trainer

Name: Healy Chiropractic
 Address: 270 Wilson St. Suite 1, Brewer ME 04412
 Individual Contact: Patrick Healy DC
 Title: Owner and UMaine Team Chiropractor

Name: Colby College
 Address: 4800 Mayflower Hl, Waterville, ME 04901
 Individual Contact: Tim Weston ATC
 Title: Head Athletic Trainer

Name: Select Physical Therapy
 Address: 12 Stillwater Ave, Bangor, ME 04401
 Individual Contact: Derek Loupin DPT
 Title: Physical Therapist

Name: Cianbro – Safety and Wellness Department
 Address: 517 S. Main Street, Brewer, ME 04412
 Individual Contact: Tim Wakeland DPT, ATC
 Title: Occupational Physical Therapist and Athletic Trainer

Preceptors

First Name	Last Name	Credentials	HC Profession	Clinical Site
Ryan	Taylor	ATC	Athletic Trainer	UMaine
Lucas	Bartlett	ATC	Athletic Trainer	Northern Light EMMC and Hampden Academy

Timothy	Weston	MEd, ATC	Athletic Trainer	Colby College
Krystyn	Keating	ATC	Athletic Trainer	UMaine
Mason	Roy	ATC	Athletic Trainer	Husson University
Scott	Audet	ATC	Athletic Trainer	Northern Light EMMC and Old Town High School
Evan	Paradis	ATC	Athletic Trainer	Husson University
Janine	Gmitter	ATC	Athletic Trainer	Husson University
Andilynn	Beadles	ATC	Athletic Trainer	UMaine
Brianna	Woodworth	ATC	Athletic Trainer	Northern Light EMMC – Cutler Health Center
John (JP)	Stowe	ATC	Athletic Trainer	Northern Light EMMC and Orono High School
Bryan	Schopieray	ATC	Athletic Trainer	UMaine

Arianna	Anagnostis	ATC	Athletic Trainer	DownEast Orthopedics and Hermon High School
Michael	LeRoy	ATC	Athletic Trainer	UMaine
Orla	Curran	ATC	Athletic Trainer	UMaine
Ben	Randall	ATC	Athletic Trainer	UMaine
Paul	Culina	ATC	Athletic Trainer	UMaine
Sarah	Stewart	DO	Osteopath	Northern Light EMMC – Cutler Health Center
Tim	Wakeland	DPT, ATC	Physical Therapist, Athletic Trainer	Cianbro
Derek	Loupin	DPT	Physical Therapist	Select PT and UMaine

APPENDIX E: CURRICULUM VITAE OF CURRENT ATHLETIC TRAINING CORE FACULTY; USM, UMPI & UMAINE

Dominique Ross PhD, LAT, ATC

DominiqueMRoss@gmail.com ♦(207) 576- 6239 ♦608 Megquier Hill Road, Poland, Maine, 04274

EDUCATION

Doctor of Philosophy, May, 2012
Springfield College, Springfield, MA
Program: Teaching and Administration
Dissertation: The Influence of Teaching Evidence Based Practice on Critical Thinking

Master of Science, July 2009
East Stroudsburg University, East Stroudsburg, PA
Program: Sports Medicine and Athletic Training
Thesis: The Effect of KinesioTape on Shoulder Joint Position Sense

Bachelor of Science, May 2008
Springfield College, Springfield, MA
Major: Athletic Training

EXPERIENCE

PEDAGOGICAL

University of Southern Maine, Gorham, ME
Assistant Professor and Athletic Training Program Director (Tenure Track)

SPM440: Manual Therapy

The course is design to introduce students to various manual therapy interventions including instrument assisted soft tissue mobilization, massage, muscle energy technique, trigger point therapy, joint mobilization and other contemporary techniques.

SPM340: Therapeutic Exercise

SPM 265: Therapeutic Modalities

Lasell College, Newton, MA
Assistant Professor and Coordinator of Clinical Education

RSCI781: Capstone

A graduate level capstone experience requiring students to select and complete a Critically Appraised Topic, Evidence Based Practice Professional Presentation or an Original Experimental Study.

RSCI780: Quantitative and Qualitative Research

A graduate level online course designed to introduce research methods, statistics, ethics and communication skills. Students prepare a review of literature and research proposal.

RSCI705: Evidence Based Rehabilitation

This course is a graduate level course offered exclusively online. The purpose is to introduce concepts of evidence based medicine and a critical appreciation for current literature.

AT430: Athletic Training Senior Capstone

The “Capstone” experience is a research based course that allows students to conduct individual research projects, collect data and synthesize results.

EXSC340: Research Concepts

The course provides students with an introduction to research concepts, basic statistics and research writing.

AT211: Assessment and Diagnosis I

The purpose of this course is to introduce the foundations of clinical reasoning, assessment and diagnosis of lower extremity injuries.

AT212: Assessment and Diagnosis II

The purpose of this course is to continue the established foundation of Assessment and Diagnosis I by including upper extremity, postural and abdominal evaluation skills.

AT213: Assessment and Diagnosis: Head and Spine

Students are provided with the opportunity to learn about the pathophysiology of concussion, assessment techniques and current treatment standards. In addition, students understand evaluation and diagnosis of spine related pathologies.

AT101: Musculoskeletal Anatomy

The purpose of this course is to provide students with a foundational understanding of musculoskeletal anatomy, planes and axis of the body and joint structure and function.

FYS101: First Year Seminar: Happy, Healthy and Successful

This theme based course explored 5 key concepts of well-being and its influence on the college experience. Students engaged in a variety of skill based assignments to prepare them for college level courses.

Curriculum Design and Coordination

Athletic Training Clinical I, II, III, IV, V & VI.

Currently work with adjunct professors and preceptors of the corresponding courses to develop content, teaching strategies and assessment techniques. Facilitate evaluation of clinical competencies through the use of ATrack online portfolio system. Responsible for all clinical placements, site visits and preceptor education.

Springfield College, Springfield, MA

Adjunct Professor

Education and Research Methods ATR

August, 2011- May, 2012

Students are guided through the research process by developing and conducting a research study related to the healthcare field. A completed review of literature, methodology and journal manuscript are required. Basic statistical analysis and critical appraisal skills are areas of focus.

Human Anatomy Synthesis

August, 2010- May, 2012

The purpose of the course is to integrate didactic anatomical information into clinically applicable scenarios. Students develop presentation skill by creating alternative learning experiences with emphasis placed on active engagement. The affective learning domain is promoted through communication, group problem solving and critical appraisal of information.

Human Anatomy

August, 2010- 2011

The course provided a comprehensive study of normal and pathological function of human movement with emphasis on the skeletal, articular, and muscular systems. The laboratory experience included the study of prosected human cadavers. Individual responsibilities involved the presentation of topics to graduate and undergraduate level students in the laboratory and lecture setting. Self-palpation, case studies and active range of motion was frequently used within the lecture to promote engagement and to check for understanding. The laboratory experience integrated goniometry, palpation, basic x-ray interpretation, specific assessment tests and muscle, bone, joint and nerve identification.

Additional Teaching Experience

Approved Clinical Instructor

August, 2008- May, 2012

Facilitate the clinical learning experience of athletic training students by stimulating critical thinking through scenarios, educative games, research and real life experience.

Lecture: Therapeutic Exercise and Rehabilitation

January, 2011

Presented an inclusive lecture on the role of proprioception in the rehabilitation process. The integration of several teaching styles enhanced the learning experience.

Lecture: Skin Pathologies and Treatment

March, 2011

A detailed lecture regarding common skin pathologies affecting the athletic population.

Westfield State University, Westfield, MA

Adjunct Professor

Supervising Sport and Fitness Programs

January, 2012- May, 2012

The intent of the course is to educate athletic training students in managerial theory, facility design, budgeting concepts and information organization. Students are required to create a functional document outlining a variety of policies, job descriptions and state regulations that may eventually impact their individual work experience. Legal and ethical considerations within sports medicine are also debated and analyzed.

RESEARCH & PUBLICATIONS

Wolfe, E.S., Ross, D.M. (2017). Is Activity-based costing a gateway for third-party reimbursement for athletic training services in Massachusetts? *Athletic Training and Sports Health Care*. DOI: <https://doi.org/10.3928/19425864-20170918-01>

Anderson, M. (2016) Foundations of Athletic Training; 6th edition. (2016). *Wolters Kluwer*. Created new ancillary materials and updated previous materials for the textbook. Instructor resources included presentations, exam questions, online resources, teaching strategies, quizzes and a BOC correlation chart. Student resources included study guides, worksheets, quizzes, resources and assessment materials.

Ross, D. (2012). The Influence of Teaching Evidence Based Practice on Critical Thinking in Athletic Training Students. A mixed-method design was implemented to explore how teaching evidence based practice affected critical thinking in the clinical and didactic settings. *A doctoral dissertation, Springfield College.*

Ross, D. (2011). The Effect of KinesioTape on Shoulder Joint Position Sense.

Joint position sense for shoulder internal and external rotation was evaluated under taped and no tape conditions. The selected taping was intended to support the rotator cuff muscles. The researcher concluded joint position sense was not significantly improved with KinesioTape in either internal or external rotation. *A Master's Thesis, East Stroudsburg University of Pennsylvania.*

PRESENTATIONS

Teaching Professional Advocacy. National Athletic Trainers Association, Athletic Training Educators Conference, 2019. Dallas, TX.

The Hidden Curriculum and Patient Outcome. Lasell College Preceptor Workshop, 2017. Lasell College, Newton, Ma.

Leadership Panel. Athletic Trainers of Massachusetts Student Symposium, 2016. Springfield College, Springfield, Ma.

Perceptions and Experiences of Original Undergraduate Research: A Qualitative Study. New England American College of Sports Medicine, 2016. Providence, RI.

Assessment of Heat Illness; breakout presentation. Athletic Trainers of Massachusetts Spring Conference, 2015. Newton, Ma.

Assessing Critical Thinking in the Didactic Setting: Applying the Holistic Critical Thinking Scoring Rubric to Athletic Training Education. Athletic Training Educators Conference 2013. Dallas, Tx.

Keynote Speaker: Careers in Athletic Training Workshop. 2011. Springfield College, Springfield, Ma.

Prevention of youth related injury. 2008. Basketball Hall of Fame, Springfield, Ma.

CLINICAL

Lasell College, Newton, MA

August 2012- Current

Per Diem Athletic Trainer

Provided care for Lasell College Athletes as need by the full-time athletic training staff. Hired for prep, practice and game coverage.

Springfield College, Springfield, MA

August 2009- May

2012

Graduate Assistant

Currently provide comprehensive support to athletic training room medical staff by acting as a liaison between physicians and the chiropractor treating student-athletes. Team assignments include men's basketball, wrestling, men's soccer and men's gymnastics.

Club Sports Athletic Trainer

Coordinated healthcare for hockey, men and women's rugby. Aided in creating concussion policies by

working collaboratively with the student health center.

East Stroudsburg University, East Stroudsburg, PA

Graduate Assistant

August 2008- August 2009

Provided medical care for practices and games of a variety of collegiate teams. Specifically assigned to prevent, treat, and rehabilitate injuries sustained by the women's volleyball and women's lacrosse teams.

Coordinated Health, Bethlehem, PA

October 2008- July 2009

Athletic Trainer (Per Diem)

Provided care for local high school sporting events and Lehigh Valley OUTLAWZ professional arena football tryouts. Primarily responsible for the prevention, evaluation and treatment of acute injury.

Additional Per Diem Athletic Training

Provide health care as needed at Curry College, Mt Ida College, Newton South High School and Weston High School.

SERVICE

NATIONAL ATHLETIC TRAINERS ASSOCIATION

Athletic Trainers of Massachusetts, President

Legislative Efforts

NATA Legislative Grant

2015- 2017

- Prepared and secured legislative grants to support efforts in Massachusetts. Grant amounts ranged from \$13,680- \$15,000.

Legislative Briefing

2017

- Organized and presented at a legislative briefing in support of ATOM legislation. The briefing was attended by approximately 40 legislators and staff members.

Testified to Joint Committee on Education

2017

- On behalf of ATOM in Support of An Act Relative to Student Safety in Interscholastic Athletic Activities.

Testified to Joint Committee on Health Finance

2017

- On behalf of ATOM in Support of An Act Promoting Consumer Choice in Health Care

ATOM Hit the Hill

2016, 2015,

2014

- Organized and executed ATOM's annual hit the hill day
- Presented to attendees highlighting the impact of professional involvement

Testified to the Board of Allied Health Professionals

2016

- Represented ATOM during a public listening session in regards to the Rules and Regulations of Athletic Training

Testified to the Joint Committee on Public Health

2015

- On behalf of ATOM in support of An Act Relative to the Practice of Athletic Training

Provided Written Testimony and Supporting Evidence

2015, 2017

- In support of all filed bills for ATOM

Conference & Meeting Organization

<i>ATOM Young Professionals and Student Symposium</i>	<i>2014- 2017</i>
<i>ATOM & RIATA Annual Conference</i>	<i>2014- 2018</i>
<i>District 1 President's Round Table</i>	<i>January, 2017</i>
<i>Athletic Training Educator's Forum</i>	<i>June, 2017</i>

NATA Young Professionals Committee, Member

2017- Current

District 1 representative to NATA YP Committee

NATA Joint Committee Meeting 2018

Coordinate all District 1 State YP Representatives
NATA Welcome to the Young Professionals Toolkit

UNIVERSITY OF SOUTHERN MAINE

Excellence in Academic Advising Subcommittee Member
Athletic Training Curriculum Committee Member
Health Science Curriculum Committee Member

LASELL COLLEGE

Faculty Governance Executive Council

- Vice Chair, 2014- 2016, 2017-2018
- Lead the faculty in creating a maternity leave policy
- Served as an advocate for competitive pay and equitable policies

Program Resource Optimization Chair

- Lead a group of 30 faculty and staff through an institutional program review
- Presented to campus community at 3 separate town hall events
- Authored a comprehensive recommendation for the institution

Faculty Representative to Board of Trustees

- Student Learning Committee

Search Committee Involvement

- Chair of the Athletic Training Faculty Search Committee
- Member of the Exercise Science Faculty Search Committee
- Member of the Exercise Science Program Director Search Committee
- Member of the Hospitality and Event Management Faculty Search Committee

Nominations Committee Member

ADDITIONAL VOLUNTEERISM

EATA Abstract Reviewer

2015-2017

- Assessed and rated abstracts for the 2017 EATA Clinical Symposium

*Tufts 10k for Women**2015*

- Organized and supervised a group of student volunteers to provide medical care for runners at the finish line.

*Boston Marathon Medical Volunteer**2013,**2014, 2015*

- Provided athletic training services to Boston Marathon runners in Medical Tent

PROFESSIONAL DEVELOPMENT

Credentials: BOC Certified Athletic Trainer

*June, 2008-**Current*

Licensed Athletic Trainer of Maine

*September,**2018- Current*

Licensed Athletic Trainer of Massachusetts

*August, 2009-**Current*

ARC CPR/AED for the Professional Rescuer: Instructor

*January, 2013-**Current*

Licensed Athletic Trainer of Pennsylvania

*August,**2008- 2010*

ARC CPR/AED Professional Rescuer Certification

*December,**2004- Current*

Conferences & Meetings:

- Maine Athletic Trainer's Association Annual Meeting
- NATA Joint Committee Meeting
- National Athletic Trainers Association Annual Symposium

*October, 2018**January, 2018**June, 2013**June, 2017**June, 2018**June, 2017**June, 2018*

- State Leadership Forum

- Athletic Training Educators Conference

*January, 2013**February, 2015*

- Eastern Athletic Trainers Conference

*January, 2011**January, 2012**January, 2013**January, 2014**January, 2015**January, 2016**January, 2017**January, 2018**January, 2007**October, 2015*

- CAATE Accreditation Conference

November,

- ATOM YP & Student Conference

*2012**March, 2013**March, 2014**March, 2015**March, 2016*

		<i>March, 2017</i>
		<i>November, 2017</i>
	● ATOM Annual Conference	<i>May, 2013</i>
		<i>May, 2015</i>
		<i>May, 2016</i>
		<i>May, 2017</i>
Membership:	National Athletic Trainer's Association Membership	<i>Current</i>
	Athletic Trainers of Massachusetts Member	<i>2006-2018</i>
	Association of Governing Boards of Colleges and Universities	<i>2007</i>

HONORS & AWARDS

National Athletic Trainers Association GAC Impact Advocacy Award	<i>2018</i>
National Athletic Trainers Association Scholarship Recipient	<i>2008</i>
Athletic Training Student of the Year Springfield College	<i>2008</i>
Collegiate Sports Medicine Foundation Student Leadership Class of	<i>2007</i>
Athletic Trainers of Massachusetts Scholarship Recipient	<i>2006</i>
Eastern Athletic Trainers Association Scholarship Recipient	<i>2006</i>

Ms. Noel A. Neptune M.Ed., ATC

141 May St.
Biddeford, ME 04005
937-728-8323 (cell)
noel_neptune@yahoo.com

Education: *Hardin-Simmons University; Abilene, TX*
2002-2004

Degree: Masters of Education in Sports Recreation and Management
Emphasis in Fitness (3.9 G.P.A.)
Thesis: The Accuracy of the Baseline Evaluation for the ImPACT Test

Wilmington College of Ohio; Wilmington, OH

1998-2002 Degree: Bachelor of Science in Athletic Training (May 2002)
CAAHEP Accredited Program

Experience: *University of Southern Maine, Gorham, ME*
2015-present

- Athletic Training Program Director (2017-18 academic year)
Clinical Education Coordinator, Lecturer (2015-present)
- Assisted in the transition to a masters level AT Program
 - Completed and submitted the 2016-17 CAATE Annual Report
 - Completed and submitted the CAATE Progress Report as part of the fall 2016 accreditation site visit.
 - Assisted in preparation of the CAATE self-study report and the November 2016 site visit
 - Completed the 2017 CAATE annual report and subsequent Progress Reports
 - Assisted with the development of the Intent to Plan for the masters degree transition
 - Developed new clinical sites, including the necessary documentation and preceptor training.
 - Member of the Athletic Training Curriculum Committee
 - Member of the Health Sciences Curriculum Committee
 - Assign clinical rotations for 30+ athletic training students and visit each site
 - Faculty representative for the Athletic Training Student Association
 - Assist with Special Olympics, Kicking it to Cancer event, and Catherine's Cupboard food pantry
 - Provided CPR certification for athletic training and exercise science students
 - Search committee member for lecture in Exercise Science; Assistant Professor of Athletic Training, and Assistant Professor of Health Sciences
 - Chair of search committee for Assistant Professor of Athletic Training
 - Developed an online Capstone Exam to prepare seniors for the BOC exam
 - Courses taught:
 - SPM 210 Clinical Athletic Training Principles I (F15, F16, F17, F18)
 - SPM 211 Protective Taping/Wrapping (F15, F16, F17, F18)
 - SPM 270 Athletic Training Clinic I (S16, S17, S18, S19)
 - SPM 302 Pharmacology for Athletic Training and Exercise Science (Su18)
 - SPM 310 Clinical Athletic Training Principles II (S17, S18, S19)
 - SPM 370 Athletic Training Clinic II (F15, F16, F17, F18)
 - SPM 371 Athletic Training Clinic III (S16, S17, S18, S19)

- SPM 470 Athletic Training Clinic IV (F15, F16, F17, S19)
- SPM 495 Clinical Internship (S16, Su16, S17, Su 17, S19)
- SPM/CON 219 Lifetime Physical Fitness & Wellness (S16, Su16, Su18, W18, S19)
- NUR 682 Sports Medicine Orthopedic Evaluation and Treatment for the Primary Care Professional (Su18)

Alderson Broaddus University, Philippi, WV

2012-2015

Clinical Education Coordinator, Assistant Professor, Athletic Trainer

- Assign clinical rotations for 20-30 athletic training students
- Added two off campus clinical sites
- Assisted with the CAATE Annual Report
- Faculty representative for the BOT committee (2013-14), The Committee on Student Affairs (2014-2015), and AED Committee (2012-2014)
- Faculty Advisor for Athletic Training Club
 - Fund raising, Color Run, ABU Triathlon, Coaches Concussion Clinic
- WVATA Quiz Bowl Committee (2014-2015)
- Faculty Advisor for ABU Quiz Bowl Team (2013-2015)
 - Won WVATA and MAATA, made it to Nationals in 2013
- Provided medical coverage for men's soccer and softball (2012-13)
- Co-instructor for a study abroad athletic training program to Ireland (2013)
- Volunteered at the 2014 and 2015 Winter Special Olympics
- West Virginia Special Olympics volunteer coordinator for winter games (2015)
- Provided CPR instruction for coaches and other ABU employees
- Responsible for monthly checks and upkeep of campus AED's (2012-2014)
- Developed and implemented the university concussion policy
- Courses taught:
 - ATHL 221 Practicum I (F13, F14)
 - ATHL 222 Practicum II (F12, F13, F14, S15)
 - ATHL 323 Practicum III (S13, S14)
 - ATHL 324 Practicum IV (F13)
 - ATHL 425 Practicum V (F14)
 - ATHL 426 Practicum VI (S14, S15)
 - ATHL 270 Sports Injury Control and Management (S14, S15)
 - ATHL 260 Upper Extremity Evaluation (S14, S15)
 - ATHL 400 General Medical Conditions (F12, F13, F14)
 - ATHL 410 Test Taking Strategies for the BOC Exam (F12, S13, F13, S14, F14, S15)
 - HSCI 261 Strength Training and Conditioning (F13, F14)
 - PHED 315 Physiology of Exercise (F12, F13, F14)
 - PHED 335 Safety Education and First Aid (S15)

Dayton Sports Medicine Institute; Centerville, OH

2007-2012

Certified Athletic Trainer

- Served as a Certified Athletic Trainer for Dayton Sports Medicine Institute with clinical outreach to Wilmington College.

Wilmington College; Wilmington, OH

- Provided primary coverage for men's soccer, cross-country, men's basketball, men's and women's indoor and outdoor track and field, and cheerleading, including all concussion baseline testing (SCAT and ImPACT) and return-to-play decisions.
- Served as an Approved Clinical Instructor for Wilmington College Athletic Training Education Program.
- Develop and implement the college's concussion policy, as well as research into the purchase of the ImPACT concussion software.
- Assist athletic training students with research projects as a secondary author.
- Schedule and evaluate medical resident students with their Wilmington College Sports Medicine rotation.
- Developed and implemented new injury evaluation, pre-participation physical forms, referral forms, new filing system for athlete physicals and dead files.
- Schedule doctors and organize and run pre-participation physicals.
- Assist with 2011 College Health Fair, and run the 2012 Health Fair, including budgeting, scheduling of vending, set up, ordering, and publicity
- Developed and served as the Camp Coordinator of the Wilmington College High School Athletic Training Workshop. (Summers of 2008-2012)
- Record all doctor and hospital visits for all student athletes for tracking purposes.
- Courses Taught:
 - HPE 130 Sports Nutrition (S08)
 - HPE 193 Emergency Care (F09, S12)
 - HPE 192 First Aid and CPR (F10, S11, F11, S12)

Millikin University; Decatur, IL

2004-2007

Head Athletic Trainer, Clinical Instructor, Assistant Professor
(July –August 2007)

Assistant Athletic Trainer, Clinical Instructor, Assistant Professor
(August 2004-July 2007)

- Provided primary coverage for men's and women's soccer, wrestling, and baseball, as well as assisting with other sports as needed.
- Served as an academic advisor to athletic training major students.
- Served as an Approved Clinical Instructor for 20-30 students for CAATE Accredited Education Program.
- Assisted with the development of the self-study for re-accreditation.
- Developed heat related illness and fluid replacement guidelines, lightning policy, and emergency action plans for all of the athletic venues.
- Implemented educational activities for the students such as volunteering at the Chicago Marathon, participating in the IATA Quiz Bowl, and professional presentations.
- Courses Taught:
 - ES 130 Prevention and Treatment of Athletic Injuries (F04, S05, F05, S06, F06, S07)

- ES 140 Standard First Aid (S07)
- ES 235 Recognition and Evaluation of Athletic Injuries II (S05, S06, S07)
- ES 328 Health Related Fitness and Nutrition (S06, F06)
- ES 332 Therapeutic Exercise (S05)
- ES 341 Practicum in Athletic Training III (F04, S05, F05, F06)
- ES 441 Practicum in Athletic Training V (F04, S05, F05, S06, F06, S07)

*Central Illinois Hand Center; Decatur, IL
Summers of 2005-06*

- Worked with a licensed Occupational Therapist, concentrating on wound care, post-surgical treatment, and rehabilitation with upper extremity injuries under the care of Dr. Jeffery Smith.
- Fitted patients for braces and aided in constructing splints.

Hardin-Simmons University; Abilene, TX

2002-2004 Graduate Assistant Certified Athletic Trainer

- Provide primary coverage and travel with a variety of athletic teams, including men's and women's soccer, baseball, volleyball, and tennis. Manage and organize student-athlete medical files and pre-participation physicals, including BESS and ImPACT testing.
- Serve as an Approved Clinical Instructor and supervise the undergraduate students enrolled in the Athletic Training/Sports Medicine major.

Grants:

- CTCL Course Design Grant \$1000 to restructure SPM 219 Lifetime Physical *Spring 2018*
Fitness and Wellness course for the EHSS Department
- CTCL Collaborative Grant with Dominique Ross and Meredith Madden \$1000 *Fall 2018*
for restructuring of the senior Capstone Exam

Certifications and Awards:

- 2015 WVATA Athletic Training Educator of the Year
- NATABOC Certified Athletic Trainer #110202104
- American Red Cross Instructor Certified: Professional Responder, Lay Responder, First Aid, AED, Blood borne Pathogens, Sports Safety, Oxygen
- Licensed Athletic Trainer in the state of Maine #AT571

Publications: "The Effects Of Lower Extremity Proprioceptive Wobble Board Training On Speed During A Soccer Agility Test"
Published in the Journal Of Athletic Training, Vol. 37, #2, Supplement June 2002
Presented at 2002 NATA in Dallas, TX in Free Communication Poster Presentations.

MEREDITH MADDEN EdD, ATC

EDUCATION

Doctor of Education

January 2014

Boston University, Boston, MA

Major: Curriculum & Teaching

Dissertation: “*Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education*”

Master of Arts

May 2009

Washington College, Chestertown, MD

Major: Psychology

Bachelor of Science

May 2007

Boston University, Boston, MA

Major: Athletic Training

TEACHING EXPERIENCE

Lecturer

September 2018-present

University of Southern Maine, Gorham, ME

- Instruct 12 credit hours per semester for the Department of Exercise, Health and Sport Sciences in the undergraduate athletic training and exercise science programs
- Collaborate with AT faculty on the Masters in Athletic Training degree transition and curriculum development
- Advise approximately 20 undergraduate students in the Department of Exercise, Health, and Sport Sciences
- Developed hybrid course delivery for *SPM216: Emergency Medical Response*

Courses Taught:

- *SPM216: Emergency Medical Response (Fall & Spring offerings)*
- *SPM219: Lifetime Physical Fitness and Wellness (Fall & Spring offerings)*
- *SPM381: Kinesiology*
- *SPM410: Athletic Training Principles III*
- *SPM480: Organization and Administration*

Clinical Assistant Professor and Clinical Education Coordinator

August

2016 – July 2018

Salisbury University, Salisbury, MD

- Experience in CAATE accreditation process for degree change from Bachelors to Masters of Science in Athletic Training (MSAT)
- Assisted in completion of CAATE Annual Report
- Contributed to development of new courses for Masters curriculum, including *ATTR600: A Comprehensive Approach to Health*, which focused on interprofessional practice and multicultural health perspectives
- Hosted and attended multiple recruitment sessions for MSAT at various Maryland universities and MARC-ACSM conference
- Coordinated MSAT program marketing efforts

Clinical Education Coordinator

- Determine and supervise clinical experience assignments for graduate students.
- Coordinated affiliation agreements for 20 new clinical sites for 2nd year graduate students across Maryland and DC.
- Develop and implement preceptor training modules for new and continuing preceptors that focus on adult learning theories, conflict resolution, and curriculum and programmatic changes.
- Designed on-line Preceptor Community site to enhance communication with and among local and remote preceptors

Courses Taught:

- *ATTR210: Foundations of Athletic Training*
- *ATTR479: Athletic Training Practicum*
- *ATTR501: Injury/Illness Prevention*
- *ATTR505: Risk Management Strategies*
- *ATTR555: Pathology and Assessment*
- *ATTR600: A Comprehensive Approach to Health*
 - *Psychosocial recognition and referral module, and practicum supervision*
- *ATTR605: Therapeutic Interventions*
- *ATTR655: Administration and Professional Development*
- *EXSC213: Injury Prevention and Emergency Management*

Adjunct Instructor

September

2014 – May 2016

Lasell College, Newton, MA

Courses Taught:

- *AT101/EXSC101: Essentials of Musculoskeletal Anatomy (Fall & Spring offerings)*

- *AT203/205: Clinical Athletic Training I*
- *AT204/206: Clinical Athletic Training II*

RELATED TEACHING EXPERIENCE

Approved Clinical Preceptor

September

2009-May 2016

Guided clinical experiences as primary preceptor for 26 undergraduate athletic training students from Boston University to enhance critical thinking, decision-making, and professional behaviors in real athletic training situations. Supervised and mentored 6 Lasell College and Bridgewater State University athletic training students during clinical experiences with Boston College football as a secondary preceptor.

Invited Lectures

2008-present

Presented lectures on various sports medicine topics to coaches, administration, athletes, and community health care providers at Washington College, Chelsea High School, and Mass General Hospital Pediatrics in Chelsea, MA. Presented on the profession of Athletic Training to undergraduate Exercise Science and Community Health students at Salisbury University in Salisbury, MD.

- ◇ *Athletic Training Profession (HLTH300)*
2017-2018
- ◇ *Concussion Awareness and Cognitive Rest*
Spring 2013
- ◇ *Concussions and Cognitive Rest Accommodations: an update*
Spring 2012
- ◇ *Sports Concussion Policy at Chelsea High School*
Winter 2011
- ◇ *Concussions and Cognitive Rest Accommodation Guidelines*
Fall 2012
- ◇ *Concussion Awareness and Cognitive Rest*
Fall 2012
- ◇ *Sports Concussion Policy for student handbook*
Winter 2011
- ◇ *Concussion Legislation and Policy*
Fall 2011
- ◇ *Concussion Awareness for the Student-Athlete*
Fall 2011
- ◇ *Concussion Education for Coaches with Dr. Kevin Heaton*
Fall 2011

- ◇ *Nutrition for the Female Athlete (basketball and track)*
2010-2011
- ◇ *Concussion Awareness with Dr. Matthew Pecci*
Fall 2010
- ◇ *Common Sports Injuries in High Schools with Dr. Arturo Aguilar*
Spring 2010
- ◇ *Basic Sports Injuries and Management for Coaches*
Spring 2010
- ◇ *Sport Safety for Coaches (Kent County, MD)*
Summer 2008

CLINICAL EXPERIENCE

Athletic Trainer

2013-2016

Boston College, Chestnut Hill, MA

Provided athletic training services primarily for Division I ACC women's field hockey and men's football, and assisted in women's rowing coverage. In 2013, coordinated sports medicine coverage and supplies as host athletic trainer for ACC Field Hockey tournament. Administrative and other responsibilities include reviewing and updating emergency action plans and policies, and assisting with inventory for two athletic training clinics.

Athletic Trainer

2013-2015

Boston Militia Semi-Professional Women's Tackle Football, Somerville, MA

Provided sports medicine coverage from December to August for women's full contact football practices 1-2 days per week as well as weekly home and away competitions. Primarily responsible for the prevention, evaluation and treatment of acute injuries, but also act as a liaison for follow-up medical and rehabilitative care.

Head Athletic Trainer

2009- 2013

Chelsea High School, Chelsea, MA

As part of the outreach program through Boston University, provided care for 12 varsity and junior varsity sports teams. Supervised and coordinated pre-participation exams twice a year for all middle and high school student-athletes. Administrative responsibilities included creating policies for emergency action plans, and concussion academic and athletic protocols. Implemented CORE-AT, an electronic medical records software program with integrated outcome measures. Established professional relationships with school-based community health center (MGH Chelsea), Chelsea High School administration and guidance counselor department.

Athletic Trainer (Volunteer)

2010-2011

Get Ready Summer: Strength and Conditioning Camp, Boston, MA

Helped guide inner city student-athletes through an 8 week strength and conditioning program based on character development principles

Assistant Athletic Trainer

2007- 2009

Washington College, Chestertown, MD

Provided sports medicine coverage primarily for men's soccer, women's basketball, and baseball, and assisted with coverage for all 17 varsity and club sports. Additionally, provided outreach athletic training services for Kent County High School home competitions for varsity and junior varsity football, boy's and girls' basketball, wrestling, and lacrosse.

Athletic Trainer (Per Diem)

2007-present

Provided athletic training coverage for various events for collegiate athletes at Boston University; Boston College, including track and field/cross country, tennis, softball, baseball, and women's lacrosse; for high school athletes at Buckingham, Brown & Nichols school (MA); and Wicomico County (MD) sponsored high school and youth sports events and tournaments, including basketball and wrestling. Additionally provide athletic training and first aid services for day and overnight summer camps for a variety of sports at various institutions, including Boston College, Boston University, and Washington College.

SCHOLARSHIP

Madden, M., Dodge, T., Benes, S., McCarthy, J., Laursen, R. (January 2014). *Examining the perspectives of Massachusetts' high school coaches concerning sports-related concussions and state mandated concussion education (Unpublished doctoral dissertation).* Boston University, School of Education. Boston, MA.

- ◇ This research was conducted for a doctoral dissertation. It is a mixed-methods design that explores the knowledge, attitudes, and behaviors of Massachusetts' high school coaches regarding sports-related concussions and concussion legislation. This study was done to provide a foundation for further research on the subject and to design more effective education delivery methods.

Poster Presentations:

Walter, J, East, M, Brown, V, **Madden, M.** (2018, November) *Perceptions, Knowledge, and Attitudes of Inter-professional Education and Collaboration*. Poster presented at the ACSM Mid-Atlantic Regional Conference, Harrisburg, PA.

Interdisciplinary Faculty Learning Community, College of Health and Human Services. (2018, February) *Interprofessional Education Abounds*. Poster presented at Teaching and Learning Conference at Salisbury University, Salisbury, MD.

- ◇ One of three primary authors on design and content for poster **Madden, M**, Dodge, T, Benes, S, McCarthy, J, Laursen, R. (2015, June) *Knowing isn't Always Doing: High School Coaches' Knowledge Regarding Sports-Related Concussions*. Poster presented at the National Athletic Trainers' Association Clinical Symposia, St. Louis, MO.

Madden, M, McCarthy, J. (2011, May). *Raising Awareness: Sports Concussions and Coaches*. Poster presented at the Psychology of Coaching Teams Conference, Boston, MA.

Publications:

Madden, M, Walter, J, Dodge, T. Examining high school coaches' knowledge of sports-related concussions and mandated concussion education [In review]

Madden, M, Benes, S, Poloskey, L. Examining high school coaches' attitudes and perceptions of sports-related concussions and mandated concussion education [In review]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 1: Use in clinical practice. *Athletic Therapy Today*, 13(5). [Invited]

Welch, C, Yakuboff, M, **Madden, M.** (2008). Evidence-based medicine: Critically appraised papers and topics part 2: How to read and interpret a CAT. *Athletic Therapy Today*, 13(5). [Invited]

Student Presentations (faculty mentor):

Stretz, D. (2018, April). Comparison of the likelihood of head injuries in the combative sports of Mixed Martial Arts and boxing. Oral presentation at Salisbury University Student Research Conference. Salisbury, MD.

GRANTS AND OUTSIDE FUNDING

Digital Learning Innovation Grant

October 2018

Received \$1,000.00 from University of Southern Maine Center for Technology Enhanced Learning to enhance SPM216 and improve student experience and outcomes by redesigning the course to be delivered in a blended format.

SeaGull Century Allocation Request

December 2017

Received \$1,000.00 from Salisbury University Foundation to defer costs of fitness “field day” with clients from Dove Pointe, a non-profit agency that provides services for adults with disabilities

ATOM/Collins Sports Medicine High School Athletic Training grant

January 2011

Received \$1,000.00 for medical and rehabilitation supplies

SERVICE AND LEADERSHIP

Athletic Training Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the athletic training curriculum committee to discuss curriculum changes, revisions, substitutions for the athletic training education program

Health Sciences Curriculum Committee – Department level

2018-present

University of Southern Maine, Gorham, ME

Served as a member of the health sciences curriculum committee to discuss curriculum changes, revisions, substitutions for the health sciences major

Peer reviewer

August 2018

Acted as a peer reviewer for the Athletic Training Education Journal

Wellness Field Day

Spring 2018

Salisbury, MD

Developed and coordinated “field day” event with Dove Pointe, a community agency that serves clients with various disabilities. The purpose of this event was to expose Salisbury University members to diverse patient populations to improve communication and cultural competence and

to promote physical activity in the community. Preparation of event included multiple visits to Dove Pointe with students to develop communication and cultural competence skills.

Interdisciplinary Faculty Learning Community

2017-2018

Salisbury University, Salisbury, MD

Faculty representative for athletic training on faculty committee that addresses interprofessional student and faculty activities and curriculum development for the new College of Health and Human

Services at the University. Served as secretary for the group in 2017.

Career Skills Workshop volunteer (via Young Professionals Committee)

2017, 2018

Mid-Atlantic Athletic Trainers' Association, Virginia Beach, VA

Participated in Career Skills workshop for student athletic trainers at MAATA annual symposium. Provided feedback on student resumes, and led discussion and answered student questions regarding a variety of aspects of the athletic training profession and career skills.

Medical Services – coordinator and volunteer

2016 - 2018

Provide athletic training and first aid services for large-scale community and charity events:

- Maine Special Olympics: soccer tournament hosted by Maine Special Olympics.
- SeaGull Century: a 100-mile cycling race with over 1,000 participants. In 2017, assisted in the administrative tasks and organization of medical services.
- Tim Kennard 5k: a charity 5k and 10-mile road race.
- Maryland Special Olympics: state soccer tournament hosted by the Eastern Shore division of Maryland Special Olympics. In 2017, served as medical liaison/director for Maryland Special Olympics state soccer tournament.
- Salisbury Marathon: 5k/half-marathon/marathon road race with about 1,000 participants. Collaborated with local hospital to provide medical services. Served as the Athletic Training supervisor for AT certified and student volunteers.

Eastern Shore Collaborative for Interprofessional Education (ESCIPE)

2016-2018

Salisbury University, Salisbury, MD

Representative for EXSC/ATTR programs in developing IPE opportunities for students and faculty.

Elected Salisbury University Chair in Fall 2017.

Athletics Committee – University level

2016-2018

Salisbury University, Salisbury, MD

Faculty representative on Athletics Committee to address NCAA by-laws and eligibility issues.

Visions Committee – Department level

2016-2018

Salisbury University, Salisbury, MD

Discussed topics and issues that impact the HSS department to develop strategies and action plans.

Social Committee – Chair – Department Level

2016-2018

Salisbury University, Salisbury, MD

Established a social committee for the Health and Sport Sciences department. Hosted weekly gatherings for interested faculty and staff as well as departmental celebrations (i.e. end of semester, retirements, baby showers) in order to foster collegiality, help socialize new faculty, and show appreciation of department members.

Athletic Training advocacy

2013,

2014, 2017, 2018

Boston, MA and Washington, D.C.

Attended state and national level lobbying efforts for the athletic training profession.

Athletic Training Professions Panels (various)

2011-2013, 2017

Springfield College, Springfield, MA and Salisbury University, Salisbury, MD

Sat on various panels for high school, and undergraduate students interested in pursuing a career in athletic training as well as providing an athletic training perspective on interprofessional panels.

Sigma Kappa Sorority advisor

2010-2012

Boston University, Boston, MA

Advisor to executive board for Delta Chapter of Sigma Kappa sorority at Boston University.

Student Athlete Mentor staff advisor

2008-2009

Washington College, Chestertown, MD

Supervised collegiate athletes' community service hours, including "field day" program with local elementary school

MEMBERSHIPS AND CERTIFICATIONS

Maine Licensed Athletic Trainer (#AT731)
2018-present
American Red Cross Emergency Medical Response Instructor
2018-present
American Red Cross BLS for the Healthcare Professional Instructor
2018-present
American Red Cross CPR/AED for Professional Rescuer Instructor
2018-present
Stepping On: Fall Prevention Leader
2018-present
Maryland Licensed Athletic Trainer (#A0000847)
2016-present
American Heart Association BLS Instructor
2016-present
BLS for the Healthcare Provider
2016-present
Pi Lambda Theta Honors Society
Inducted 2010
National Provider Identification (#1881826048)
2009-present
Massachusetts Licensed Athletic Trainer (#1996-AT)
2009-present
Board of Certification (#070702696)
2007-present
National Athletic Trainers' Association member (#27815)
2005-present
CPR and AED for the Professional Rescuer
2004-2016

PROFESSIONAL DEVELOPMENT

National level

- National Athletic Trainers Association (NATA) Clinical Symposia 2013, 2014, 2015, 2016, 2018
- Athletic Training Educators' Conference 2017

Regional level

- Mid-Atlantic Athletic Trainer's Symposium 2017, 2018

- Eastern Athletic Trainers' Association
2012, 2019

University level

- Salisbury University Safe Space workshop
December 2017
 - Peer-to-Peer: Women's Leadership Circle Faculty Learning Community (monthly)
2017- 2018
 - Writing Across Campus advanced faculty seminar (8 sessions)
Fall 2017
 - Writing Across Campus faculty seminar (8 sessions)
Spring 2017
 - Salisbury University Faculty Development Day
2016, 2017
 - Soaring with Online Learning Program (5 week seminar)
Spring 2017
 - Salisbury University New Faculty Orientations (5 meeting series)
Fall 2016
 - Salisbury University Preceptor Training Workshop
August 2016
 - Lasell College Adjunct Faculty workshops (5 lecture series)
Fall 2014
 - Boston University Preceptor Workshop
2011, 2012, 2013
- 2010,

Community level

- Narcan/Naloxone training workshop
June 2018
- Health Equity Summit, University of Maryland: Eastern Shore
April 2018
- Peninsula Orthopedics Associates CEU events:
 - 2018: "Stop the Bleed" workshop
 - 2017: Acupuncture for Athletes; Opioid and Substance Use
 - 2016: Dermatological Conditions

Other

- NEXUS Webinar Fundamentals of IPECP
Spring 2018
- CDC "Head's Up" Concussion training
August 2011

Aaron Marston402 Centerline Rd, Presque Isle, ME 04769 | (904) 412-6083 | aaron.p.marston@maine.edu**EDUCATION**

Marshall University, Huntington, WV

M.S. in Health and Physical Education**2003**

Concentrations in Athletic Training and Exercise Science

University of Maine at Presque Isle, Presque Isle, ME

B.S. in Health and Physical Education**1997**

Concentration in Athletic Training

Minor in Fitness and Wellness

AWARDS

Distinguished Teaching Award

2015---2016

Innovative Teaching Fellow

2014 – 2015

TEACHING EXPERIENCE

University of Maine at Presque Isle, Presque Isle, ME

Clinical Coordinator of Athletic Training**Fall***Advanced Assessment and Lab**Biomechanics**Therapeutic Modalities**Therapeutic Interventions I (directed study)***Summer***Intro to Athletic Training (directed study)**Athletic Training Clinical I (directed study)***Spring***Lower Extremity Evaluation and Lab**Structural Kinesiology (2 sections)**Therapeutic Interventions II**Athletic Training Clinical II**Science of Strength and Conditioning (co-taught)**Strength and Conditioning (directed study)***2017-2018****Fall***Upper Extremity Evaluation and Lab**Biomechanics**Therapeutic Interventions I***Spring***Lower Extremity Evaluation and Lab**Structural Kinesiology**Therapeutic Interventions II**Athletic Training Clinical II**Science of Strength and Conditioning***2016-2017****Instructor of Athletic Training****Fall***Techniques of Athletic Training**Upper Extremity Evaluation and Lab**Biomechanics**Therapeutic Interventions I***Spring***Lower Extremity Evaluation and Lab**Structural Kinesiology**Therapeutic Interventions II***2015-2016**

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

Instructor of Athletic Training

Fall

Techniques of Athletic Training

Upper Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation and Lab

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades. Academic advisor and athletic training student preceptor.

2014-2015

Adjunct Instructor

Fall

Techniques of Athletic Training

Lower Extremity Evaluation and Lab

Therapeutic Modalities

General Medical Conditions for the Athletic Trainer

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Therapeutic Exercise and Rehabilitation

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

2013-2014

Adjunct Instructor

Fall

Motor Learning

Upper Extremity Evaluation and Lab

Therapeutic Modalities

Spring

Lower Extremity Evaluation and Lab

Structural Kinesiology

Science of Strength and Conditioning

Developed syllabus and overall course structure, taught all classes and labs, and administered all grades.

2012-2013

RELATED EXPERIENCE

Founder and Owner

Next Level Training, Presque Isle, ME

- Designed and developed a new sports training and adult fitness facility
- Conduct regular classes for all ages and abilities for members of the Presque Isle community
- Regular guest on WAGM TV's "FitSource Friday's"

03/14-Present

Consultant

NMCC, Presque Isle, ME

Kinetix Sports Performance, Valdosta, GA

SET Sports Performance, Jacksonville, FL

The HIT Center, Jacksonville, FL

04/03-06/12

Executive Director

The High Intensity Training Center, Jacksonville, FL

Clinical Athletic Training

- Developed ACL screening and prevention program in partnership with the University of North Florida
- Created and implemented a functional movement screening process complete with a corrective exercise prescription to prevent injury and address prior imbalances
- Provided superior and expedient results to injured athletes at all stages of the healing process to safely return them to competition at the highest level
- Worked closely with Heartland Physical Therapy, our in house physical therapy provider to safely assess and progress all rehabilitating clientele
- Instituted Impact Testing on site for concussion assessment and worked with medical director on return to play decisions
- Evaluation and documentation of sports therapy cases, daily taping and bracing of athletes, writing and developing protocols, emergency action planning

Education and Mentoring

- Site supervisor for athletic training, exercise physiology, strength and conditioning and sports management interns from local and regional universities. (12-15 interns annually)
- Guest lecturer at the University of North Florida, Jacksonville University, Heritage Institute, Jacksonville Sports Medicine Program, City of Jacksonville, Police and Fire
- Developed staff education initiative by teaching weekly educational in-services and getting over 90% of the staff nationally certified
- Developed educational outreach initiative to scholastic coaches locally to impart proper warm up, injury prevention and performance enhancement into their athletic programs
- Mentor ATCs, strength coaches and exercise physiologists daily

Strength and Performance

- Over 100 athletes trained for the National Football League and Major League Baseball
- Developed a multiple level progressive athletic performance program and use it to prepare hundreds of athletes annually for their next level of competition
- Perform advanced athletic ability assessments and physiological testing and interpret the data to determine optimal course of action
- Educate athletes on sports nutrition for proper weight gain, weight loss and performance enhancement
- Provide the vision and direction for a world class Olympic training center

Administration and Management

- Responsible for all aspects of personnel management including determining position needs, hiring, training and development, evaluation and promotion, and firing
- Create and work within a million dollar annual budget, reporting to ownership monthly, quarterly and annually
- Establish the vision, strategy and direction for the company
- Oversaw entire rebranding project including marketing plan, pricing strategy, incentive and referral plans, social media and website
- Identified weaknesses in processes and developed systems to efficiently handle a large volume of traffic with exceptional results and customer service

Partnerships and Outreach

- City of Jacksonville – Health Intervention Program, Police and Fire Cardiopulmonary Screening, Fit for Duty assessments
- Heartland Rehabilitation – established partnership and lease agreement
- Jacksonville Sports Medicine Program – Member, site host, and presenter
- Health Source Magazine – Advisory Board and contributor
- Executive Advantage Magazine – Advisory Board and contributor
- University of North Florida and Jacksonville University – Guest Lecturer and Internship site supervisor

Graduate Assistant Athletic Trainer

Marshall University, Huntington, WV

2001-2003

- Primary athletic trainer for men's soccer

- Speed, agility and conditioning coach for men's soccer
- Responsible for clinical education and supervision of 2-3 students

Director- The Health and Wellness Center 1998-2001

County Physical Therapy, Presque Isle, ME

- Designed and equipped a 10,000 square foot modern health and wellness center
- Developed and implemented all facets of staff, program and facility operations
- Established performance enhancement camps for area high school sports teams
- Conducted orientation meetings, assigned duties and evaluated performance of employees

Clinical Instructor/Assistant ATC 1999-2001

University of Maine at Presque Isle, Presque Isle, ME

- Instructed student athletic trainers on evaluation, recognition and appropriate treatment of athletic injuries
- Evaluated and critiqued the progress and abilities of student athletic trainers
- Evaluated, treated, managed, rehabilitated and prevented athletic injuries and illnesses

PROFESSIONAL CERTIFICATIONS AND MEMBERSHIPS

Approved Clinical Instructor	
NATABOC Certified Athletic Trainer	#079802490
NSCA Certified Strength and Conditioning Specialist	#999805
National Athletic Trainers Association	#975244
National Strength and Conditioning Association	#98-05-15-001
First Aid/CPR Certified - American Red Cross	
NATA Member	
MATA Member	

Barbara J. Blackstone

Home

144 West Ridge Road
Easton, Me 04740
207.488.6915
207.768.0453 cell

Work

University of Maine at Presque Isle
181 Main Street
Presque Isle, Me 04769
207.768.9415 office
barbara.blackstone@maine.edu

Education

College and University Education

- Master of Sport Science in Sports Medicine. United States Sports Academy, 2001
- Bachelor of Science in Physical Education, Athletic Training Emphasis.
University of Maine at Presque Isle, 1991

Employment

Professional Employment

- Dean, College of Professional Programs and Education 2016-present
- Interim Dean, Chair of the College of Professional Programs, College of Education Spring 2014-2016
- Interim Chair College of Professional Programs, College of Education Fall 2013
- Associate Professor, ATP Coordinator 2009 to present
- Assistant Professor, Program Director, Clinical Coordinator of the Athletic Training Education 2004-2008
- Interim Program Director Athletic Training Education Program, University of Maine at Presque Isle, Fall 2001, Fall 2003.
- Head Athletic Trainer, lecturer, clinical instructor, University of Maine at Presque Isle 2001-2004.
- Senior Women Administrator of Athletics, University of Maine Presque Isle, 2003-present
- Sports Medicine Interim Director Sezak Summer Camps University of Maine 2001
- Assistant Athletic Trainer, Clinical Instructor University of Maine at PI 1999- 2001
- Head Athletic Trainer, Easton High School 1992-2001
- Physical Therapy Aid, Athletic Trainer, County Physical Therapy 1991-1992

Professional Memberships

Professional Organization Memberships

National Athletic Trainers Association
NATA-Board of Certification

Maine Athletic Trainers Association
Eastern Athletic Trainers Association
American Heart Association

Teaching and Advising

UMPI courses taught since

2009

AT Clinical IV F' 10, F'12, S'12

Independent Study S'12, S'13

Introduction of Athletic Training and Fitness Professionals S'09, S'10, S'11. S'12, S'13

Assessment of Lower Extremities S'09, S'10, S'11. S'12, S'13

Assessment of Lower Extremities Lab S'09, S'10, S'11. S'12, S'13

Assessment of Upper Extremities F' 09, F'10, F'11, F'12

Organization and Administration of Athletic Training F' 09, F'10, F'11, F'12, F'13,
F'14, F'15 F'16, F'17

General Medical Conditions and Pharmacology F' 09, F'10, F'11, F'12 First

Year Seminar F'10, F'11, F'12, F'15, F'15

Therapeutic Interventions I F'15

Therapeutic Rehabilitation S'09, S'10, S'11. S'12, S'13

Strength Training Technique's and Conditioning Program Design S'10, S'13

Field Work Experiences S'10, F'10, S'11, F'12, S'12, (summer '10, '11, '12, 1 4) S' 13, F'15
S'16, F'16. S' 17, F'17, S'18

Practicum Physical Education F'09, S'10, S'11, S'14 Summer '10, '11, and
12,13,14,15,17 S'12, S'15. S'16. S'17

Athletic Training Senior Capstone S'16, F-S'16-17

Curricular Innovations

- Develop Exercise Science Program replacing the Physical Education non-teaching degree, including health and fitness, self-design and pre health care concentrations.
- Developing a collaborative partnership with UMaine for a Masters in Athletic Training between both university, developing an undergraduate program for an on ramp for athletic training and exercise science degree (undergrad)
- Currently developing a massage therapy certification and a AA in Massage Therapy practitioner
- Physical Education degree alignment with the College of Education
- Developed within the College of Professional Programs – Communications course with Jean Cashman, Carolyn Dorsey and Kim Jones
- Therapeutic Interventions I developed by combining Therapeutic Modalities and Phys/Social Strategies with Aaron Marston
- Aided in development of Physical Therapy assistant program at UMPI
- Rewrite of course descriptions and development of new courses for ATEP
- Continue to develop Fitness and Wellness emphasis area in PE-non teaching, Sports Management, and Sports Journalism Programs.
- Developing new course descriptions and titles for clarification in ATEP.
- Developed Capstone Course for ATEP
- Steering committee for Proficiency Based Education
- Develop Essential Learning Outcomes with Committee

Advising

Academic Advisor for all Athletic Training Students and the PE non- teaching students
Advisor for Athletic Training Students Club 2001-present
Advisor for Student Athletic Advisory Council 2007-present
Advisor for Collegiate FFA 2006-present

Scholarly Activity

Accreditation

- CAATE Site Visitor
- CAPTE Site Visitor – administration team member, Review Team Member
- “Transition from Education to the Workplace: A Grounded Theory Investigation of Early Career Athletic Trainers" Jacobs Publishers LLC 2016 with Dr. Christopher Nightingale
- CAPTE Site Visitor Training April 2016
- CAATE Review team training Jan 2018, Oct 2018
- Lunch and Learns and PD on campus 20 hours 2015-2017
- Self-Study Document for ATEP at UMPI 2008, 2013
- Assisted in the candidacy and self-study documents for PTA program 2011-2013
- University of Maine at Presque Isle Athletic Training Program Policy and Procedure Manual 2013, 2016
- Continued accreditation documentation for the ATP
 - Electronic Records Annual Report October 2013, 2014, 2015, 2016.
- Continuing Education Reporting Form December 2013
- CAATE Site Visitor Training Fall 2006-Spring 2007, spring 2013 - summer of 2013
- MAPHERD Guest Lecturer November 2011
- Guest Speaker at Maine Association of School Nurses Region 5 October 2011
- Development of Course Matrix
- Development of Master Evaluation Plan
- Comprehensive Master Plan Fall 2010- present
- Category A- BOC Approved Provider Programs Fall 2011- See Professional Activity

Other

American Heart Association BLS Instructor Course March 2008, 2010, 2011, 2012, 2016

Book and DVD review for Delmar/Cengage Learning MANN
Project, LOWER EXTREMITY DVD April 2009

Professional Activity

Dean, College of Professional Programs 2017-present
NATA ECE committee member 2015-present
Interim Dean, College of Professional Programs and Education 2016-2017
Chair of the College of Professional Programs, College of Education 2014
Interim Chair College of Professional Programs, College of Education 2013-2014
Maine Athletic Trainers Association President 2012-2014
Vice President for the Maine Athletic Trainers Association 2008-2012
Chair of UMPI Faculty Assembly 2012 -2013

Professional Meetings Attended 2009-2017

Hanley Leadership Institute Sept 2011 to April 2012
UMPI Lunch and Learn – numerous in the last four years 30 hours.

MATA Maine Athletic Trainers Association

MATA Fall Meeting November 2016
MATA Fall Meeting November 2015
Northern New England Athletic Training Conference June 2015
Evidence Based Medicine for Beginners June 2015
Novel Approaches to Evidence Based Practice: How Athletic Trainers Integrate EBM into Practice June 2015
Educational Session March 2014 (Post-Concussion Syndrome)
Educational Session November 2013
10th Annual Education Session March 2013
Fall Meeting and Education Session November 2012
9th Annual Educational Session and Awards Banquet March 2012 Fall Meeting November 2011
8th Annual Education Session and Awards Banquet March 2011
Summer AT Workshop July 2010
7th Annual Educational Session and Awards Banquet March 2010
Annual Fall Meeting Nov 2009

Maine Conferences

Northern New England Symposium June 2018
MCMI Level 2 Advanced Concussion Management April 8, 2016
Positional Release Therapy Institute June 2015
Maine General Sports Medicine and Colby College “Burnout in Men’s Lacrosse” May 2015
Maine General Sports Medicine and Colby College Sports Medicine “A review of ACL injuries in Female Athlete May 2011
Concussion Management in Sports Nov 2009
Men’s Lacrosse: Equipment Analysis, Emergency Conditions and Care May 2012
Maitland Mobilization Techniques June 2010
Maine Concussion Management May 2010
Today’s Hip Pain in Adolescents and Vestibular Rehabilitation May 2010
Reflex Release Techniques May 2010

Myofascial Release Techniques March 2010

BOC Board of Certification

Athletic Trainers Regulatory Conference July 2013

NATA National Athletic Trainers Association

69th NATA Clinical Symposium 2018

68th NATA Clinical Symposium 2017

2017 Athletic Training Educator's Conference Feb 2017 67th

NATA Clinical Symposia 2016

66 NATA Clinical Symposia 2015

NATA Athletic Training Educator's Conference 2015

Annual Meeting and Clinical Symposia 2014

Youth sports Safety Summit Feb 2014

AT Ethics and Professional Responsibility in the Age of Social Media
January 2013 Annual

Meeting and Clinical Symposia June 2012

Capitol Hill Day – How to Effectively Lobby February 2011 ATEC

Athletic Training Educator's Conference February 2011

Workshop August 2010

NATA Clinical Symposia June 2013

Annual Meeting and Clinical Symposia June 2010

Athletic Training Educator Conference Feb 2009

Evidence Based Practice Workshop Feb 2009

EATA Eastern Athletic Trainers Association

Annual Meeting and Clinical Symposia January 2019

Annual Meeting and Clinical Symposia January 2018

Annual Meeting and Clinical Symposia January 2017

Annual Meeting and Clinical Symposia January 2016

Annual Meeting and Clinical Symposia January 2015

Incorporating Injury Surveillance into Clinical Decision Making January 2015 Sensory
Targeted Ankle Rehabilitation Strategies-Functional Improvement of the
STARS January 2015

Integrating Qualitative Research into Investigations of Organizational
Infrastructure and Work-Life Balance January 2015

Central and Peripheral Nervous System Adaptations Across the Spectrum of ACL
injury and Reconstruction: Implications for an Evidence Based Treatment
Approach January 2015

Annual Meeting and Clinical Symposia January 2014

Annual Meeting and Clinical Symposia January 2013

Annual Meeting and Clinical Symposia January 2012

NATA – Education Committee and CAATE

CAATE Review Team Training January 2018, October 2018

Athletic Training Educator's Conference February 2017

Teaching Critical Appraisal and Application of Research Findings Feb 2015
CAATE Update and Open Forum Feb 2015
Athletic Training Educators' Conference Feb 2015
Ask the Commission: Professional and post Professional Education January 2013
Athletic Training Educators' Conference January 2013
Athletic Training Educator's Forum November 2011
ACI Training August 2011

CATA Canadian Athletic Therapist Association

46th Canadian Athletic Therapist Conference May 2012

APTA American Physical Therapy Association

Self- Study Workshop June 2010

Awards

Maine Athletic Trainers Hall of Fame November 2012

U-Maine Presque Isle Distinguished Teaching Award April 2014

Honorable Mention Charles Bonin Work Ethic Award 2017

Professional Certification\Licenses

National Athletic Trainers Association #914639

National Athletic Trainers Board of Certification # 119202415 State
of Maine Athletic Trainers License #AT5

American Heart Association CPR, AED, First Aid Instructor 03112357175

Service

Campus Service

Search Committee

Ski Coach 2018

Baseball Coach 2018

Facilities Director

Nordic Ski Coach / Admissions Counselor 2017

Softball Coach 2014

SSS Assistant Director 2014

Residential Life Director 2014, 2016

Baseball Coach 2013

Women's Basketball Coach 2011, 2013, 2016

Men's Basketball Coach 2011, 2014, 2017

Student Support Specialists 2012

Biology – Genetics focus 2012

Biology Faculty – A&P focus 2012

Search Committee Chair

Athletic Director 2017
Houlton High Education Center Director 2015
Admissions Counselor 2015, 2016
Assistant Athletic Trainer 2012 Women's
Volleyball 2012

President's Cabinet 2016-present Strategic
Planning Committee 2014-2015 Provost
Council 2014- present
Student Success Advisory Board 2014-2015,
Teaching and Learning Steering Committee 2017-present
Enrollment Management Committee 2015-present
Chair of Academic Standards Committee 2011-2013 Member
of Academic Standards Committee 2010- 2014 Member of
the IRB 2008-2012
Collegiate FFA advisor -2005- present
Alcohol and Substance Abuse Task Force 2013-present
Health and Wellness Task Force 2015

Professional Service Activities

CAATE Review Team 2018 -
CAATE Site Visitor since 2006
CAPTE Site Visitor since 2015
NATA ECE 2014-present EATA
Quiz Bowl 2016-present
Maine Athletic Trainers Association Past President 2015
Maine Athletic Trainers Association President 2012-2014
Maine Athletic Trainers Association Vice President Nov 2008-2012
Maine Athletic Trainers Day at the Legislature April 2003, March 2004, April 2005,
March 2006, March 2008, March 2012
Maine Winter Sports –volunteer coverage of Nordic and Biathlon Events 2000-present UMPI
Host – Maine School Nurse Association Fall Meeting October 2006, 2011

Public Service Activities

Easton Kiwanis Club member and club officer 1994-present
Maine FFA convention coordinator 2001-2014
Easton Field Day Committee 1996-present
Youth Triathlon September 2012 and 2013
Carrabec High School- Wellness Conference Key Note Speaker April 201

CURRICULUM VITAE

Christopher Nightingale EdD ATC

Spring 2019

Last Updated: May 2019

Personal and Professional Information

Born: June 3, 1972

Home Address: 28 Canoe Club Road
Hampden. ME 04444

Education

University of Maine, Orono (1995)

Orono, ME

B.S. (With High Distinction)

School of Education

Department of Health, Physical Education, and Recreation

Specialization in Health Fitness Education

University of Massachusetts, Amherst (1999)

Amherst, MA

M.S.

School of Public Health

Department of Exercise Science

Specialization in Exercise Physiology

Boston University (2009)

Boston, MA

Ed.D.

Curriculum and Instruction.

Specialization in Physical Education, Health Education, and Coaching

Dissertation Title: "Inducting and Mentoring New Physical Education Teachers Grade K-12."

Professional Employment History

Massachusetts Institute of Technology (1998-2006)

Cambridge, MA

Assistant Athletic Trainer

- Provided prevention and care of athletic injuries for 41 intercollegiate athletic teams
- Served as Approved Clinical Instructor for athletic training students at 3 area universities
- Served as Direct Supervisor of Northeastern University Cooperative Education Student Program

Maine Maritime Academy (2006-2008)

Castine, ME

Head Athletic Trainer

- Oversaw all aspects of the prevention and care of athletic injuries for 11 intercollegiate athletic teams
- Oversaw a staff of seven work-study students, including emergency care training
- Maintain medical records and budgeting and inventory of medical supplies

University of Maine (2008-2015)

Orono, ME

Lecturer – Athletic Training Clinical Education Coordinator

- Oversees all aspects of Clinical Education for students in Athletic Training Education Program
- Teach a full course load of classes in the Kinesiology and Physical Education Programs
- Serve as Faculty Adviser for students in the Kinesiology and Physical Education Programs
-

University of Maine (2015-present)

Orono, ME

Assistant Professor of Athletic Training and Physical Education

- Teach a full course load of classes in the Kinesiology, Physical Education and Athletic Training Programs
- Serve as Faculty Adviser for students in the Kinesiology, Physical Education and Athletic Training Programs
- Developing concurrent research lines to investigate Professional Socialization in Athletic Training and Balance Adaptations in Older Adults to Mitigate Fall Risk
- Serve as Program Coordinator for KPEAT Programs

Professional Activities

Approved Clinical Instructor

Athletic Training Education Programs

- Oversaw Clinical Education Experience of Athletic Training Students at various stages of education with emphasis on equipment intensive and upper and lower extremity intensive clinical education experiences
- Boston University (9-01 to 12-06)
- Lasell College (9-00 to 12-06)
- Northeastern University (9-98 to 12-06)

Part-time Faculty/Lecturer

Bouve College of Health Science

Department of Athletic Training Education

Northeastern University (Summer Term 2002)

Boston, MA

- Taught Soft Tissue Massage Class in Athletic Training Curriculum

Part-time Faculty/Lecturer

School of Education

Department of Curriculum and Instruction

Boston University (9-03 to 12-06)

Boston, MA

- Taught a variety of undergraduate and graduate level courses within the Human Movement Program.
- Oversaw day to day operations of Tuesday-Thursday Physical Education Program.

Clinical Assistant Professor/Lecturer/Clinical Education Coordinator

College of Education and Human Development

Athletic Training Education Program

University of Maine (1-08 to 7-15)

Orono, ME

- Oversees all aspects of Clinical Education for students in Athletic Training Education Program
- Teach a full course load of classes in the Athletic Training Education Program.
- Serve as Mentor for Undergraduate Research Opportunities
- Design and Implement Approved Clinical Instructor Training Programs for preceptors in our program

Service

University of Maine Honors Council

- Represent COEHD on UMaine Honors Council 2013-2017

University of Maine COEHD Curriculum Committee

- Committee Member 2013-2017

University of Maine COEHD Information Technology Committee

- General Committee Member 2011-2012
- Committee Secretary 2012-2013

University of Maine Search Honors Dean Search Committee

- 2012-2013 Academic Year

University of Maine KPE Faculty Search Committee

- 2012-2013 Academic Year
- 2015-2016 Academic Year
- 2018-2019 Academic Year

University of Maine KPE Faculty Search Committee Chair

- 2014-2015 Academic Year
- 2015-2016 Academic Year
- 2018-2019 Academic Year

University of Maine Faculty Senate (Includes serving on Constitution, Program Reorganization, and Research and Scholarship Committees)

- 2017-Present

Contributor: Maine Schools in Focus

- Contributed "Teaching Physical Literacy to Address Statewide Health" 2/2018

Maine Association for Health, Physical Education, Recreation, and Dance

- Board of Directors 2018-Present

University Courses Taught

UM-EHD 657-Educational Practicum

UM-EHD 691-Graduate Internship

UM-KPE 100-Introduction to Athletic Training

UM-KPE 202-Athletic Training Clinical Skills II

UM-KPE 250-First Aid and Emergency Care

UM-KPE 262 – Methods of Teaching Physical Activity

UM-KPE 270 - Motor Development and Learning

UM-KPE 271 – History and Philosophy of Physical Education

UM-KPE 301-Athletic Training Clinical Skills III

UM-KPE 364-Curriculum and Instruction in Elementary Physical Education

UM-KPE 365 – Curriculum and Instruction in Secondary Physical Education

UM-KPE 372 – Statistical Measures In Physical Education

UM-KPE 376 – Kinesiology

UM-KPE 377-Biomechanics

UM-KPE 383-Organization and Administration of Athletic Training

UM-KPE 386-Assessment of Lower Extremity Pathologies and Injuries

UM-KPE 387-Therapeutic Exercise for Athletic Rehabilitation

UM-KPE 427- Internship / Capstone Project

BU-SED PE 301-Modes and Models of Teaching Physical Education

BU-SED PE 513-Tuesday/Thursday Program Student Teaching Pre-Practicum

BU-SED PE 580-Student Teaching Practicum: Physical Education, PreK-8

BU-SED PE 581-Student Teaching Half Practicum: Physical Education, PreK-8

BU-SED PE 582-Student Teaching Practicum: Physical Education, Grades 5-12

NU-ATEP 1450-Soft Tissue Massage and Joint Mobilization

Conference Presentations

A Physical Education Mentoring Program to Improve Retention and Performance (Poster Session), **AAHPERD National Convention and Expo 2010**, March 19, 2010 **

The New NATA Competencies: What it Means for ATCs (Presentation), **MATA State Education Meeting**, November 4, 2011

Arm Care and Conditioning (Presentation), **Bangor Baseball Coaches Clinic**, March 17, 2012

Implementing the new concussion management policy: What every school needs to know (Presentation), **MAHPERD Annual Meeting**, November 4, 2013

Concussion Management Strategies and Resources (Presentation), **MAHPERD Annual Meeting**, November 8, 2016**

Does the Four-Stage Balance Test Accurately Predict Fall Risk in Senior Citizens? **SHAPE America National Conference**, March 8, 2017 **

Teaching Ethics to Pre-service Physical Educators (Presentation), **SHAPE America Eastern District Conference**, January 29, 2018 **

The Importance of Teaching Soft Skills in the PETE Curriculum (Presentation), **MAHPERD Annual Meeting**, November 5, 2018 **SHAPE America National Conference**, Tampa, FL, April 10, 2019 **

** Indicates Peer Review Conference Presentation

Publications

“Details for a Physical Education Specific Mentoring Program” Research Review Section in Dimensions of Physical Education L.E. Ciccomascolo & E.C. Sullivan (2013). Jones & Barrett Learning Books.

“Correlations among BESS, ImPACT, and Optogait performance by NCAA Division I Women’s soccer players [abstract]. M.A. Engelson, R. Bruns, **C.J. Nightingale**, K.M. Bardwell, C.A. Mason, S. Tu, L. Nelson, S.A. Butterfield (2014). *The 2014 Chiropractic Sports Sciences Symposium abstracts*.

Recipient of the John N Nash Award for Best Multi-Disciplinary Abstract.

“Transition from Education to the Workplace: A Grounded Theory Investigation of Early Career Athletic Trainers” C.J. Nightingale, B. Blackstone, S.A. Butterfield (2016). *JJ Sport Med* 3(3) 23-30. **

“Validation of the OptoGait System for Concussion Assessment and Management in Intercollegiate Soccer Players” M.A. Engelson, R. Bruns, **C.J. Nightingale**, K.M. Bardwell, C.A. Mason, S. Tu, L. Nelson, S.A. Butterfield (2017) *JCM* 16(2) 163-169. **

“Does the Four-Stage Balance Test Accurately Predict Fall Risk?” **C.J. Nightingale**, M.A. Engelson, S.A. Butterfield, R. Bruns, C.A. Mason, S.N. Mitchell (2017) *RQES* 88 suppl.1 A-24. **

“PACER Performance of Children Aged 11-14 with Attention-Deficit Hyperactive Disorder” T. Martinson, S.A. Butterfield, C.A. Mason, S. Tu, R.A. Lehnhard, **C.J. Nightingale** *Ped Exer Sci* (30(2) 237-242). **

“Children’s Throwing and Striking: A Longitudinal Study” R.M. Angell, S. A. Butterfield, S. Tu, E. M. Loovis, C.A. Mason, **C.J. Nightingale** (2018) *JMLD* 6(2) 315-332. **

“Validation of Timed Up and Go Test for Assessing Balance Variables in Adults Aged 65 and Older” **C.J. Nightingale**, S.N. Mitchell, S.A. Butterfield (2019) *JAPA* 27(2) 230-233. **

** Indicates Peer Reviewed Journal Articles

Elected, Appointed, and Volunteer Experiences

National Athletic Trainers Association Board of Certification

Test Site Administrator and Testing Materials Coordinator (6/98-1/04)

Administered and assisted in the administration of the national certification examination for prospective athletic trainers.

Home Study Reviewer (12/10-12/13)

Review potential continuing education programs to determine appropriateness for credit for certified athletic trainers.

Maine Athletic Trainers Association

Honors and Awards Committee Chair (2/09-11/13)

Review and select best nominees for recognition for professional awards granted by Maine Athletic Trainers Association

National Athletic Trainers Association Athletic Training Educators Conference

Session Moderator (February 2011)

Served as session moderator for Breakout Session “Teaching Special Test Evidence” at National Conference for Athletic Training Educators

Board of Certification State Regulatory Conference

State of Maine Representative (July 2015)

National Athletic Trainers Association Foundation

National Scholarship Review Committee District Representative (11/15 to present)

Represent NATA District One (New England States) on National Committee to review and select best candidates to receive scholarships and educational grants via the NATA Foundation.

Jones and Bartlett Learning

Reviewer for Concepts of Athletic Training Text 7th ed.

Reviewed lower extremity injury diagnosis and treatment chapters and suggested edits to publisher to improve newer edition

Jones and Bartlett Learning

Reviewer for Preventing Sudden Death in Sport and Physical Activity 2nd ed.

Reviewed text and suggested edits to publisher and authors to improve newer edition

Reviewer: Journal of Chiropractic Medicine

Reviewer of Original Research Articles and Case Studies in Sports Medicine Section.

Member: Maine AHPERD Board of Directors

Participate in Board Promotional Activities and Conference Planning for 2019 MAHPERD Conference.

Represent Maine AHPERD at National SHAPE America Conference annually in April.

Memberships and Professional Affiliations

National Athletic Trainers Association

Athletic Trainers of Massachusetts

Maine Athletic Trainers Association

Society of Health and Physical Education Professionals of America

Maine Alliance of Health, Physical Education, Recreation and Dance

Grants and Funding Projects

April 2016 – University of Maine College of Education and Human Development Seed Grant – approximately \$32,000 to support equipment and personnel to conduct a research project evaluating balance in senior citizens.

March 2018 - University of Maine Center on Aging Faculty Travel Support Grant - \$1500 conference travel support award

April 2018 – Bangor Savings Bank / Lyndon Paul LoRusso Travel Fund Grant - \$1100 conference travel support award

October 2018 – MAHPERD Conference Support Grant - \$250 conference travel support award

Professional References

1. Dr. Jim Artesani – Associate Dean for Graduate Education, Research, and Outreach. University of Maine. Email: arthur.artesan@maine.edu Phone: 207-581-4061.

2. Dr. Mary Ellen Mahoney-O'Neil – Associate Dean for Academic Services. University of Maine. Email: maryellen.mahoneyoneil@maine.edu Phone: 207-581-2412.

3. Dr William Dee Nichols – Professor of Literacy Education and Vice President of Faculty Senate. University of Maine. Email: william.nichols1@maine.edu Phone: 207-581-3117.

Curriculum Vitae

Kazuhiko Yanagi
5740 Legyel Hall, Room 104
Orono, Maine 04469
207-581-0446
kazuhiko.yanagi@maine.edu

Education:

Doctor of Philosophy in Education

Specialization in Kinesiology
University of Hawaii, Manoa, Honolulu, HI

Anticipated graduation: December 2019

Master of Arts in Teaching

Physical Education Endorsement
Hastings College, Hastings, NE

May 2007

Bachelor of Science in Kinesiology and Physical Education

Option in Sports Psychology and Coaching
California State University, Long Beach, Long Beach, CA

December 2003

Experience/ Work History:

University of Maine, Orono, Orono, ME

Lecturer of Athletic Training, August 2016 – present

- Instruction of undergraduate Kinesiology and Athletic Training courses, including KPE 250 Prevention and Care of Athletic Injuries, KPE 202 Athletic Training Clinical Skills II, KPE 301 Athletic Training Clinical Skills III, and KPE 387 Therapeutic Exercises for Musculoskeletal Injuries
- Serving as an academic advisor for the athletic training students
- Committee member assignment: College of Education Diversity and Difference Committee (August 2016 – present)
- Assistance in coordination of clinical rotation sites for the athletic training students

University of Hawaii, Manoa, Honolulu, HI

Doctoral Graduate Assistant, August 2011 - May 2014

- Instruction of University of Hawaii, Manoa (UHM) undergraduate Kinesiology courses, including, but not limited to: Administration in Athletic Training, Exercise Science, & Health Care, First Aid and Emergency Care, Introduction to Sports Medicine, Lower Extremity Assessment, and Olympic and Power Lifting (August 2011 - May 2014)
- Serving as a laboratory teaching assistant in human cadaver laboratory at UHM John A. Burns School of Medicine for UHM post-professional athletic training education program human anatomy courses (August 2013 - May 2014)

- Didactic instruction, evaluation of clinical proficiencies and clinical integrated proficiencies of graduate students in UHM professional graduate athletic training education program (August 2011 - May 2013)
- Assistance in the coordination of clinical rotation sites for the professional graduate athletic training students (August 2011 - May 2013)

University Clinical, Education, and Research Associates, Honolulu, HI

Human Cadaver Dissection Seminar Assistant (PRN), September 2011 – July 2014

- Assistance in the instruction of human cadaver dissection seminars specially designated for Japanese healthcare providers
- Instruction and demonstration of human cadaver dissection procedures and skills to the seminar attendees

The University of Texas of the Permian Basin, Odessa, TX

Lecturer of Kinesiology/ Head Athletic Trainer, August 2007 - July 2011

Responsibilities and duties of the faculty position included:

- Instruction of undergraduate athletic training and kinesiology courses, including, but not limited to Anatomy and Physiology for Kinesiology, Care and Prevention of Athletic Injuries, Concepts of Fitness and Wellness, First Aid, Rehabilitation of Athletic Injury, and Therapeutic Modalities
- Assistance in the implementation of educational competencies and clinical proficiencies in undergraduate athletic training education program
- Evaluation of the athletic training students as an approved clinical instructor
- Serving as a designated academic advisor for the athletic training students in absence of the athletic training education program director (2007 - 2008)
- Committee member assignment: UTPB Student Medical Service Plan (2008 - 2011), NCAA Compliance Committee (2007 - 2008), and Athletic Training Education Program Director Search Committee (2008)

Responsibilities and duties of the head athletic trainer position included:

- Medical coverage of 11 NCAA Division II intercollegiate athletic programs and 4 club sports
- Administration and management of budget, injury records, athletic secondary insurance claims, and student athlete drug screening program
- Supervision of graduate assistant athletic trainers
- Implementation of policies including a concussion management plan, community-based infection disease management plan, and emergency action plan

Hastings College, Hastings, NE

Graduate Assistant Athletic Trainer, August 2005 - May 2007

- Provided daily preventive and medical care to 17 NAIA intercollegiate athletic teams including football
- Provided medical coverage for home and away contests primarily for men's soccer and baseball

- Facilitated administrative responsibilities associated with daily healthcare for the athletes

Harajuku Clinic, Tokyo, Japan

Assistant Seminar Coordinator / Interpreter, August 2004 - May 2005

- Coordinated and assisted seminars at several locations including Los Angeles, CA, San Diego, CA, and Tijuana, Mexico

Southern California Volleyball Association, Anaheim, CA

Tournament Site First Responder/Athletic Trainer, February 2002 - June 2004

- Provided emergency care / first aid treatment and evaluated injuries for youth volleyball teams

Certification/ Credential:

- National Athletic Trainers Association Board of Certification, May 2004
BOC Number: 050402174
- State of Maine Professional and Financial Regulation Athletic Trainer Program,
Licensed Athletic Trainer, August 2016 License Number: AT629

Professional Membership:

- National Athletic Trainers' Association, Member in Good Standing
- Maine Athletic Trainers' Association
- Texas State Athletic Trainers' Association

Publication:

- **Published:** Kimura, I. F., Stickley, C. D., Lentz, M. A., Wages, J. J., **Yanagi, K.**, and Hetzler, R. K. (2014). Validity and reliability of the Hawaii anaerobic run test in healthy, college age individuals. *Journal of Strength and Conditioning Research*: 28(5).

Curriculum Vitae

Sherrie L. Weeks, EdS, MEd, LAT, ATC, NASM-CES

Home

34 Broadway
Orono, Maine 04473
Sherrie_Weeks@umit.maine.edu
(207)866-5896

Office

University of Maine
114 Lengyel Hall
Orono, Maine 04469
(207)581-2442

Education

Liberty University, Lynchburg, Virginia 2014
Education Specialist, Higher Education Leadership

University of Virginia, Charlottesville, Virginia 1995
Master of Education, Athletic Training
Thesis: Iontophoresis and Its Ability to Penetrate Human Skin

Castleton State College, Castleton, Vermont 1989
Bachelor of Science, Athletic Training
Summa Cum Laude

Program Director/Instructor Experience

Athletic Training Education Program Director, Instructor
University of Maine, Orono, Maine 2004 – present

Primary Duties

- Responsible for all aspects of curriculum design and implementation of CAATE accredited undergraduate athletic training education program
 - 2020 Self-Study
 - Staffing, admission and retention policies, recruitment, annual program review, ten year re-accreditation process
 - Annual review of curriculum using program matrix to ensure students are meeting content requirements
 - Annual review of CAATE standards to ensure good standing
 - Maintain current health and safety standards for Athletic Training Majors
 - Attend national conferences to remain current with evolving Standards
 - Annual review of Board of Certification Role Delineation Studies, Athletic Training examination content and format
 - Collect and maintain student portfolios of archives to show sequence and content of athletic training education
 - Supply acquisition and upkeep
 - o Yearly purchase of expendable supplies

- Weekly, monthly, and annual maintenance of athletic training equipment (SwimEx, Therapeutic modalities, Therapeutic Exercise Equipment, Anatomy Models, Emergency Care Equipment)
- Research and Create Master of Athletic Training
 - Collaborate with area colleges and universities
 - Coordinate with Maine Systems, University of Maine, and CAATE policies
- Athletic Training Major student advising
 - Advise 30+ undergraduate students
 - Meet with students at least twice per semester for registration and review
- Classroom Instructor Experiences
 - Introduction to Athletic Training (KPE 100) 2004 – present (Spring semesters)
 - Athletic Training Clinical Skills 1 (KPE 201) Summer 2003, Fall 2003 - 2005, 2007 – 2016
 - Athletic Training Clinical Skills 2 (KPE 202) Fall 2004, 2006 and Spring 2006
 - First Aid and Emergency Care (KPE 250), Summer 2001-2003, Spring 2005, Spring 2007, Spring 2017, Spring 2018, Spring 2019
 - Prevention and Care, Fall/Spring 1997-1999, Spring 2014, Spring 2015
 - Anatomy and Pathology of Athletic Injuries (KPE 273) Fall/ Spring 2000 – present
 - Pharmacology in Athletic Training (KPE 303) Spring 2004
 - Organization and Administration of Athletic Training (KPE 383) Spring 1999-2003
 - Rehabilitation of Athletic Injuries (KPE 387) Fall 1998, 2000, 2002-2016
 - Therapeutic Modalities (KPE 388) Spring 1999, 2001-present
 - Senior Seminar – Athletic Training (KPE 401) Spring 2004 - present
 - Internship – Athletic Training (KPE 427) 1998-present
 - Manual Muscle Testing and ROM and Flexibility (KPE 276) 2009 – present
 - Professionalism in Athletic Training (KPE 300) Spring 2011 - present
 - Kinesiology (KPE 376) Spring 2011
- Develop and coordinate with the Clinical Education Coordinator, clinical experience sites, and preceptors
 - Ensure compliance with CAATE and BOC standards and guidelines for athletic training affiliated sites and preceptors
 - Annual Affiliate Site contract management
 - Annual review of affiliated site facilities
 - Annual review of affiliated site safety standards
 - Preceptor Training
 - § Develop and instruct selected preceptors according to UMaine Athletic Training Education Policies and Procedures
- Advisor to Athletic Training Student Organization 2002-present
- Advisor to CRU (UMaine Student Organization) 2010 - present
- Lengyel Hall Building Manager 2012 – present

Clinical Athletic Training Experiences

Assistant Athletic Trainer, Instructor

University of Maine, Orono Maine

1995-2004, 2008-2012

Primary Duties

Evaluate and treat Division I athletes

Team Responsibilities

Women's Basketball, 1995-2004, 2008 - 2012

Women's Cross Country, 1995-2001

Women's Track and Field, 1995-2001

Women's Soccer, 1995-2000

Football Rehabilitation Specialist, 1995-1997

Women's Tennis, 1995-1997

Graduate Assistant Athletic Trainer

Virginia Military Institute, Lexington, Virginia

1994-1995

Primary Duties

Evaluate and treat Division 1 athletes, cadets, faculty, and staff

Team Responsibilities

Division 1AA Football

Baseball

Athletic Trainer

Sports and Orthopaedic Rehabilitation, Bangor, Maine

1990-1994

Primary Duties

Assist Physical Therapist with patient care

Athletic Training duties for all athletes at the following schools:

Husson College

John Bapst High School

Hampden Academy

Hermon High School

Academic Service

Health Professions Advisory Board

2005-present

College Curriculum Committee - Chair

2017-present

College of Education and Human Development

Member of Sports Medicine Advisory Board

2015

Partner of Maine Blackbear Sports Medicine Lecture Series

2014-2017

Maine Athletic Training Student Symposium Host

2013

Textbook Reviewer	2012 –2015
<ul style="list-style-type: none"> - F. A. Davis Publishing Company - Jones and Bartlett Publishing - Lippincott, William & Wilkins 	
Committee for Undergraduate Programs COEHD	2002-2012
Undergraduate Program Curriculum Committee	2004-2007
Affiliations	
National Athletic Trainers' Association	1990-present
<ul style="list-style-type: none"> • Certified Member in Good Standing 	
Board of Certification	1990-present
<ul style="list-style-type: none"> • Athletic Training Certification Number 895474099 	
Maine Department of Professional and Financial Regulation	1996-present
<ul style="list-style-type: none"> • Athletic Training License Number AT 47 	
National Athletic Trainers' Association Education Council	2003-present
<ul style="list-style-type: none"> • Clinical Instructor Educator 	
Maine Athletic Trainers' Association	1990-present
<ul style="list-style-type: none"> • Education Committee (Co-Chair) • Past Scholarships and Awards Committee Member • Past Board Member (President & Vice President) 	Current
National Safety Council	2000-present
<ul style="list-style-type: none"> • First Aid Instructor 	
National Academy of Sports Medicine	2009 – present
Maine Concussion Management Initiative	2015
<ul style="list-style-type: none"> • Level 1 Training 	
BOC Approved Provider	2014 – 2017
<ul style="list-style-type: none"> - University of Maine Athletic Training Program 	

Presentations

<i>Characteristics of an Expert AT Preceptor: A Qualitative Study</i>	2015
Northern New England Athletic Training Conference	
Portland, Maine	

<i>Evidence-Based Medicine in the Clinic for Beginners</i> Northern New England Athletic Training Conference Portland, Maine	2015
<i>The What and How of Evidence Based Practice: An Overview</i> Maine General Sports Medicine and Colby College Sports Medicine Collaborative Lecture Series Colby College, Waterville, Maine	2014
<i>Self-Myofacial Release Techniques</i> <i>ACL Prevention Programs</i> Maine Association for Health, Physical Education, Recreation and Dance Samoset Inn, Rockport, Maine	2010
<i>Stadiometer Presentation</i> Physical Education Teachers' Research Group University of Maine, Orono, Maine	2010
<i>Aquatic Therapeutic Rehabilitation</i> Maine Athletic Trainers' Association Summer Education University of Maine, Orono, Maine	2010
<i>Dynamic Warm-ups</i> Maine Association for Health, Physical Education, Recreation and Dance Samoset Inn, Rockport, Maine	2009
<i>Athletic Training Student Symposium</i> <i>"Prevention Convention"</i> University of Maine, Orono, Maine	2009
<i>Electrotherapy Workshop</i> Maine Athletic Trainers' Association Summer Education Colby College, Waterville, Maine	2008
<i>An Overview of Athletic Training Education</i> Admissions Advisory Board University of Maine	2008
<i>Head Injury Management</i> Athletic Department Personnel Piscataquis Community High School Guilford, Maine	2008

<i>Conditions and Pathologies of the Thorax and Abdomen.</i> Athletic Training Student Work University of Maine	2005
<i>Newton's Third Law – Is it Functional?</i> Maine Athletic Trainers' Association, Student Session Colby College, Waterville, Maine	2003
<i>Iontophoresis: A Practical Approach</i> Cutler Health Center, University of Maine	2002
<i>Electrotherapy and Ultrasound</i> Cutler Health Center, University of Maine	1999

Research Interests

Therapeutic Modalities
Functional Evaluations
Functional Training
Student Motivation
Character Education in College Education

Grants and Awards

Maine Athletic Trainers' Association Hall of Fame Recipient	2016
Mike Linkovich Post-Professional Scholarship \$1,500	2013
Center for Teaching Excellence Micro-Grant \$1,000	2009

Certifications

American Heart Association CPR and AED <i>Basic Life Support for Healthcare Providers</i>	
Board of Certification, Certified Athletic Trainer	1990 – present
National Association for Sports Medicine <i>Certified Corrective Exercise Specialist</i>	2009 – present

State, Regional, and National Continuing Education

Maine Athletic Trainers' Association	1995 – 2006, 2008
Fall Education and Business Meeting	2009, 2012 – 2018

Maine Athletic Trainers' Association Spring Spring Awards, Education, & Business Meeting	1996 – 2008, 2011, 2013, 2014, 2017, 2018, 2019
Eastern Athletic Trainers' Association Annual Conference	2010, 2012, 2013, 2016, 2017, 2019
National Athletic Trainers' Association National Convention	1991 – 1996, 2000 2002, 2004, 2006
National Athletic Trainers' Educators Conference	1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2015
CAATE Accreditation Conference	2016, 2018, 2019
Volunteer Work	
<i>Teacher and committee member</i> United Baptist Church, Old Town, Maine	2004 – present
<i>Literacy of Bangor tutor</i> Teaching English Language Learners	2014 – 2017
<i>Faculty Advisor – Lifelines CRU</i> University of Maine	2014 – present
<i>Athletic Trainer (Biathlon)</i> IBU Youth/Junior World Championship IBU World Championship	2014, 2016

APPENDIX F: PIF INVITATION FOR FULL PROPOSAL



LETTERS TO ACCESS SIMULATION LABS (USM & UMPI)



School of Nursing

Scott Cook, MS, CHSOS
School of Nursing
LRSC Manager
scott.cook@maine.edu
207.780.4783

February 4, 2019

This letter is to acknowledge the Athletic Training Program at the University of Southern Maine has access to the Simulation Center located in the School of Nursing. The Athletic Training Program will contact the LRSC Manager to schedule time and request materials.

If you have further questions, please contact me

Sincerely,

A handwritten signature in black ink, appearing to be "Scott Cook", written over a horizontal line.

Scott Cook, MS, CHSOS
School of Nursing
LRSC Manager
scott.cook@maine.edu
207.780.4783

February 5, 2019

RE: PIF committee

The University of Maine at Presque Isle faculty in the nursing, exercise science, PTA and the future MSAT programs will continue to work closely together. The new nursing simulation lab will be available to our MSAT program as well as other interprofessional collaboration courses and activities.

The nursing program is a collaboration with UMFK and we have discovered many opportunities currently and will continue to develop future opportunities. We have discussed from the beginning of this process the opportunities with both campus and with the RN to BSN and the MSAT and hopefully future nursing programs. We are pleased and excited for the opportunity to bring health care providers together early in their careers.

Sincerely,

Barbara J. Blackstone

Barbara Blackstone, MSS, ATC
Dean of the College of Professional Programs

UMPI PRE HEALTH ACADEMIC PLAN

Exercise Science, B.S.

PRE-HEALTH CARE CONCENTRATION - College of Professional Programs

General Education
Curriculum (GEC) Requirements
"At - a - Glance"

(Full GEC requirements can be found on pages 60-61)

The GEC contains 22 Learning Objectives organized under five General Education Learning Outcomes (GLOs). To complete the GEC, select at least one course for each objective. Many courses will meet more than one objective, but a minimum of 40 distinct hours in the GEC is required.

1. Effective Written & Oral Communication

- a. Eng 100, 101
- b. Eng 121
- c. Bus/Com 210, Pos 101, Pjt 215
- d. Eng 100, 101

2. Critical & Creative Thinking

- a. Eca 100, Phi 151, 152, Psy 100
- b. Eca 100, Phi 151, 152, Psy 100, Soc 100
- c. Eng 121
- d. Ant 103, 108, 120, 121, 221, 231, 235, 246, 247, 251, 261, Eng 211
- e. Ant 107, 211, 212, Art/Eng 116, Eng 151

3. Quantitative & Scientific Reasoning

- a. Mat 101, 117, 121, 131, 140, 164, 201 or higher, Phy 153, 154
- b. Mat 101, 117, 121, 131, 140, 201 or higher, Phy 153, 154
- c. Bio 103, 104, 105, 112, 262, 300, Hpr 101
- d. Chy 111, 112, 122, 221, 222, Env 110, 120, 125, 130, 201, 301, 302, 308, Gay 112, 114, Phy 153, 154
- e. Bio 105, 112, 113, 261, Chy 111, 112, 122, 221, 222, Env 308, Gay 112, 114, Phy 153, 154

4. Information Literacy

- a. Fys 100
- b. Eng 121
- c. Phi 151, 152, Swk 202

5. Global Consciousness & Intercultural Awareness

- a. Ant 100, 110, Geo 100, 101, Soc 100, Swk 305, Wab 110, Wst 101
- b. Hty 115, 116, 161, 162, 184
- c. Asl 101, Cfr 101, 102, Fre 101, 102, 201, 202, Rus 101, 102, Spa 101, 102, Wab 100, 105
- d. Phi 151, 152, Pos 211, Swk 202
- e. Pos 101, 211, 332

SCIENCE REQUIREMENTS FOR GENERAL EDUCATION – 8 CREDIT HOURS

Bio 112 General Biology I	4
Bio 261 Human Anatomy and Physiology I	4

Program requirement:

Bio 262 Human Anatomy and Physiology II	4
-----------------------------------------	---

EXERCISE SCIENCE REQUIREMENTS – 39 CREDIT HOURS

Eca 101 Introduction to Exercise Science	3
Eca 225 Strength Training Techniques and Conditioning	3
Eca 246 Introduction to Assessment	4
Eca 274 Structural Kinesiology	3
Eca 340 Prevention and Emergent Care in Sports	3
Eca 343 Corrective Exercise	4
Eca 381 Biomechanics	3
Eca 382 Physiology of Exercise	3
Eca 388 Practicum Exercise Science	3
Eca 405 Exercise Science Capstone	1
Eca 425 Science of Strength and Conditioning	3
Eca 487 Organization and Administration in Health Care	3
Phi 265 Motor Learning	3

PRE-HEALTH CARE CONCENTRATION – 21 CREDIT HOURS

Bio 402 Pathophysiology	3
Chy 111 General Chemistry	4
Eca 342 Advanced Assessment	4
Eca 496 Field Work Experience	3
Phy 153 Physics I	4
Psy 311 Research Methods	3

SUGGESTED ELECTIVES – CHOOSE 12 CREDITS

See advisor for AT, PT, OT graduate school preparations

Bio 113 General Biology II	4
Bio 300 Human Nutrition	3
Bio 336 Neurobiology	4
Chy 122 General Chemistry	4
Mat 201 Probability and Statistics I	3
Phy 154 Physics II	4
Psy 205 Lifespan Development	3
Psy 235 Abnormal Psychology	3
Psy 310 Sports Psychology	3

SELECT GENERAL ELECTIVES TO BRING TOTAL EARNED HOURS TO 120:

Total credits required for degree: 120

Minimum cumulative GPA for graduation: 2.67

Cumulative GPA for major requirements: 2.67



Sherrie Weeks, EdS, MEd, ATC
Program Director, Athletic Training
University of Maine

November 20, 2019

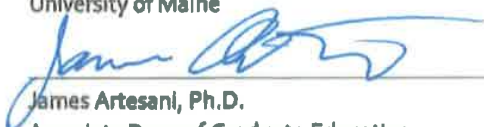
Date



Robert Leinhard, Ph.D.
Director, School of Kinesiology, Physical
Education, and Athletic Training
University of Maine

Nov 20, 2019

Date



James Artesani, Ph.D.
Associate Dean of Graduate Education,
Research and Outreach
College of Education and Human Development
University of Maine

Nov 21, 2019

Date



Mary Gresham, Ph.D.
Interim, Dean, College of Education and Human
Development
University of Maine

Nov. 21, 2019

Date



Kody Varahramyan
Vice President for Research & Dean of the Graduate
School
University of Maine

Nov. 26, 2019

Date



Faye Gilbert Ph.D.
Interim Provost
University of Maine

Dec 20, 2019

Date



Joan Ferrini-Mundy Ph.D.
President
University of Maine

Jan. 2, 2020

Date



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

Tel: 207-973-3211

Fax: 207-581-9212

www.maine.edu

Date: February 26, 2020

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

From: Dr. Robert Placido, VCAA

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle


University of
Southern Maine

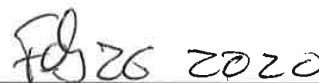
Regarding: UMA and USM Academic Program Proposal: M.S. in Cybersecurity

Please find the attached program proposal from the University of Maine at Augusta (UMA) and the University of Southern Maine (USM) to offer a M.S. in Cybersecurity (MSC). The attached material includes letters of support from President Becky Wyke from UMA, President Glen Cummings from USM, Provost Joseph Szakas from UMA, and Provost Jeannine Uzzi from USM, as well as the program proposal. This is a collaborative program between UMA and USM.

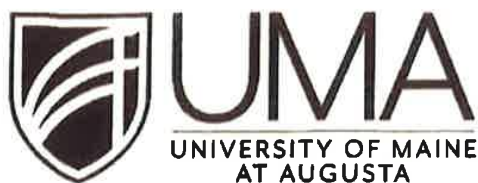
The proposed MSC was reviewed and subsequently recommended by the Chief Academic Officers Council (CAOC) on December 5, 2019. I am pleased to also recommend this collaborative program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMA & USM MSC


Chancellor Dannel Malloy



Date



OFFICE OF THE PRESIDENT

207.621.3041 office | 207.621.3393 fax

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

February 20, 2020

Dr. Robert Placido
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, Maine 04469

Dear Robert,

The University of Maine at Augusta (UMA) is pleased to submit a program proposal for a Master of Science in Cybersecurity. This proposal is for a joint degree with the University of Southern Maine (USM) for a fully online program available in Fall 2020. Under the proposal, both UMA and USM will offer the degree with a common curriculum jointly developed by both faculties. Courses will be divided evenly between UMA and USM, with students taking capstone/thesis courses at their matriculated institution. Tuition will flow to the institution that teaches the course and the degree will be jointly marketed.

The MS in Cybersecurity is designed to meet the growing need for cybersecurity professionals in Maine, New England and beyond:

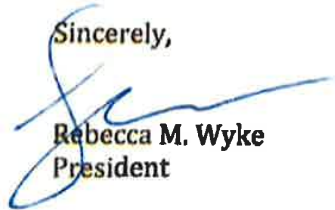
- 715,000 jobs in cybersecurity in 2017-2018, with 314,000 unfilled
Cyberseek.org/heatmap.html
- 546,000 new jobs in computer and information technology expected in next 10 years bls.gov/ooh/computer-and-information-technology/home.htm
- Information security analyst jobs growing faster than average, 18% growth expected through 2024 bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm

This fully online program will be available to in and out-of-state students, convenient for working professionals and competitively priced. Offering a unified curriculum taught by both UMA and USM faculty, with the choice to matriculate based on alignment of faculty teaching expertise with student interests in capstone/thesis courses. Additionally,

students will receive hands-on training on the Maine Cyber Range utilizing Cyberbit, the premier cyber security and simulation platform.

The program proposal has been approved by the UMA Faculty Senate and comes to you with our full support.

Sincerely,



Rebecca M. Wyke
President

Sincerely,



Joseph S. Szakas
Vice President for Academic Affairs and Provost



Office of the President

February 21, 2020

Dr. Robert Placido
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Placido:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

A collaborative workgroup of technology faculty and staff from the University of Southern Maine (USM) and University of Maine at Augusta (UMA) have developed a graduate-level, online Cybersecurity program in the University of Maine System that supports a system wide approach to graduate education. This proposal is in response to the growing demand for Cybersecurity professionals across almost all industries.

The enclosed Program Proposal has been unanimously recommended by the USM Graduate Council, the USM Faculty Senate, and has the full support of Provost Jeannine Uzzi.

The Program Proposal for the Masters of Science in Cybersecurity at USM has my unequivocal support.

I request that the enclosed Program Proposal be moved directly to the Board of Trustees for approval.

Sincerely,

A handwritten signature in black ink, appearing to read "GL A. Cummings".

Glenn A. Cummings
President

ENC.

CC: Provost Uzzi
Dean Qualls
Lecturer Mark Monnin
File

Master of Science in Cybersecurity

University of Maine System Program Proposal

A collaborative degree offered jointly by

University of Maine, Augusta

and

University of Southern Maine

cybersecurity has become a concern, and the careers of many employees within these areas could benefit from a master's degree in Cybersecurity.

B. General Program Goals

The goals of the Master of Science in Cybersecurity at UMA and USM are to:

1. provide high quality master's level education in the field of cybersecurity,
2. enhance knowledge, technical skills, and tools that can be applied immediately in the workforce,
3. fill the demand for cybersecurity professionals in all sectors and industries, and
4. enhance ethical behavior for professionals dealing with cyber assets.

C. Specific Student Outcomes

Upon successful completion of the program, students will be able to:

1. explain important principles and theories used throughout the field of cybersecurity,
2. apply cybersecurity knowledge and tools when analyzing real world problems and developing state-of-the-art solutions,
3. formulate and lead teams that can integrate the cybersecurity essential body of knowledge to produce solutions to real world problems, and
4. communicate effectively to technology and business stakeholders.

III. Evidence of Program Need

A. Existence of Educational, Economic, and Social Needs

As the internet increasingly becomes a tool in both corporate and government arenas, the need for cybersecurity increases as well, and with it, the need for advanced, qualified cybersecurity professionals. One of the fastest growing job markets, demand for innovative cybersecurity professionals has increased in recent years

(<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-1>) . According to the U.S. Department of Labor, demand for computer security specialists will grow as businesses and governments invest more heavily in cybersecurity to protect vital computer networks and electronic infrastructures from attack
(<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-1>).

According to a Ruffalo Noel Levitz (RNL) analysis, the most recent Maine occupational projections indicate a 22.7% increase in Information Security Analysts over the period 2016-2026, which represents a net increase of 71 positions. More broadly in New England, RNL projects a 24.9% increase in Information Security Analyst positions over the same time period, with a gross increase of 1,020 positions. Overall, computer related occupations are projected to increase significantly over this time period, and RNL projects excess employer demand in the discipline of cybersecurity throughout New England.

B. For 2 year Programs

Not applicable

"4+1" system

We could implement a "4+1" system whereby exceptional undergraduate students are identified early (e.g., sophomore year) in their studies. These students could apply some of their upper division undergraduate course credits to graduate credits (e.g., a maximum of 6 credits). If they planned well, these highly motivated students could earn both their B.S. degree and M.S. degree in five years. We plan to develop a procedure by which these students apply to the graduate program in Cybersecurity.

General plan of study

The degree consists of 30 credits, including 24 credits of coursework and 6 credits of either thesis research or a capstone project. USM and UMA each will offer 4 courses, and all courses will be taught online. By the beginning of the second semester (or completion of 8 credits), students would be required to choose either the thesis or capstone pathway, and they would declare a research topic, advisor, and advisory committee. The committee would consist of the advisor and at least two other faculty members. External committee members may be included, with approval of the advisor.

A. Courses

Required courses (24 credits)

Course Number	Course Title	Credits	Institution offering the course
CYB 501	Cybersecurity Fundamentals	3	UMA
CYB 515	Research Methods	3	UMA
CYB 530	Project Management in Cybersecurity	3	USM (approved June 2019)
CYB 551	Cyber Laws, Policies, and Ethics	3	USM
CYB 576	Network Security Management	3	USM
CYB 582	Cybersecurity Investigations	3	UMA
CYB 583	Databases and Application Defense	3	USM
CYB 584	Cybersecurity Operations	3	UMA

In addition, students must select either a capstone project or thesis (6 credits):

CYB 591 Capstone Project Proposal (3 credits)
 CYB 592 Capstone Project Presentation (3 credits)
 or
 CYB 698 Thesis Research

Both USM and UMA will offer these courses, ensuring that students have access to faculty expertise at either institution.

V. Program Resources

A. Personnel

Faculty involved in the M.S. Cybersecurity program are listed below.

UMA:

Henry Felch, D.C.S.

Associate Professor of Cybersecurity and Computer Information Services

Betina Taigle, D.C.S.

Assistant Professor of Cybersecurity and Computer Information Services

Jessica Chisholm, D.C.S.

Part-time Faculty, Lecturer III in Computer Information Services

Kelly Hughes, D.C.S.

Part-time Faculty, Lecturer in Computer Information Services

UMA is currently searching for an additional faculty member.

USM:

Mark Monnin, M.S.

Lecturer in Information Technology and Cybersecurity

Lori Sussman, Ed.D.

Assistant Professor of Technology

William Pooler, M.S.

Lecturer (fixed length) in Technology

The Department of Technology is currently searching for two faculty, a lecturer in Information Technology and Cybersecurity, and an assistant professor of Cybersecurity. These faculty would join USM in September 2020.

1. Vita of Faculty

Vitae of faculty teaching in the M.S. in Cybersecurity can be found in Appendix A.

2. Specific effect on existing programs of faculty assignments in new program

Each institution will search for additional faculty members to assist with teaching the graduate courses as well as undergraduate courses in their respective programs. The workload for each faculty member will be adjusted based on the teaching needs of both graduate and undergraduate programs at each institution.

B. Current Library Acquisitions Available for New Program

VI. Total Financial Consideration**A. Estimate of Anticipated Cost and Anticipated Income of the Program for Five Years**

Master of Science in Cybersecurity Program Enrollments, Revenue and Expenses					
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue					
New full-time students	4	10	14	14	30
Returning full-time majors/yr (assuming full time students complete the program in 2 yrs)	0	4	1	13	1
Out of state and international students (full time status)	1	4	6	8	10
Total New Students (full time status)	5	14	20	22	40
Total Number of Students (includes returning full time, new full time, and part time students)	13	30	51	75	92
Total UMA credit hours/yr (splitting credits equally across campuses, with an average of 7.5 credits/full time student/yr and 4.5 credits/part time student/yr)	73.5	189	292.5	442.5	549
Total USM credit hours/yr (splitting credits equally across campuses, with an average of 7.5 credits/full time student/yr and 4.5 credits/part time student/yr)	73.5	189	292.5	442.5	549

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Equipment (USM)	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
USM Supplies and Materials (covered by \$150 course fee)	\$300	\$300	\$300	\$300	\$300
UMA Supplies and Materials (covered by \$150 course fee)	\$300	\$300	\$300	\$300	\$300
Total USM Expenses	\$180,152	\$180,152	\$180,152	\$180,152	\$180,152
Total UMA Expenses	\$130,152	\$130,152	\$130,152	\$130,152	\$130,152
Net USM Revenue	-\$141,191	-\$80,438	-\$25,997	\$52,903	\$108,922
Net UMA Revenue	-\$91,191	-\$30,438	\$24,003	\$102,903	\$158,922

B. Detailed Information on First-Year Costs, Including:

1. New Personnel requirements (including employee benefits):

USM plans to hire one full time lecturer and one assistant professor, to begin 1 September 2020. UMA plans to hire one full time faculty member to begin 1 September 2020. Each institution has been approved to offer up to \$80,000 in starting salary, plus \$41,840 in benefits for each position. Both UMA and USM also expect to hire part time faculty to teach one course each semester. A person holding the rank of Lecturer I would be paid \$2,955 for a 3-credit course, with \$234 allocated for benefits.

At USM, new faculty also will teach courses in undergraduate programs. Therefore, the graduate program in cybersecurity will not bear the full cost of these positions.

2. First year revenue and identify source

First year revenue will come from tuition and fees. Most students probably will be Maine residents and thus will pay in-state tuition rates. For 2019-2020, USM graduate tuition rate is \$421 per credit hour. If a full time student completes 50% of their coursework at USM, the revenue will be \$6,315 (\$421/credit x 15 credits). UMA does not currently differentiate between graduate and undergraduate tuition.

To cover expenses related to equipment, supplies, and materials, USM and UMA will assess a course fee of \$150 on each course.

3. New operational costs are to be absorbed into the current campus operating budgets over a five-year period.

4. What additional funding is required to support the program (identify the source)?

UMA has access to the Cyberbit Range. USM can purchase an annual lease for \$50,000 per year, which allows students access to the Cyberbit Cloud Range.

Appendix A. Curriculum vitae of faculty teaching in the M.S. program

TEACHING EXPERIENCE SUMMARY

Wireless Technology, Cisco Security, and Advanced Cyber Security Courses
Teaching Microsoft + Novell Official Curriculum Sets up classroom environment, including remote access, TCP/IP

Lead Information Technology course instructor - teaching all IT related course work including A+, Computer Forensics, Network +, Windows 2003, Exchange 2003/2007 Linux, Cisco Certified Network Associate, Cisco Security, Security +, Security Assurance, Wireless Network Security, System Modeling, System Architecture, Certified Ethical Hacker and System Lifecycle design.

Preparation and administration of grades and lesson plans

Teach Microsoft Office 2003/2007/2010 courses

Microsoft Classes taught: XP/Vista/Windows7 Desktop support, Windows Server 2003/2008 Active Directory, and Administration, Exchange 2003/2007, Microsoft SQL 2005/2008 Administration, WMI scripting, VB Programming, C++, Basic Programming concepts

Linux Classes taught: CompTia Linux +, RedHat and Novell SuSE

SPECIALIZED / TECHNICAL SKILLS AND KNOWLEDGE

Hardware: IBM mid-range, LAN/WAN Routers & Switches, Client/Server Platforms

Peripherals: Fax/modems, Printers, Media Devices, Radio Receiver, Wireless

Network Operating Systems: Windows NT/200x (2000, 2003, and 2008, 2012), Linux (RedHat, SuSE10, Back Track, Kali)

Operating Systems: DOS, WfW, Window 9x/Me, Window NT/2K/XP, Vista, Win7, Win8, Win10

Applications: Visio, Microsoft Office, FrontPage, Publisher, Microsoft Project

Server Applications: MS SQL/Access, MS Exchange/Outlook, Project Enterprise Server

Virtual Software Platforms: VMware, VMware Server, Microsoft Virtual PC, MS Virtual Server

Programming Platforms: HTML, Java, C, C++, Visual Basics, Linux Scripting, WMI Scripting
LMS: Blackboard, Canvas

KEY ACHIEVEMENTS

- 2011 & 2013 Strayer Provost Circle Recipient
- Excellent academic standing in Master's and Bachelor's degrees
- Certifications in various IT specializations
- Over fifteen years of teaching experience in the field of information technology, both online and ground classes
- Provide current IT services/consulting

- Meet weekly with students, using Blackboard Collaborate to present material pertinent to their online courses
- Act as a middle tier between students and instructors
- Create all of the content for instruction

School of Information System SME

Dec 2011 – 2014

- Subject Matter Expert for Microsoft SQL Server 2008 courses
- Developed course material for MSSQL courses
 - Database Administration
 - Design and Optimization
- Created course content for Visual Basics course
- Created lectures and Power points for Business Intelligence course

School of Information System Course Lead

Jan 2011 – Dec 2011/ March 2013 to 2014/ Oct 2015- Dec 2017

- Coordinates and provides assistance as a course lead for both online and ground instructors teaching:
 - CIS 155 Operating System (UNIX)
 - CIS 175 Introduction to Networking
 - CIS 267 Visual Basics Programing
 - CIS 312 Computer Architectures I
 - CIS 401 Network Systems Implementation
 - CIS 408 Network Infrastructure Planning
 - CIS 409 Directory Services Infrastructure
 - CIS511 Computer Architecture
 - CIS 512 Advanced Computer Architecture
 - CIS539 Cloud & Virtual Computing
 - CIS 410 Computer Architectures II Jan 2011 to Oct 2011
 - CIS 421 Software Engineering Jan 2011 to Oct 2011
- Review course syllabus and provides feedback to instructors
- Provide additional pertinent resources per course per semester
- Provides bi-semester training and webinars

School of Information System SME

May 2011 – Aug 2011

- Subject Matter Expert for Cisco Certified Network Associate Course design
- Created Network + Certification course Power Points and Lectures

Florida Technical College

Orlando, Florida

Adjunct Instructor Online

Feb 2013 – Aug 2013

- Responsible for uploaded, creating content and providing feedback to the students in Blackboard
- Coordinates and plans additional in classroom hand-on labs
- Responsible for teaching online IT courses

- Responsible for specking out new technology to remain up-to-date with instruction materials and latest technological tools
- Build custom PC Fixes and reloads images on classroom computer to be used as instruction materials.

Lead Instructor /FT
High-Tech Institute
Orlando, Florida

Computer Networking & Security
January 2003 – August 2007

- Lead Information technology course instructor, responsible for teaching all IT-related course work including A+ Computer Forensics, Network +, Windows 2003, Linux, CCNS, Cisco Security, Security + and Microsoft Office Applications.
- Prepare and administer examinations and grades.
- Prepare and administer lesson plans.

Adjunct
High-Tech Institute
Orlando, Florida

Computer Networking & Security
September 2002 – January 2003

- Lead Information technology course instructor, responsible for teaching all IT-related course work including A+ Computer Forensics, Network +, Windows 2003, Linux, CCNS, Cisco Security, Security + and Microsoft Office Applications.
- Prepare and administer examinations and grades.
- Prepare and administer lesson plans.

Don't Teach Until You See the Whites of their Eyes by Dr. Mike Lanouette 3/9/12	Herzing University Orlando, Florida
Cyber Technology and Disruptive Innovation by Dr. Yanzhen Qu 4/21/2012	Colorado Technical University Colorado Spring, CO
Invisible Leadership: Reframing Mental Models for Valuing Different Way of Leading and Creating Innovation by Dr. Tojo Thatchenkery 4/22/12	Colorado Technical University Colorado Spring, CO
Politically Incorrect Retention by Dr. Mike Lanouette 5/18/12	Herzing University Orlando, Florida
How to Teach "Those" Students by Dr. Mike Lanouette	Herzing University Orlando, Florida
Personal Cyber Threat Awareness by James Garia, Deputy Director of NEK's Cyber Security 4/2012	Colorado Technical University Colorado Spring, CO
Using Forensic Test Methodology, by Tom Prunier 4/2012	Colorado Technical University Colorado Spring, CO
How to grow a term paper into a peer-reviewed published article by Dr. Yanzhen Qu 10/2012	Colorado Technical University Colorado Spring, CO
Innovation in CS/IT via Open Source Software, by Dr. Maurice Dawson. 10/2012	Colorado Technical University Colorado Spring, CO
Software Defined Networking, by Doug Marschke 10/2012	Colorado Technical University Colorado Spring, CO
KINBER Case Study, by Yardiell Fuentes, Phd 10/2012	Colorado Technical University Colorado Spring, CO
Sloan Consortium Conference, 11/20-11/22 2013	Swan & Dolphin Hotel Lake Buena Vista, FL
Quality Matters: Peer Reviewer Training 2013	Valencia College Orlando, FL
Universal Design for Online Learning 2013	Valencia College Orlando, FL
Tools for Plagiarism Prevention - 2014	Valencia College Orlando, FL
Legal Issues and the Virtual Student -2014	Valencia College Orlando, FL
Sustainability Across the Curriculum - 4/2015	Valencia College Orlando, FL
Building Online Learning Communities	Valencia College Orlando, FL
Engaging the Online learner	Valencia College Orlando, FL
Develop Interactive Web-based Course	Valencia College Orlando, FL
Hands-On Accessibility Workshop - 6/2015	Valencia College Orlando, FL
Classroom Assessment Techniques – 9/2015	Valencia College Orlando, FL
TED Talks – 10/2015	Valencia College Orlando, FL
Understanding and Designing Rubrics – 12/2015	Valencia College Orlando, FL

Henry J. Felch

Curriculum Vitae

245 Mt Vernon Rd
Augusta, Maine 04330
(207)621-3371
henry.felch@maine.edu

EDUCATION

DOCTORATE OF COMPUTER SCIENCE (2009)
Colorado Technical University, Colorado Springs, Colorado
Dissertation: An Evaluation of a Network Defense Strategy Combining Traditional Methods with Anomaly Detection

MASTER OF SCIENCE COMPUTER SCIENCE (2004)
Colorado Technical University, Colorado Springs, Colorado (Major in computer systems security)

MASTER OF SCIENCE COMPUTER SCIENCE (2002)
University of Phoenix, Colorado Springs, Colorado (Major in computer information systems)

MASTER OF EDUCATION (1998)
University of Louisville, Kentucky
(Major in occupational training and development with a concentration in instructional technology)

BACHELOR OF SCIENCE (1997)
University of Louisville, Kentucky (Major in training and development)

ASSOCIATE OF ARTS, COMPUTER STUDIES (1991)
University of Maryland, University College, College Park, Maryland

AWARDS

University of Maine at Augusta, College of Professional Studies Meritorious Service Award, September 2016

University of Maine at Augusta, Student Government Association Faculty Member of the Year Award, May 2016

Colorado Technical University, Outstanding Student Experience Award, Fall 2013, December 20, 2013

Colorado Technical University, Outstanding Student Experience Award, Spring 2013, April 30, 2013

RESEARCH INTERESTS

Methods in teaching security education online
Security testing and verification
Network defense, intrusion detection/prevention

submission of application for NSA recognition as a Center Of Academic Excellence in Cyber Security. Reviewed and updated the curriculum in the CIS program. Designed and developed a new concentration in Information System Security, Created over 25 cybersecurity courses for the Bachelor's degree in Cybersecurity.

Classes taught:

Introduction to Computer Science	Networking Concepts
Database Design and Management	Network Security
Introduction to Information Security	Digital Forensics
Security Risk Management and Policy	System Analysis
Network Defense I	Advanced Networking
Information Security Management	Network Defense II
Information System Security Architecture	Computer Security
Cyber Security I	Cyber Security II
Security Analytics	Programming Fundamentals
Mobile Security and Forensics	Mobile Forensics
Cyber Warfare and Terrorism	

Committees served:

Curriculum Committee (chair)	Academic Policy Committee
Assessment Committee	General Education Committee
Faculty Senate	Technology Committee
Student Conduct Committee (co-chair)	CIS Faculty Search
Justice Studies search committee	Math search committee

Associate Adjunct Professor of Computer Science, Colorado Technical University, Doctoral Program, Colorado Springs, Colorado, June 2010- December 2017

Responsibilities include teach security related courses at the doctorate level, serving on dissertation committees, and evaluating and recommending changes to the Doctorate of Computer Science Program. Developed and taught a doctorate level course in Foundations of Digital Security. Is the subject matter expert for a security courses within the Doctorate program. Served as the dissertation chair for 12 doctoral students.

Classes taught:

Foundations of Digital Systems Security	Research and Writing III
Information Assurance	Research and Writing IV
Enterprise Security Architecture	Research and Writing V
Application Security	Research and Writing VI
Security Management	Research and Writing VII
Research and Writing VIII	Research and Writing IX
Research and Writing X	Research and Writing XI
Research and Writing XII	
Communications Security and Countermeasures	
Information Accountability and Web Privacy Strategies	

Assistant Adjunct Professor of Computer Science, Colorado Technical University, Colorado Springs, Colorado, January 2006- March 2012

Responsibilities include teach computer science courses at the undergraduate and Masters Level. Classes taught have been on ground, hybrid classes, and online classes.

Undergraduate courses taught:

**PROFESSIONAL
EXPERIENCE****Security Systems Analyst/Systems Engineer/Systems Architect, TekSystems,
Colorado Springs, CO, Feb 2007- Apr 2011**

Systems analyst/ Systems Engineer /architect providing support to Verizon Security Solutions Group. Responsible for requirement assessment, analysis and management of enterprise security product development. Responsible for translating business requirements into systems design models, designing new system applications to meet requirements, and working with enterprise architecture to ensure proposed designs meet goals of the business. Applying best practices security methods to designs and proposed architecture. Development of detailed project plans and management of change control process and Identification of project issues and develop/manage action plans to resolve issues. Communication coordination between product marketing and development teams. Provide project management as need to support assigned projects

**Network Security Specialist, Directorate of Information Management, Fort Carson,
Colorado, Feb 02 to Oct 06**

Network Security Manager for the U.S. Army enclave at Fort Carson. Directly responsible for the security posture of Fort Carson's enterprise. Intrusion detection system principal architect and analyst. Primary enforcer of security policies, processes, and procedures. Information Assurance Officer for the U.S. Army enclave at Fort Carson. Directly responsible for Fort Carson's Information Assurance Vulnerability Alert (JAVA) program, including vulnerability scanning policies and the program's compliance with U.S. Army Computer Emergency Response Team requirements. Accrediting Agent for the U.S. Army enclave at Fort Carson. Developed and maintained the accreditation databases for servers, workstations, administrators, and user training. Directly responsible for managing the Regional Army Computer Emergency Response Team (RCERT) security incident reporting program and implementing corrective actions.

**Noncommissioned Officer in Charge, Battalion Intelligence Section, 1st Battalion,
68th Armor, Fort Carson, Colorado, Sep 01 to Feb 02**

Principal enlisted advisor to the Intelligence Officer regarding security. Directly responsible for the directorate's Security Awareness, Training, and Education program. Directly responsible for the directorate's classified and unclassified automated information systems.

**Operations Sergeant Major, Battalion Operations, 1st Battalion, 68th Armor, Fort
Carson, Colorado, Oct 00 to Sep 01**

Principal enlisted advisor to the Operations Officer regarding personnel. Directly responsible for tactical deployment of the Battalion Tactical Operations Center. Recognized for keen abilities to analyze complex systems, assess both individual and organizational needs, develop and implement multi-dimensional evaluation tools. Superior ability to distinguish and organize competing priorities, while under pressure. Directly responsible for the directorate's classified and unclassified automated information systems.

Vita
Kelly L. Hughes

[Home]
860 Bridle Way
Davidsonville, MD 21035
(410) 212-7639
khughes860@comcast.net

Education

Doctorate in Computer Science (Digital Systems Security), Colorado Technical University, Colorado Springs, CO (2014)
MBA in Project Management, University of Management and Technology, Arlington, VA (2009)
Bachelor of Science, Computer Science, Allegheny College, Meadville, PA (1990)

Certification

Certified Ethical Hacker (2016)
Network + Certified (2015 updated 2017)
Certified Information Systems Security Professional (CISSP) (2012 updated 2015)
DAWIA Level 2 Science and Technology Manager (2011)
Executive Certificate in Project Management (2009)

Clearance TS/SCI

Association Memberships

Institute of Electrical and Electronics Engineers (IEEE)
Association for Computing Machinery (ACM)
Project Management Institute (PMI)
International Systems Security Certification Consortium ((ISC)2)

Experience**July 2018 – Present Course Developer, Regis University**

- Course Development for Undergraduate courses
 - Information Assurance Fundamentals and Cryptography Basics
 - Cyber Threats and Defense
 - Database Management System Security Net Class

January 2018 – Present Dissertation Chair, Colorado Technical University

- Mentoring student through the dissertation process

January 2016 – Present Adjunct Professor, University of Maine, ME

- Taught the following courses to undergraduate students:
 - Security Management
 - Cyber Computer Ethics
- Course Development for Undergraduate courses
 - Database Security
 - Secure Programming

April 2015 – Present Adjunct Professor, Colorado Technical University, Colorado Springs CO

- Taught the following courses to Doctoral students:
 - Requirements Engineering
 - Information Assurance
 - Security Management
 - Enterprise Tools, Concepts and Processes
 - Governance, Quality, Compliance and Ethics
- Course Development for Undergraduate courses
 - Introduction to Database Systems
 - SQL Programming
 - Data Warehouses

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- Enhanced the Bond Loan Servicing application by taking an MS Access application currently in use and converting it to a SQL Server/Web application. Corrected fundamental issues within the system and enhanced the capability to include GNMA, FNMA monitoring. Currently working on incorporation of cash flow loans.
- Created an on-line Mortgage Calculator for use with the More House 4 less program for Maryland State.
- Collected requirements and developed or enhanced other projects as required.
- Provided training in applications created for DHCD users.

June 1993 – Oct 2005 Director of Research and Development, Active Computer Engineering, Inc. Annapolis, MD

- Managed and developed an association's member and meeting management system using Visual Basic to develop the front end to support multiple database types including ODBC (SQL Server, Oracle, etc), MS Access, dBase, Btrieve, etc... The package is used world wide in associations across the United States.
- Created DLL for implementing processes within the above package. Created ASP pages to interact with SQL Server utilizing the DLL and ADO technology
- Provided implementation support, training courses, technical support, technical documentation including writing a users guide, and worked closely with client staff to address technology needs.
- Used Crystal Reports to report on data collected with the above package
- Provided support and development of a hazardous waste package using C to develop the front end and RAIMA database network model for the back end. The package is used world wide at Apex Environmental, Inc.
- All software was designed to run on MS Windows
- Supervised and directed a development staff.

Feb. 1992 – June 1993 Programmer Analyst, Republican National Committee, Washington DC

- Developed and maintained software applications utilizing Visual Basic and C in a Windows 3.1 environment.
- Programmed in COBOL, on a VAX and developed network module and relational databases using RAIMA database manager and db_Query(SQL)
- Developed and maintained the contributors and tracking donor system, developed and supported the software for the 1992 Republican National Convention.

Oct 1990 – Feb 1992 Distributor, Women's Specialty Retailing, Enfield, CT

- Analyzed and interpreted data
- Retrieved and utilized information from a main database
- Communicated with stores and dealt with problems as they arose.

Mar 1988 – June 1990 Systems Administrator/Tutor/Operator/Consultant Academic Computing Services, Allegheny College, Meadville PA

- Maintained the college Network (WATSTAR) based on IBM DOS 3.3 machines that supported over 1800 users
- Evaluated new software, added and maintained software on the network, interpreted input and output, wrote programs and batch files.
- Supervised and trained peer operators
- Aided students with problems encountered on UNIX and DOS based systems. Familiar with SUN-3, NeXT, Macintosh, and IBM PC's. Aided professors, faculty and staff when they encountered problems or had questions with software packages or hardware.

Research Interests

Current research interests include malware and its impact on the Internet of Things (IoT). Especially in the area of wearable devices and/or health monitors related to heart or brain activity and the effect malware can have on these devices.

Other interests include Big Data and tracking information (GPS, purchases, health, etc...) from a security perspective. Interest in blockchain and its role in Information Assurance/Cybersecurity and potential with securing the IoT.

Current Research

Current research focuses on malware behavior-based signature effectiveness on IoT devices.

Guest Speaker

K. Hughes "Education or Certification – Which is more important?" presented at Colorado Technical University, Denver, and School of the Mines, Golden, 2017

K. Hughes "Cybersecurity Workshop" presented at Colorado Technical University, Colorado Springs, 2016

K. Hughes "Audit Extraction Module/ Audit Data Extraction Utility" presented at Regis University, Denver, CO, 2012

Betina Tagle

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University of Maine at Augusta
46 University Dr.,
Augusta, ME 04330
(207) 621-3000
betina.tagle@maine.edu

EDUCATION

- D.C.S., Computer Science, Colorado Technical University, July 2016.
- M.S., IT Project Management, Capella University, April 2013.
- B.S., General Science, Excelsior College, October 2007.
- B.A., Business Administration, Frederick Taylor University, April 2006.

OTHER ACCREDITATIONS

- SANS: GIAC Security Leadership Certification (GSLC), #7854, OCT 2012
- CompTia: Security+ SEP 2010, Network+ JAN 2005, A+ APR 2004.
- Department of Defense:
 - CNSSI No 4012 Senior System Manager; AUG 2008
 - CNSSI No 4015 System Certifier; AUG 2008

ACADEMIC EXPERIENCE

Assistant Professor: Computer Information Systems, University of Maine at Augusta, Augusta, ME, September 2018-Present.

Adjunct: Computer Science and Cybersecurity, University of Maine at Augusta, Augusta, ME, Fall 2015-Fall 2018.

Teaching foundation: To bring current practical and real-world experience and scenarios to the computer science and cyber security classroom to advance critical thought in decision-making. The skills that students need is technical and people-based, where they will need to be prepared to find solutions in all kinds of organizational and computing environments. Students will need to balance their duties and the expectations of their management.

Faculty Advisor:

- UMA Cybersecurity Club, Faculty Advisor (Fall 2018-Present)
- UMA Cyber Moose, Faculty Advisor (Summer 2019-Present)
- National Cybersecurity Student Association, UMA student chapter, Faculty Advisor (Spring 2019-Present)
- Women in Cybersecurity (WiCys) Student Chapter, Faculty Advisor (Fall 2018-Present)

TEACHING INTERESTS

Computer Science, Cyber Security, IT Innovation for the management of IT and its security in a multi-platform environment. The different subject areas that affect the implementation of management and security for systems, information, and people.

COURSES TAUGHT with CURRICULUM DEVELOPMENT

- Information Security Architecture, ISS 310, University of Maine at Augusta, 10, Fall 2015
- Auditing IT Infrastructures, ISS 250, University of Maine at Augusta, 13, Spring 2016
- Information Security Architecture, ISS 310, University of Maine at Augusta, 12, Fall 2016
- Security Policy and Governance, ISS 240, University of Maine at Augusta, 16, Fall 2016
- Auditing IT Infrastructures, ISS 250, University of Maine at Augusta, 20, Spring 2017
- Security Policy and Governance, ISS 240, University of Maine at Augusta, 16, Fall 2017
- Information Security Architecture, ISS 310, University of Maine at Augusta, 12, Fall 2017
- Incident Response, ISS 360, University of Maine at Augusta, 19, Spring 2018

SCHOLARLY PRESENTATIONS

- Presenter: Tagle, Betina. "Exploring an agent as an economic insider threat solution," Tenth International Conference on Design Science Research in Information Systems and Technology. Dublin, Ireland, 20-22 May, 2015.
- Presenter: Dr. Tagle and Dr. Felch. Conclusion to an Intelligent Agent as an Economic Insider Threat Solution: AIMIE." Eleventh International Conference on Design Science Research in Information Systems and Technology. St. Johns, Newfoundland, 23-24 May, 2015.

Purpose: To promote Design Science Research (DSR) as a useful methodology to find solutions to unique IT problems. To present the intelligent agent as an inexpensive and useful tool to detect and understand the insider threat. The audience was DSR, design, and IT domain community experts, researchers, professors, and students. The presentations were moderated and included a question and answer session.

SCHOLARLY DESIGNS

Name: "Arabesque Software Development Design Model" working paper submitted to The 50th Anniversary Design Research Society (DRS) Conference, Brighton, England, 27-30 June 2016. Betina Tagle and Steven Edwards.

Purpose: The Arabesque Software Design model is a design approach that applies a scientific method to software development and focuses on designing software requirements from scratch. It meets the need of multi-faceted research required in a design-driven research methodology, where the software requirements, testing, and external research required for each software object solution can follow through iterations to determine what does and does not work. The Three-fold Requirements Hierarchy Tree method manages and tracks these layers of requirements throughout the entire research project.

REVIEW COMMITTEE PUBLICATIONS

Title: Manuscript ICIS-0653-2015 entitled "Leveraging XBRL Calculation Linkbases to Overcome Semantic Heterogeneity across XBRL Filings: The Multi-Ontology Multi-Concept Matrix (M3)".
Conference: International Conference on Information Systems (ICIS), Fort Worth, TX, December 13-16, 2015. Role: Invited Reviewer, June 2015.

SERVICE TO PROFESSION

- Conference: International Association of Societies of Design Research (IASDR) 2015 Congress INTERPLAY, Brisbane, Australia, 2 – 5 November 2015. Role: Review Committee, May-July, 2015.
- Conference: International Conference on Information Systems (ICIS), Fort Worth, TX, December 13-16, 2015. Role: Invited Reviewer, June 2015.
- IEEE Maine (Region-1) Section Executive Committee Student Activities Leader (Spring 2019-Present).
- Conference: Anita Borg Institute's Grace Hopper Celebration (GHC) of Women In Computing.

SERVICE TO COMMUNITY

- Conference; Houston, TX, October 2015. Role: Reviewer, 2015 GHC Scholarship Committee, April-June, 2015.
- STEM Award Program: National Center for Women and Information Technology (NCWIT), Aspirations in Computing (AiC) award for High schools, AiC application review of 30, December 2018.
- Conference: Anita Borg Institute's Grace Hopper Celebration (GHC) of Women In Computing Conference; Orlando, FL, October 2019. Role: Reviewer, 2019 GHC Scholarship Committee (student & Faculty), Feb-May, 2019; Oct-Nov, 2019.
- Mainely Tech Women – Board Member
- Arstook County Tax Assessment Seminar Presentation: Best Practices in Data Protection – Tagle, Oct 25, 2019.
- Cony Middle School Technology course (Weekly), Spring 2019-Present.

Mark Monnin

mark.monnin@maine.edu

207.780.5619

Education:

M.S., Computer Science, University of Illinois Urbana, Illinois, 1995

B.S., Computer Science, Rose-Hulman Institute of Technology, Terre Haute, Indiana, 1988

Academic Appointments:

2016-present	Lecturer, Department of Technology, University of Southern Maine, Gorham, Maine
2016-2016	Adjunct Instructor, Information Security & Cybersecurity, University of Maine Fort Kent, Fort Kent, Maine
2015-2016	Chair, Computer Science and Information Technology Department, York County Community College, Wells, Maine
2015-2016	Assistant Professor, Computer Science and Information Technology, York County Community College, Wells, Maine
2009-2015	Chair, Computer Technology Department, York County Community College, Wells, Maine
2008-2015	Assistant Professor, Computer Technology, York County Community College, Wells, Maine
1996-2001	Adjunct Instructor, Mathematics and Computer Science, Parkland Community College, Champaign, Illinois

Industry Appointments:

1999-2007	Manager of Technology / Senior Research Programmer, Campus Information Technology and Educational Services, University of Illinois, Urbana, Illinois
1997-1999	Manager of CAN/LAN / Research Programmer, Computing and Communications Service Office, University of Illinois, Urbana, Illinois
1997-1999	Campus Backbone Administrator / Research Programmer, Computing and Communications Service Office, University of Illinois, Urbana, Illinois
1993-1995	Network Administrator Support / Graduate Research Assistant, Computing and Communications Service Office, University of Illinois, Urbana, Illinois
1988-1993	Assistant Director of Academic Computing, WCC, Rose-Hulman Institute of Technology, Terre Haute, Indiana

Campus, Community, and Industry Service:

University of Southern Maine, Gorham, Maine:

MCSC Executive Advisory Board

Faculty Senate, Member, 2 years

Sanford Regional Technical Center, Sanford Maine:

IT Program Advisory Board, 4 years

Southern Maine Community College, South Portland, Maine:

CS & IT Advisory Board, 1 year

York County Community College, Wells, Maine:

Assessment Committee, Member, 2 years

Faculty Senate, Member, 7 years

Faculty Senate, Convener 2 Years

College Council, 4 years

College Council, Vice Chair, 1 year

College Council, Chair, 1 year

President Search Committee

NEASC Self-Study 2009, Physical and Technology Committee Co-Chair

Association of Computing Machinery

Reviewer, *Information Technology Competency Model of Core Learning Outcomes and Assessment for Associate-Degree Curriculum*, 2014

Curriculum Developed:*University of Southern Maine:*

Minor in Cyber Security

(Part of team) created minor (*in progress*)*York County Community College, Wells, Maine:*

AAS in Computer Technology

Enhanced, from “use” to “administer”

AAS in Information Technology

Converted existing CT to IT degree

AS in Computer Science

(Part of team) created initial degree

Certificate in Help Desk and User Support

Created initial (1 year) certificate

Certificate in Networked Systems Technology

(Part of team) created initial (1 year) certificate

Certificate in Web Development

(Part of team) created initial (1 year) certificate

Advanced Certificate in Information Security

(Part of team) created initial (1 year) certificate

Courses Taught:*University of Southern Maine:*

COS 200

& ITT 200 Introduction to Cyber Security

ITT 270 Introduction to Computer Hardware

ITT 272 Networking I

ITT 362 Operating Systems Security

ITT 363 Server Administration and Maintenance

ITT 373 Networking II

ITT 376 Network Defense

ITT 383 Databases

ITT 385 Integrative Programming

ITT 486 User Experience

ITT 487 Operations Senior Seminar

ITT 490 Directed Study

University of Maine at Fort Kent, Fort Kent, Maine:

COS 206 Introduction to Information Security

Parkland Community College, Champaign, Illinois:

CSC 130 Introduction to Networking

CSC 213 Unix Systems Administration

CSC 220 Data Structures

York County Community College, Wells, Maine:

CIS 115 Software Applications

CIS 118 Introduction to Computer Technology / Information Technology
Fundamentals

CIS 125 Desktop and Mobile Computer Support

CIS 131 Visual Programming I

CIS 132 Visual Programming II

CIS 133 Introduction to Programming

CIS 141 Object Oriented Programming I

CIS 152 Computer Hardware

Lori L. Sussman
3 Pride Lane
Windham, ME 04062

(843)810-2977
lori.sussman@gmail.com
<http://www.linkedin.com/in/lorisussman>

SUMMARY

Experienced senior business executive with a deep information technology background known for strong leadership, driving innovation and leveraging technology to increase productivity and profitability while minimizing cost and risk. Clients are coached as to analytical processes, overhauling programs and integrating solutions to optimize their business outcomes. Swift at identifying requirements and using agile concepts to solve tough client business problems. Mentors clients as to transformative leadership skills that assist them in producing superior and measurable results. Repeatedly built successful global and virtual teams by producing creative systems that assess, align, adopt and then accelerate transformation. Known for taking situations where client satisfaction was low and changing them into reference accounts

- Program Management
- US Defense Expert
- Sales Enablement
- Strategic Planning
- Government Contracts
- Executive Coaching

PROFESSIONAL EXPERIENCE

The University of Southern Maine, Portland, ME
Adjunct, Department of Business

Sep 2018-present

The Transformation Praxis, Charleston, SC
President & CEO

2016-present

Sole owner, founder, and managing consultant for the Transformation Praxis is an SBA certified WOSB and VA accredited SDVOSB providing business, training, and IT solutions. We serve our clients using training workshops, facilitation services, and executive coaching to accelerate objectives.

- Provided essential core curriculum to a team that created transformation workshops in leadership, cybersecurity, digital transformation, innovation, and strategic planning for Creighton University and University of Central Florida executive certificate programs.
- Subcontracting partner on successful proposal writing for US defense organizations C3T and NOAA.
- Lead consultant to NC-based financial services companies for digital transformation planning services.

HPE, Charleston, SC
General Manager

2015-2016

Accountable for \$200M P&L for North and South Carolina Sales and charged with the creation and execution of the sales strategy, GTM modeling, market segmentation, channels approach and executive relationships to create a high performing integrated sales team.

- Created actionable enterprise and territory plans into a cohesive Carolinas business plan with success measures and used innovative tracking tools to achieve 101% of plan.
- Influenced national and alliance partners and increased channel activity in both North and South Carolina driving channel attainment up 6%.
- Distinguished Sales Team members through aggressive sales professional development program and resulting in 7 of 13 exceeding their sales quota goals.

eGroup, Mount Pleasant, SC
VP, Services

2014-2015

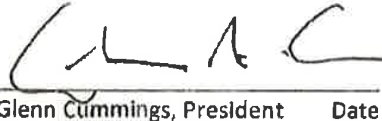
Value added reseller and provider of hybrid cloud solutions, software, data analytics, security, mobility, cloud and managed services. A Fortune 5000 company and winner of the 2014 & 2015 CRN "Triple Crown."

- Honored as one of CRN's 2015 Women of the Channel Power 50 Solution Provider at <http://www.crn.com/rankings-and-lists/wotc2015-details.htm?w=381>.
- Improved P&L governance driving E:B from 0.39% to 0.27% by creating new statement of work and streamlining contracting process.

Appendix B. Memorandum of Understanding between UMA and USM


- c. Draft program proposal: October 2019 (McAleer/Qualls)
 - d. Seek USM & UMA Curriculum Committees approval: November 2019 (Szakas/Uzzi)
 - e. Seek ASA approval for Joint Degree: November/December 2019 (UMA/USM)
 - f. UMA and USM agree on talking points to utilize with prospective students: by December 15, 2019 (Henry/Cash)
 - g. Seek BOT approval for Joint Degree: January 2020 (UMA/USM)
 - h. Degree specific marketing campaign: begins January 2020 (Henry/Cash)
5. **Joint Online MS In Cybersecurity offered by Fall 2020.** It is the intent of USM and UMA that the joint online MS in Cybersecurity be offered by Fall 2020. However, if either institution cannot achieve this timeline, the other institution may proceed with the goal that the other will join as soon as possible and that the collaborative partnership will be preserved.
6. **Signatures.** The Universities participating in this MU certify that this document reflects their understanding as agreed upon by the two institutions.


University of Southern Maine


Glenn Cummings, President Date


Jeanine Uzzi, Provost & VPAA Date 12/4/19

University of Maine at Augusta


Rebecca Wyke, President Date 12.4.19


Joseph Szakas, Provost & VPAA Date 12/5/2019

UNIVERSITY OF MAINE SYSTEM

Policy Manual

HUMAN RESOURCES AND LABOR RELATIONS

Section 411 Health Insurance for Retirees and Former Employees on Long Term

Disability

Effective: 1/26/81

Last Revised: 11/16/98; 1/13/08

Responsible Office: Human Resources

Applies to: All Employees

Policy Statement:

Retirement is separation from University of Maine System service at the normal retirement age of 65 or older, or at age 55 or older with at least ten (10) years of continuous regular, full-time equivalent service or with vesting in the University of Maine System Basic Retirement Plan for Classified Employees. Effective July 1, 2010 a separation from service shall be considered retirement only at age 55 or older with at least ten (10) years of continuous regular, full-time equivalent service or with vesting in the University of Maine System Basic Retirement Plan for Classified Employees.

Employees who retire from University service may retain Group Health Plan coverage. Retirees shall pay the full health plan premium unless they are eligible for the premium contribution described below.

University of Maine System retirees at or above the normal retirement age of 65 who have at least ten years of continuous full-time regular University service after age 45 immediately prior to retirement and who have remained in the System health plan will be provided group health coverage with the following premium contributions. This coverage is also extended to those former employees in the plan receiving benefits under the System's long term disability insurance.

- a. For retirees who retire on or after July 1, 2010, the retiree will pay a share of the premium for personal coverage based on years of completed continuous, full-time equivalent regular service prior to retirement:

10 and less than 20	15% of premium
20 and less than 30	10% of premium
30 or more	7% of premium

- b. The retiree shall pay one-half of the cost for coverage of any eligible dependents.

For retirees at or above the age of 65 who have at least ten years of continuous full-time regular service immediately prior to retirement and who retire before July 1, 2010, the retiree's cost and one-half of the cost for eligible dependents will be paid by the University:-

Surviving spouses of University employees and retirees may continue coverage in the group health plan. Surviving spouses shall pay 50% of the full premium if the employee/retiree had completed ten or more years of service and shall pay 100% of the premium if the employee/retiree completed less than ten years of service.

Eligibility and premium contribution levels shall also apply to eligible part-time employees in "Benefits Regular," "Shared Appointment," or "Partial/ Phased Retirement" status who completed ten or more years of continuous, full-time equivalent, regular service immediately prior to retirement. An employee who has completed ten or more years of full-time service who then reduces to part-time regular status also meets the criteria for retiree medical coverage. Part-time faculty are eligible at age 65 if they completed ten or more years of full-time equivalent service immediately prior to retirement.

Eligibility to continue health insurance and premium contributions shall also apply to retirees who make a one-time election to cease coverage under the UMS Group Health Plan and then later elect to receive coverage again, provided that the election of coverage occurs no later than ninety (90) days after the retiree becomes eligible for Medicare and that the retiree documents continuous coverage for self and dependents during the period for which they were not covered in the UMS Group Health Plan.

University of Maine System

ADMINISTRATIVE PRACTICE LETTER

**SUBJECT: HEALTH INSURANCE FOR RETIREES AND FORMER EMPLOYEES
ON LONG TERM DISABILITY**

Retirement is separation from University of Maine System service at the normal retirement age of 65 or older, or at age 55 or older with at least ten (10) years of continuous regular, full-time equivalent service or with vesting in the University of Maine System Basic Retirement Plan for Classified Employees. Effective July 1, 2010 a separation from service shall be considered retirement only at age 55 or older with at least ten (10) years of continuous regular, full-time equivalent service or with vesting in the University of Maine System Basic Retirement Plan for Classified Employees.

Employees who retire from University service may retain Group Health Plan coverage. **This coverage is also extended to those former employees in the plan receiving benefits under the System's long term disability insurance, in accordance with the applicable collective bargaining agreement at the time of termination.**

Retirees shall pay the full health plan premium unless they are eligible for the premium contribution described below.

University of Maine System retirees at or above the normal retirement age of 65 who have at least ten years of continuous full-time regular University service after age 45 immediately prior to retirement and who have remained in the System health plan will be provided group health coverage with the following premium contributions. This coverage is also extended to those former employees in the plan receiving benefits under the System's long term disability insurance.

- a. **For retirees who retire on or after 1/1/17 (9/1/17 for faculty), Medicare eligible retirees will pay a flat 20% of their individual premium. The individual premium will be based only on the minimum service required to retire – which is at least 10 years of full-time regular equivalent continuous service immediately preceding retirement.**

In addition to the above, LTD recipients with dates of disability on or after 1/1/16 may continue their health coverage for a maximum of 24 months.

For retirees who retire on or after July 1, 2010 **and before January 1, 2017 (or before September 1, 2017 for AFUM members only)**, the retiree will pay a share of the premium for personal coverage based on years of completed continuous, full-time equivalent regular service prior to retirement:

10 and less than 20

15% of premium

20 and less than 30	10% of premium
30 or more	7% of premium

- b. The retiree shall pay one-half of the cost for coverage of any eligible dependents.

For retirees at or above the age of 65 who have at least ten years of continuous full-time regular service immediately prior to retirement and who retire before July 1, 2010, the retiree's cost and one-half of the cost for eligible dependents will be paid by the University. Surviving spouses of University employees and retirees may continue coverage in the group health plan.

Surviving spouses shall pay 50% of the full premium if the employee/retiree had completed ten or more years of service and shall pay 100% of the premium if the employee/retiree completed less than ten years of service.

Eligibility and premium contribution levels shall also apply to eligible part-time employees in "Benefits Regular," "Shared Appointment," or "Partial/Phased Retirement" status who completed ten or more years of continuous, full-time equivalent, regular service immediately prior to retirement. An employee who has completed ten or more years of full-time service who then reduces to part-time regular status also meets the criteria for retiree medical coverage. Part-time faculty are eligible at age 65 if they completed ten or more years of full-time equivalent service immediately prior to retirement.

Eligibility to continue health insurance and premium contributions shall also apply to retirees who make a one-time election to cease coverage under the UMS Group Health Plan and then later elect to receive coverage again, provided that the election of coverage occurs no later than ninety (90) days after the retiree becomes eligible for Medicare and that the retiree documents continuous coverage for self and dependents during the period for which they were not covered in the UMS Group Health Plan.



USM Parking Assessment: Existing and Future Conditions

Presented by

LOURENÇO DANTAS, AICP

FEDERICO TALLIS, AICP

January 17, 2020

Contents

- Study Purpose
- Current Parking Supply
- Future Parking Supply
- Current Parking Demand
- Enrollment and Parking Demand Forecasts
- Future Parking Supply vs. Demand
- Key Takeaways
- Appendix
 - Parking Demand by Lot/Facility
 - Proposed USM TDM Strategies

Study Purpose

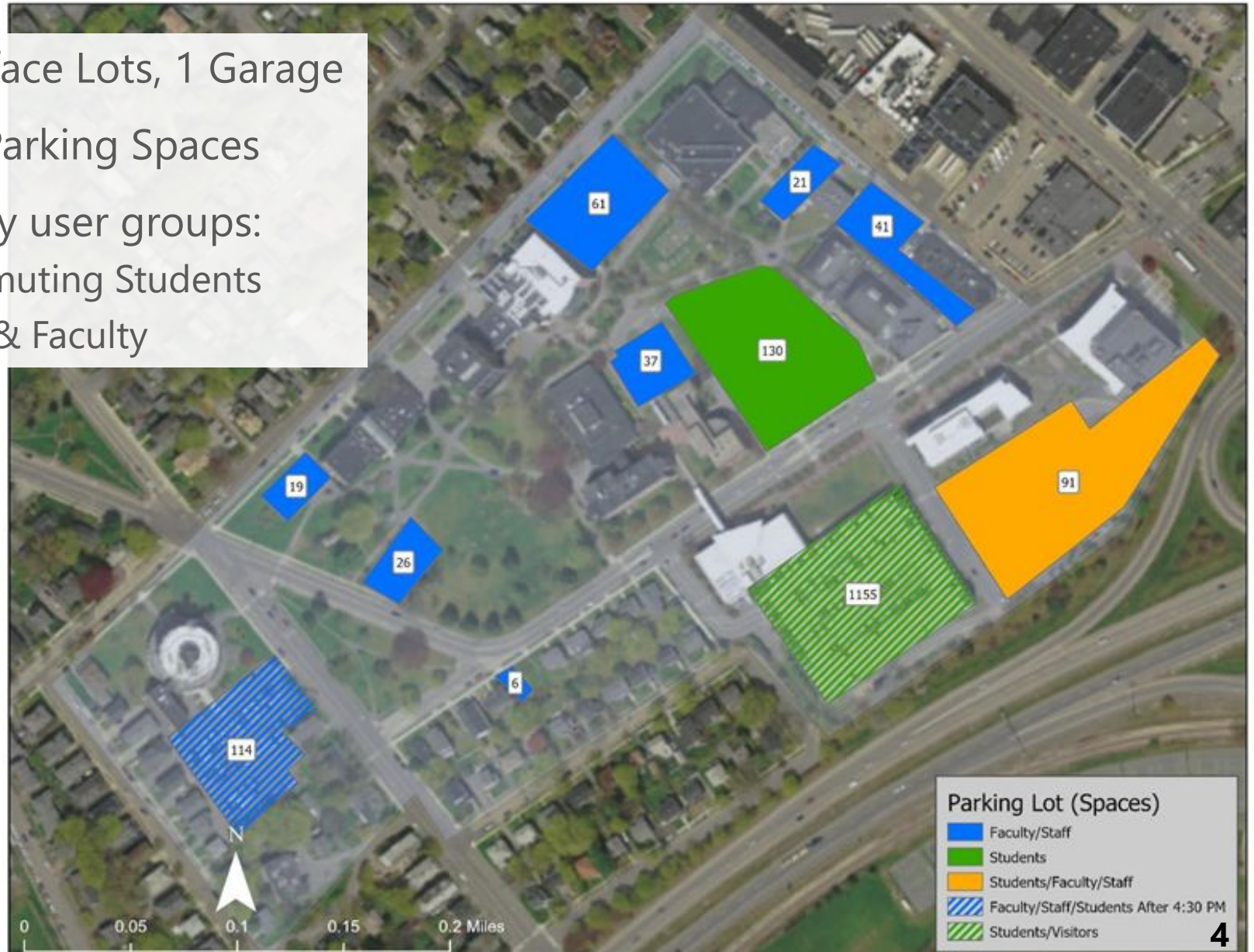
To develop a comprehensive profile of current on-campus parking conditions and to estimate future parking demand levels based upon projections of student enrollment, employment growth, and changes to campus activities.

Key milestones include:

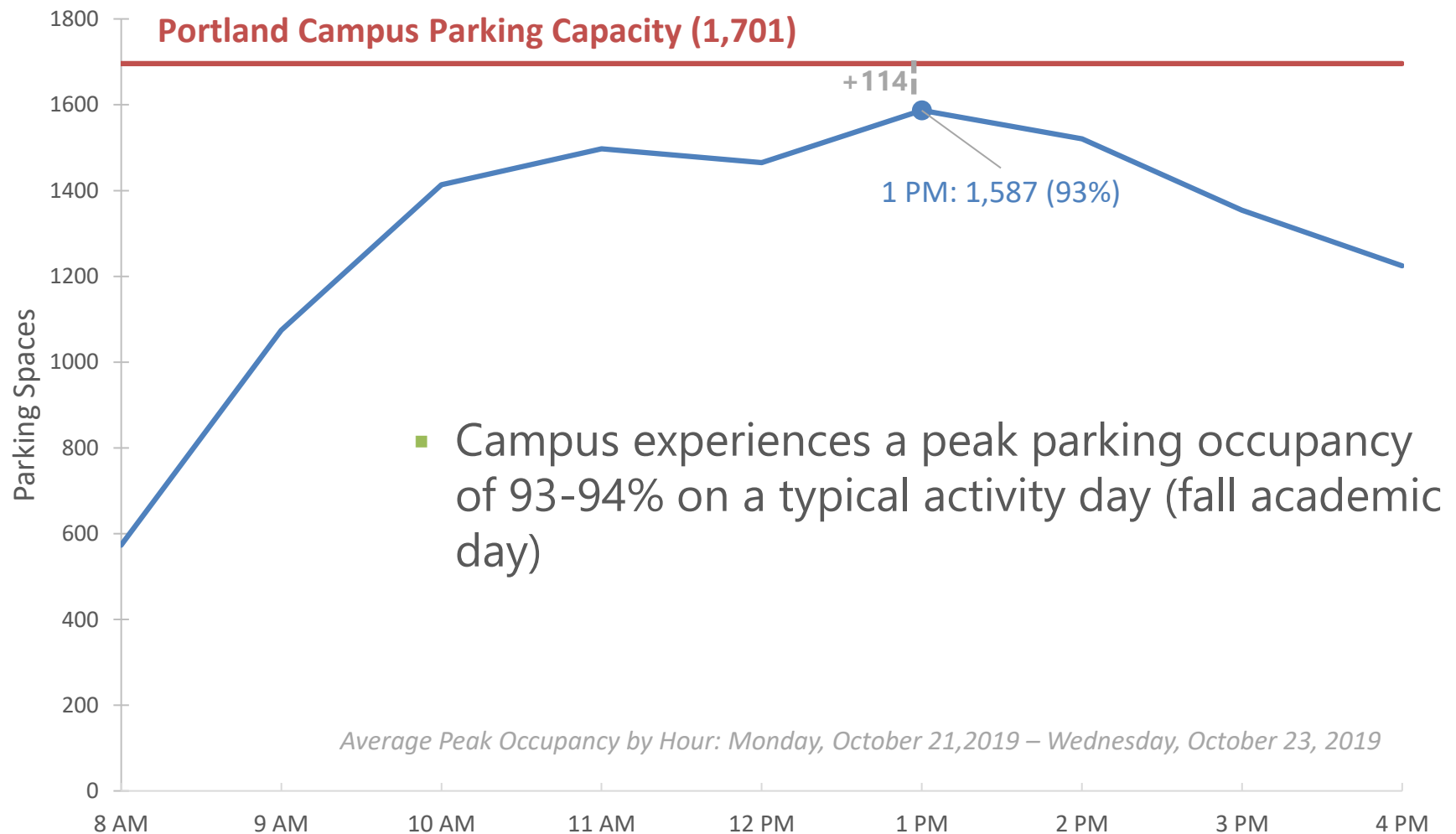
- 2022 – completion of student center & residence hall, including loss of Woodbury parking lot (P2)
- 2025 & 2030

Current Parking Supply

- 10 Surface Lots, 1 Garage
- 1,701 Parking Spaces
- Two key user groups:
 - Commuting Students
 - Staff & Faculty



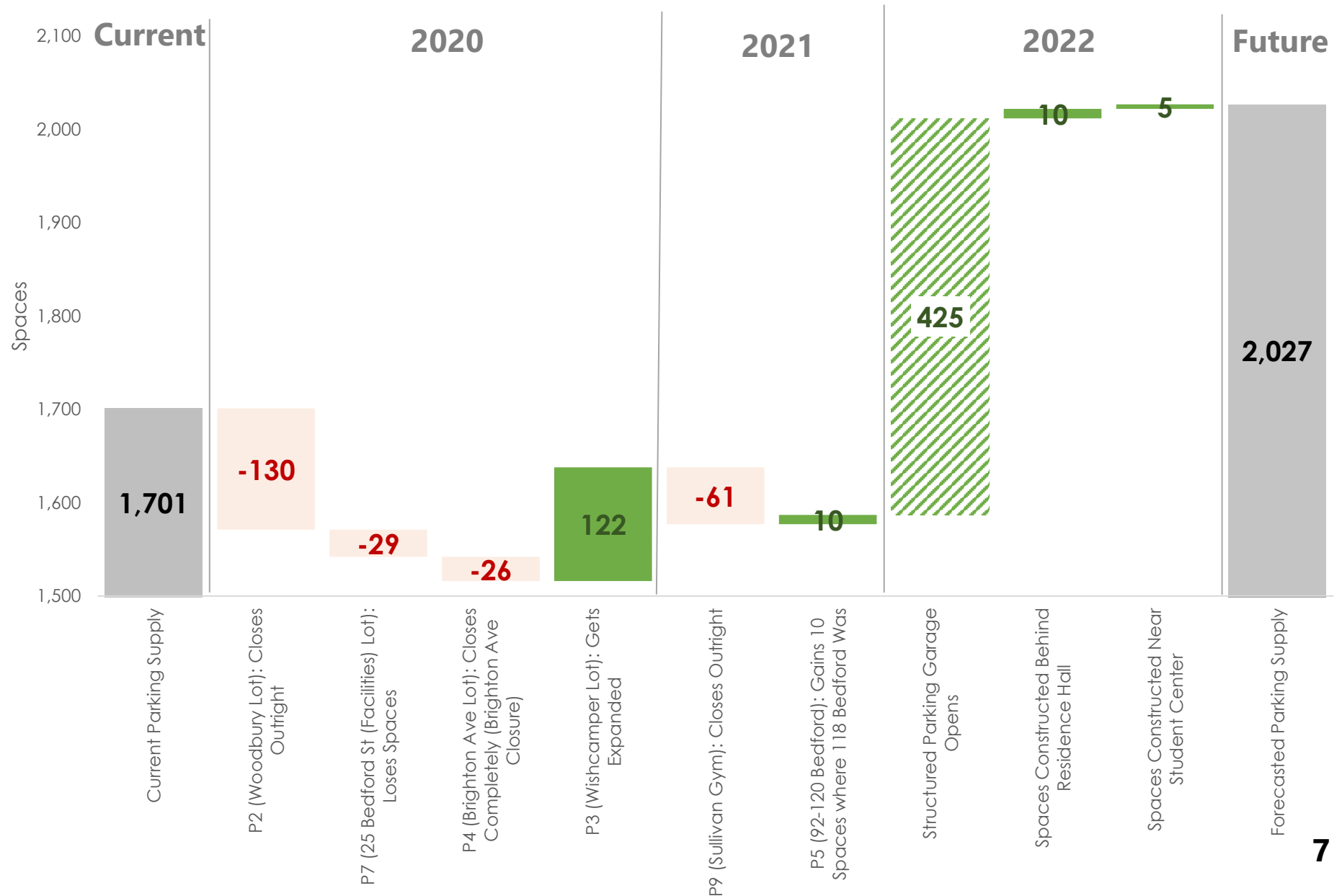
Current Parking Demand



Current Parking Demand

- Current Parking Peak Hour occurs at 1 PM
- Campus is currently at 93% occupancy during peak, typical activity day
- 5 of 11 lots noted occupancy beyond capacity (see details in appendix) including:
 - P2 Campus Center (Woodbury Parking Lot)
 - P3 Wishcamper Center/Library
 - P4 Off Brighton Ave
 - P5 92-120 Bedford
 - P10 Payson Smith

Future Parking Supply



Future Parking Supply

On-Campus	2019	2020	2021	2022	Milestone Notes (from USM)
Parking Garage	1155	1155	1155	1155	
P1 Luther Bonney & Masterton Halls	37	37	37	37	
P2 Campus Center (Woodbury Parking Lot)	130	0	0	0	Lose all of Woodbury parking lot permanently
P3 Wishcamper Center/Library	91	213	213	213	Wishcamper parking lot will be temporarily lost for the summer 2020 Gain 122 spots in new Wishcamper surface lot by September 2020
P4 Off Brighton Ave	26	0	0	0	Lose Brighton Ave extension parking lot by May 2020
P5 92-120 Bedford	6	6	16	16	May gain 10 spots if new Bedford Street lot is built where 118 Bedford was
P6 Law Building	114	114	114	114	
P7 Facilities Building	41	12	12	12	*May lose 29 spots in Facilities parking lot permanently by May, 2020 (subject to change)
P8 Physical Plant	21	21	21	21	
P9 Sullivan Recreation	61	61	0	0	
P10 Payson Smith	19	19	19	19	
Structured parking	0	0	0	425	Parking garage with 425 spaces
Residence Hall	0	0	0	10	Gain 10 spots in the back of the Residence Hall
Student Center	0	0	0	5	Gain 5 spots adjacent to the Student Center
Total	1,701	1,638	1,587	2,027	

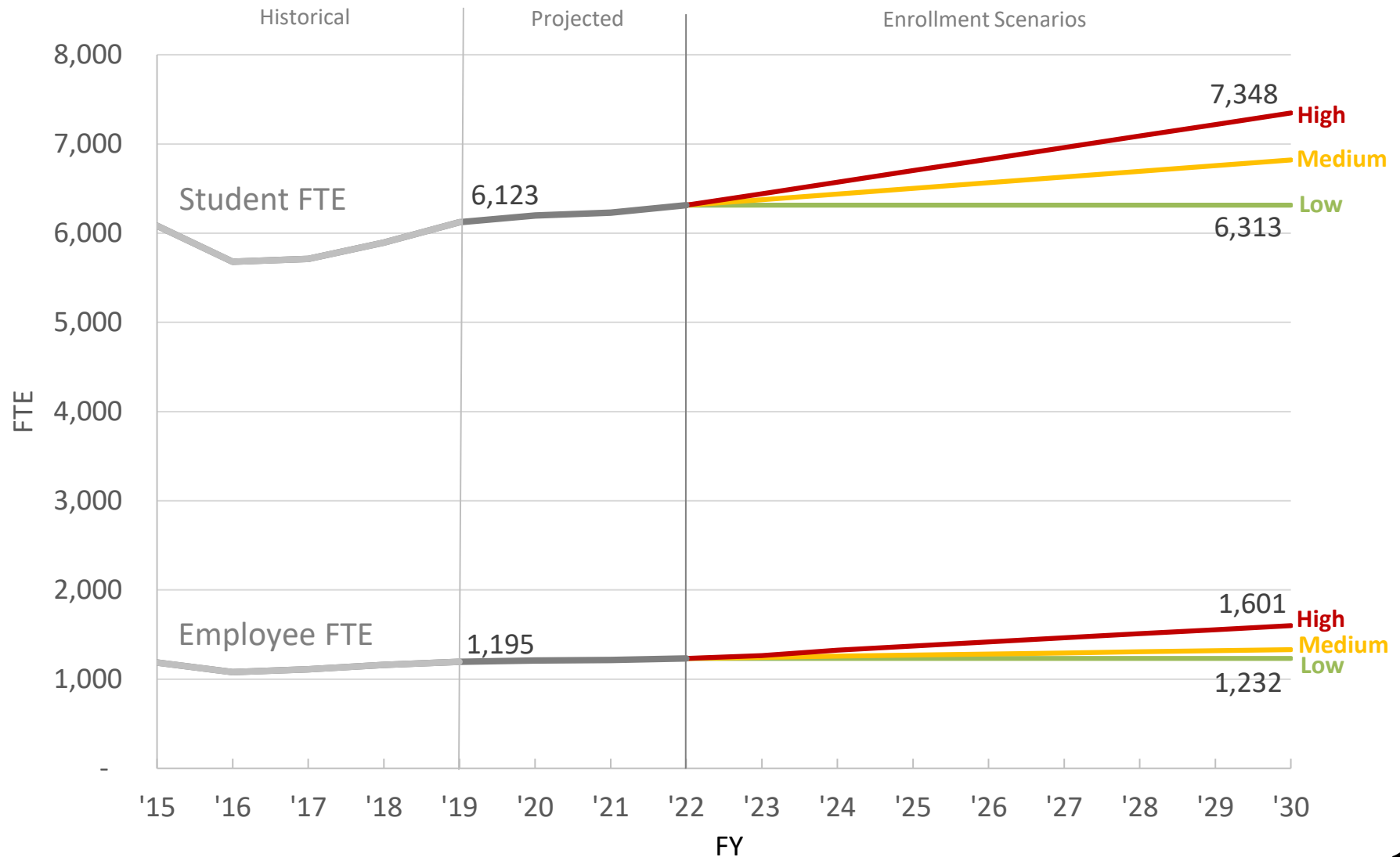
Enrollment Forecast Methodology

- What we know:
 - 2019 Student and Employee FTE
 - Student FTE: 6,123
 - Employee FTE: 1,195
 - Projected Student Growth Through 2022
 - 2020 Student FTE: 6,199
 - 2021 Student FTE: 6,230
 - 2022 Student FTE: 6,313
- What we don't know:
 - 2020 – 2022 Employee FTE
 - Employee FTE was grown proportionally to student enrollment using 2019 ratios for 2020 – 2022; could have a different growth rate
 - How USM will grow beyond 2022

Enrollment Forecast Methodology

- To determine demand beyond 2022 three scenarios were determined:
 - **Low:** Student enrollment and employment remains flat beyond 2022
 - Average Annual Growth Rate: 0%
 - **Mid:** Student enrollment continues to grows steadily based on growth from 2019 to 2022. Employment grows proportionally to student enrollment.
 - Average Annual Growth Rate: 1%
 - **High:** Student enrollment and employment grows back to peak enrollment, 2006 levels.
 - Average Annual Growth Rate: 2%

Student and Employee FTE Projections



Translating Enrollment to Parking Demand

- What we know:
 - Portland Campus Parking Demand
 - Peak hour demand: 1,587 (93%)
 - USM Portland Campus Headcount vs Total USM Enrollment
 - From Master Plan: Portland has 64% of total USM student headcount
 - Employee vs. Student Parking Demand
 - From parking count, 44% of Portland campus permits are from employees whereas 56% are from students
 - Residential Student Parking Permit Demand
 - From Master Plan 1,200 beds in Gorham and 815 registered permits from permit data = 0.68 parking space/bed.
 - Based on demographic of expected student population, a higher 0.75 parking space/bed rate was used.

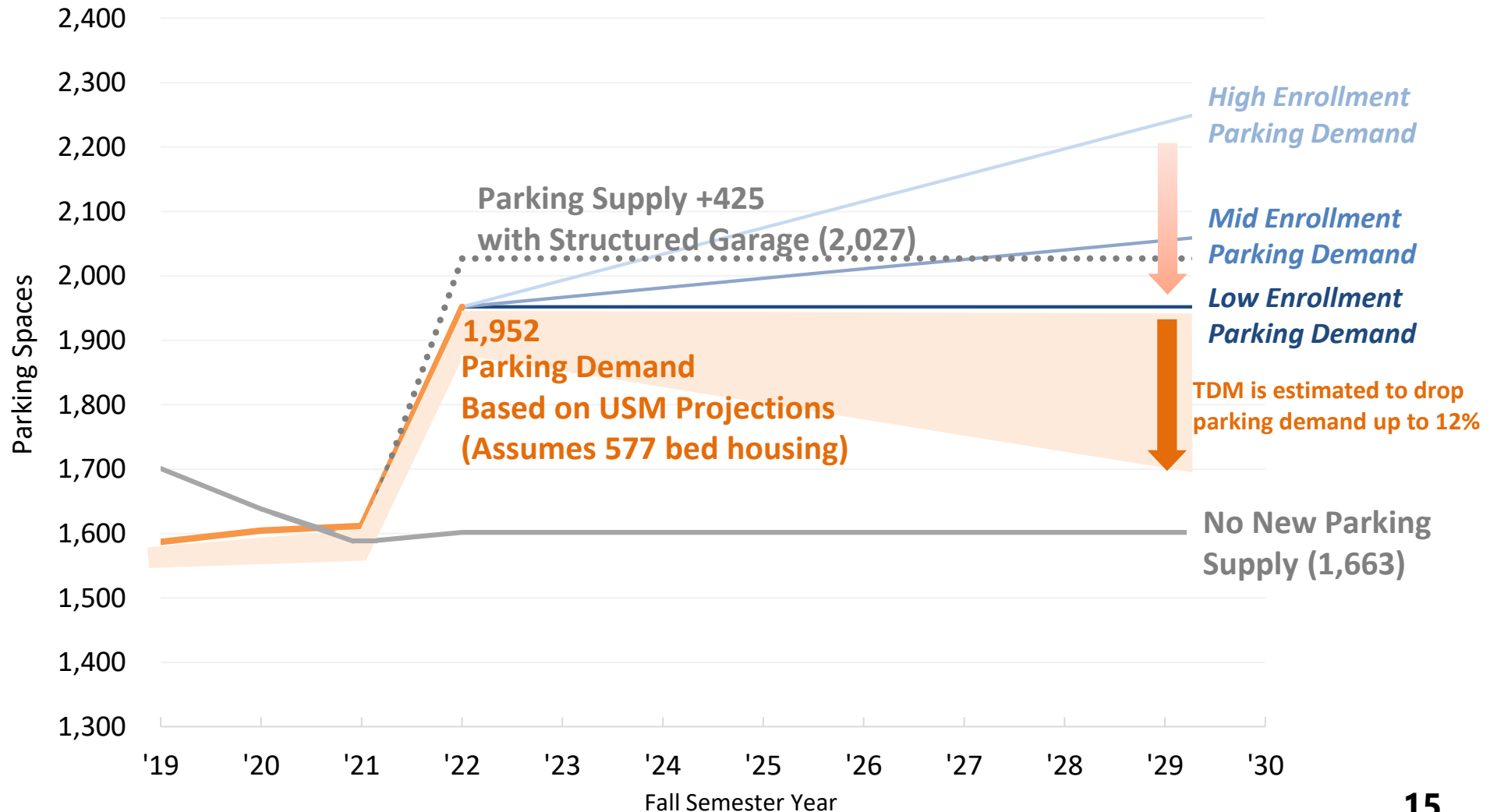
Translating Enrollment to Parking Demand

- To Calculate Parking Demand:
 1. USM Student Enrollment was translated to Portland Campus Student Enrollment
 2. For each forecasted year Portland student enrollment was split into two categories: Commuter student vs Residential student
 - 577 on-residents assumed on-campus from 2022 into the future.
 - Commuter students equal to total Portland headcount minus on-campus students
 3. Commuter student, residential student, employee, OLLI, and conference attendee parking rates were calculated:
 - Commuter student, employee, OLLI, and conference parking rates were calculated using existing permit demand data ratios
 - Residential student rates were calculated based on Gorham bed counts and resident student permits registered
 4. Calculated parking rates were multiplied by expected population for each year to determine final parking demand by group
 5. Final commuter student, residential student, and employee parking demand were summed to determine total parking demand

Calculating TDM Reduction

- To Calculate the impacts of a TDM program on USM:
 1. A laundry list of appropriate TDM strategies were chosen for USM based the peer review and the assessment of existing transportation conditions.
 2. Impact vs. cost of individual strategies were determined based on USM permit data sales and the transportation survey.
 3. USM narrowed laundry list from step 1 based on political and financial feasibility.
 4. VHB took final package of strategies and simulated potential mode split based on USM permit data and transportation survey.
 5. Mode split was translated to parking reduction based on existing mode split vs. parking demand patterns.
- A list of proposed TDM Strategies are contained in the appendix.

Future Parking Supply vs. Demand



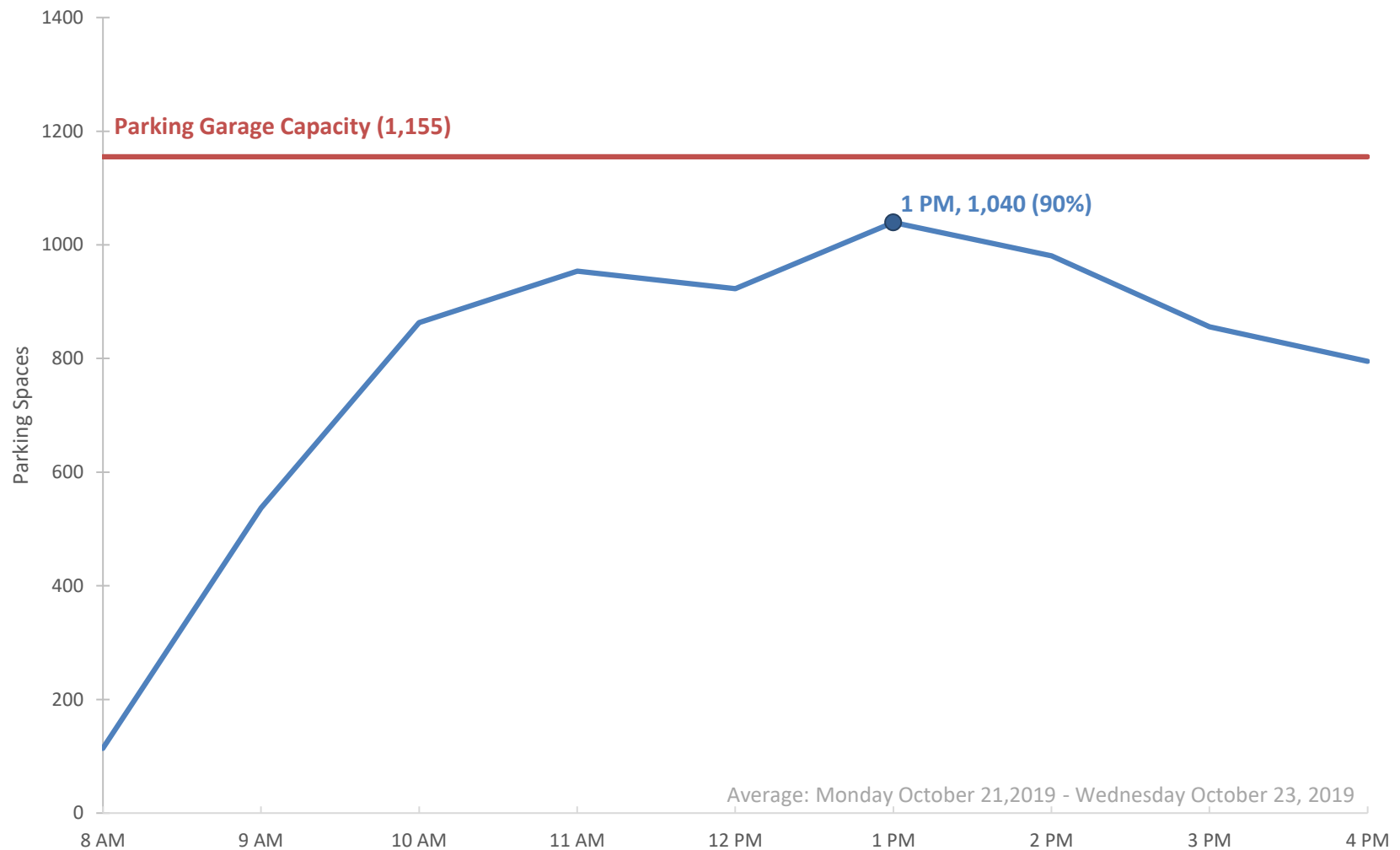
Takeaways

- With construction of a new residence hall and student center, new parking capacity is needed and/or parking demand needs to decrease
 - A moderately aggressive TDM program of strategies, including parking pricing and policy changes, could result in demand reductions of up to about 12 percent for USM
- Depending on enrollment projections, parking supply may not be adequate. USM would have to consider building more parking supply or further reducing parking demand
 - Not anticipated to be an issue until at least 2026 (under a modest 1 percent annual growth in student enrollment and without TDM implementation)
- Enrollment growth may not always directly contribute to growth during the peak demand hour:
 - E.g. Evening classes, distribution of classes among campuses, use of campus for conferences and at-large community events

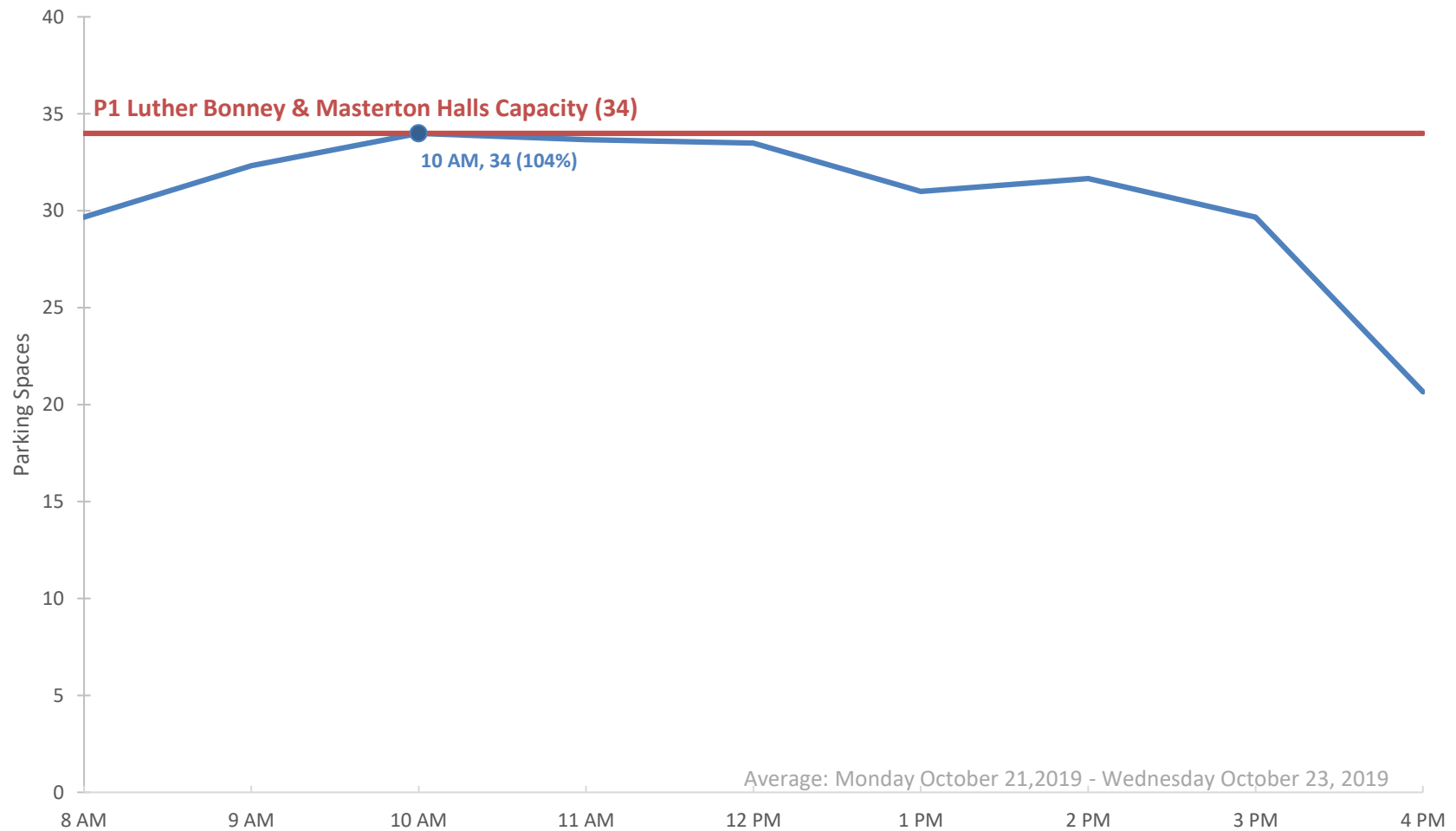
Appendix: Hourly Demand Charts by Parking Facility



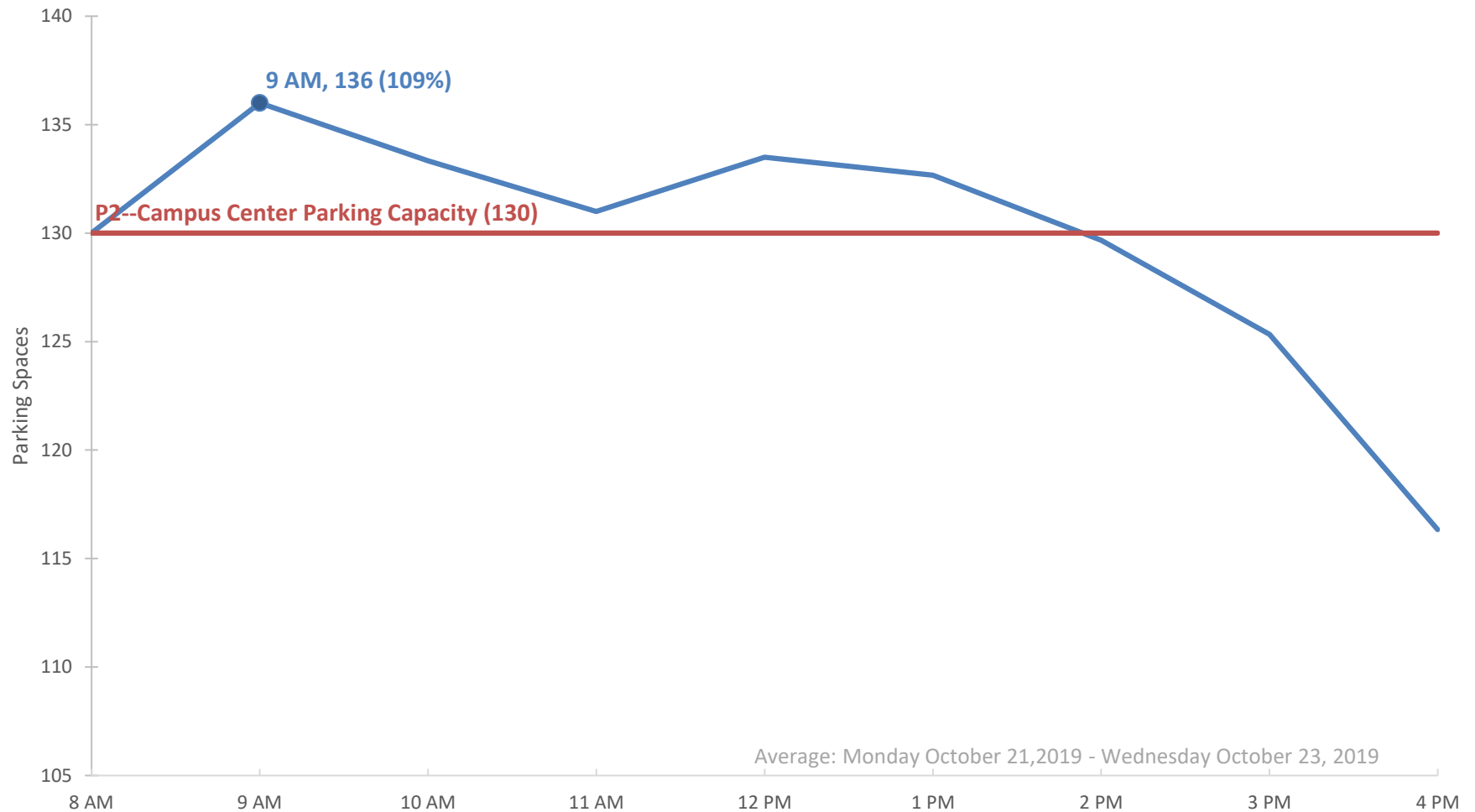
Parking Garage Demand



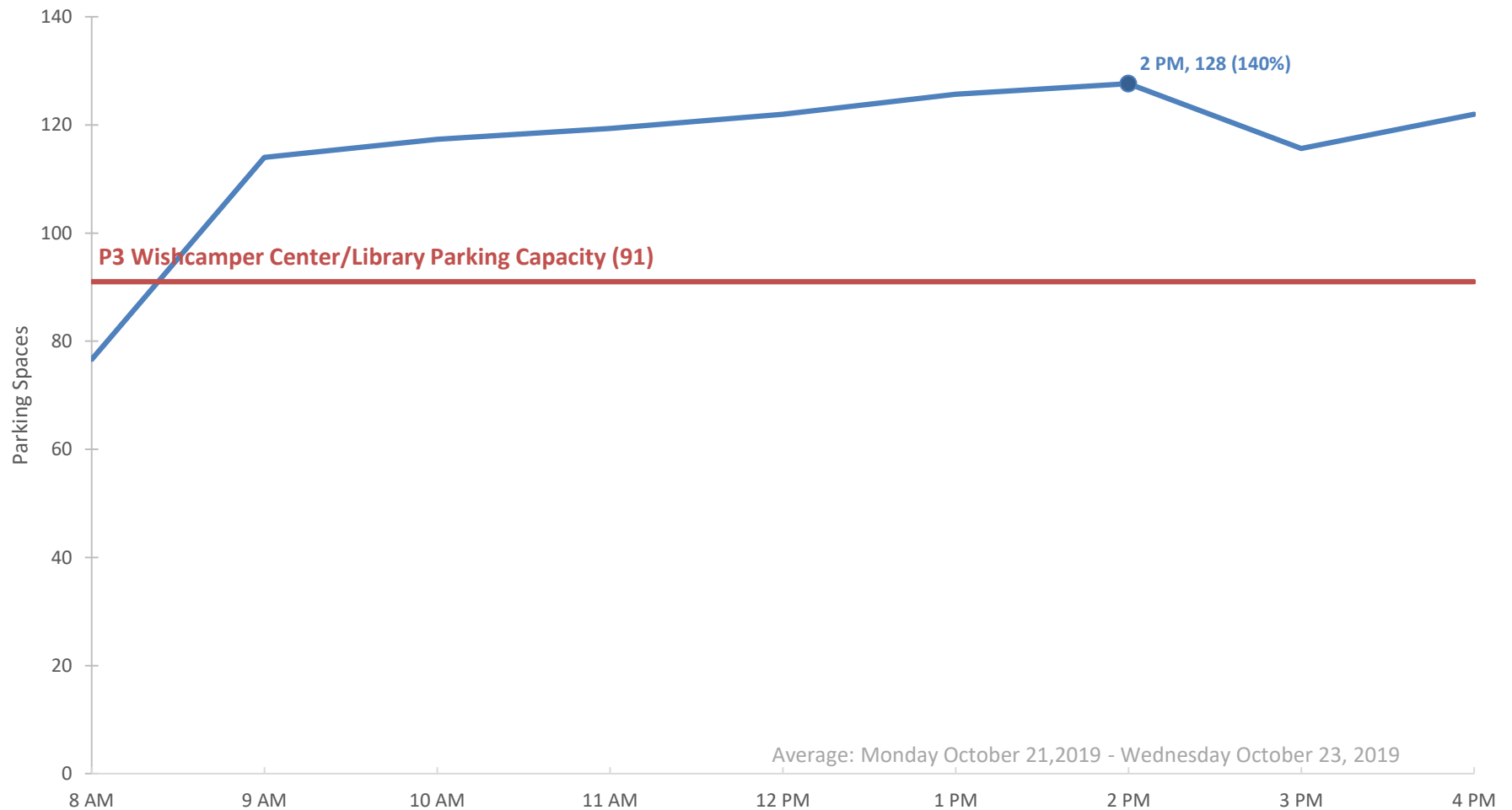
P1 Luther Bonney & Masterton Halls Parking Demand



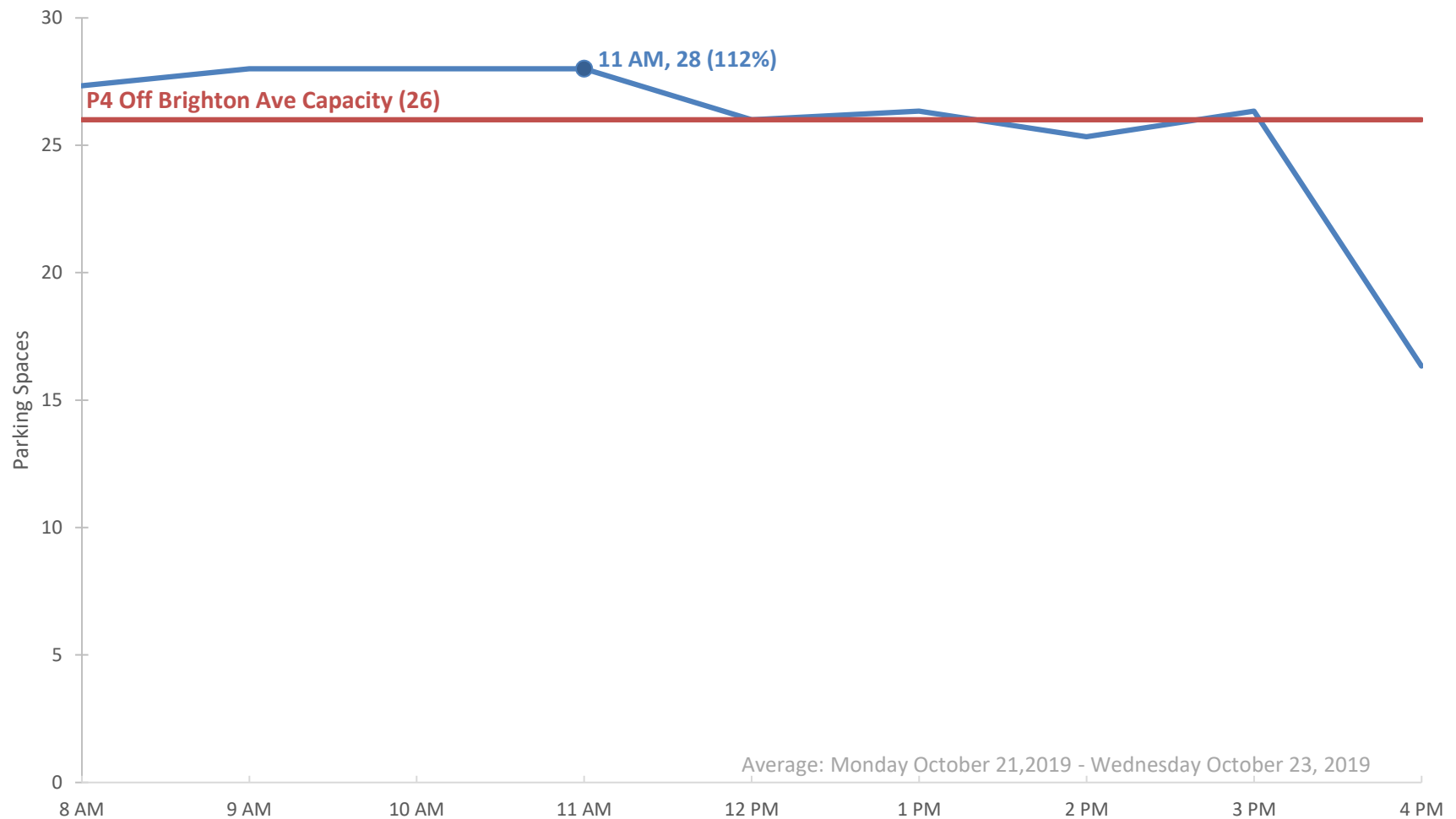
P2 Campus Center (Woodbury Parking Lot)



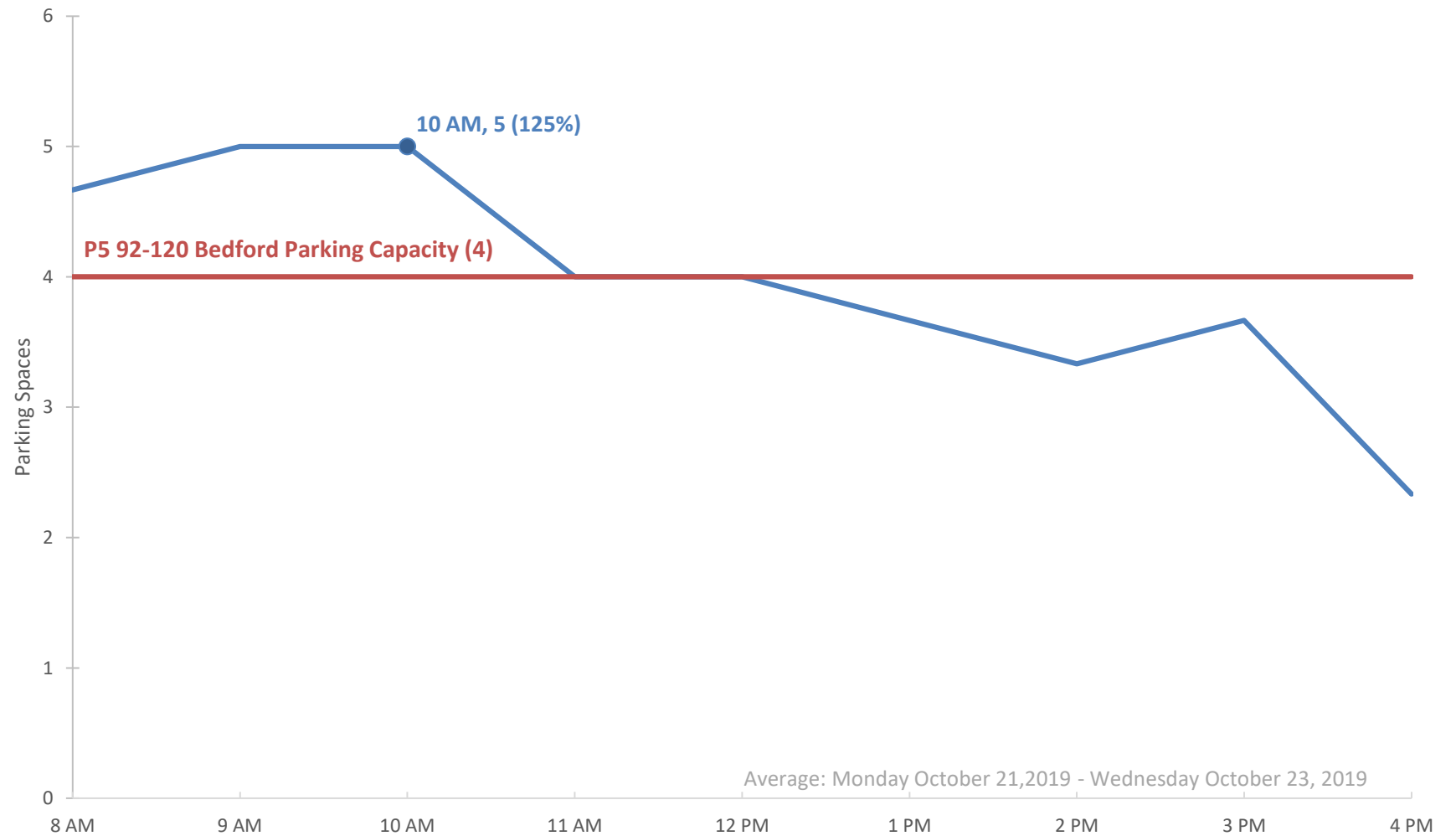
P3 Wishcamper Center/Library Parking Demand



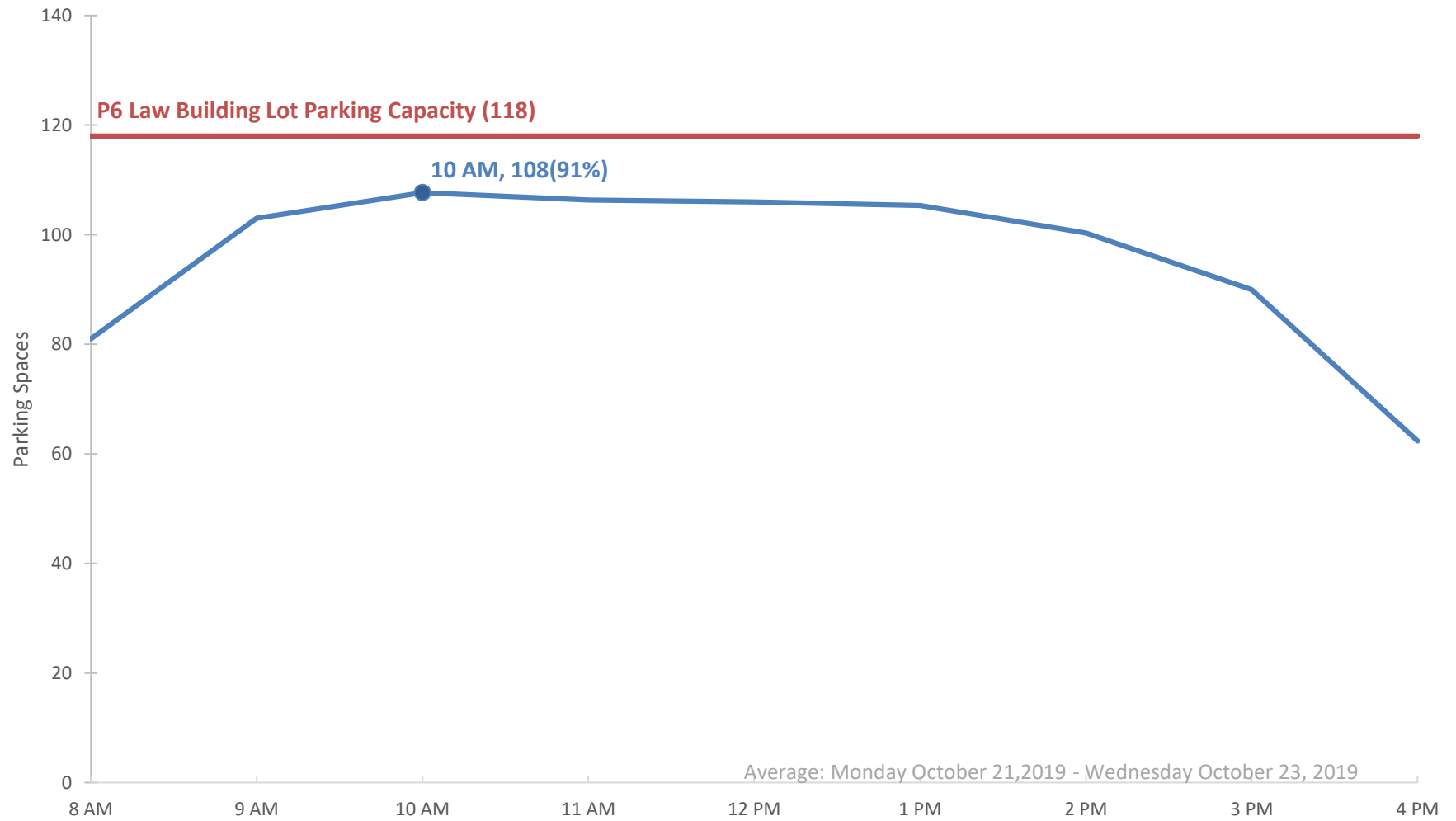
P4 Off Brighton Ave Parking Demand



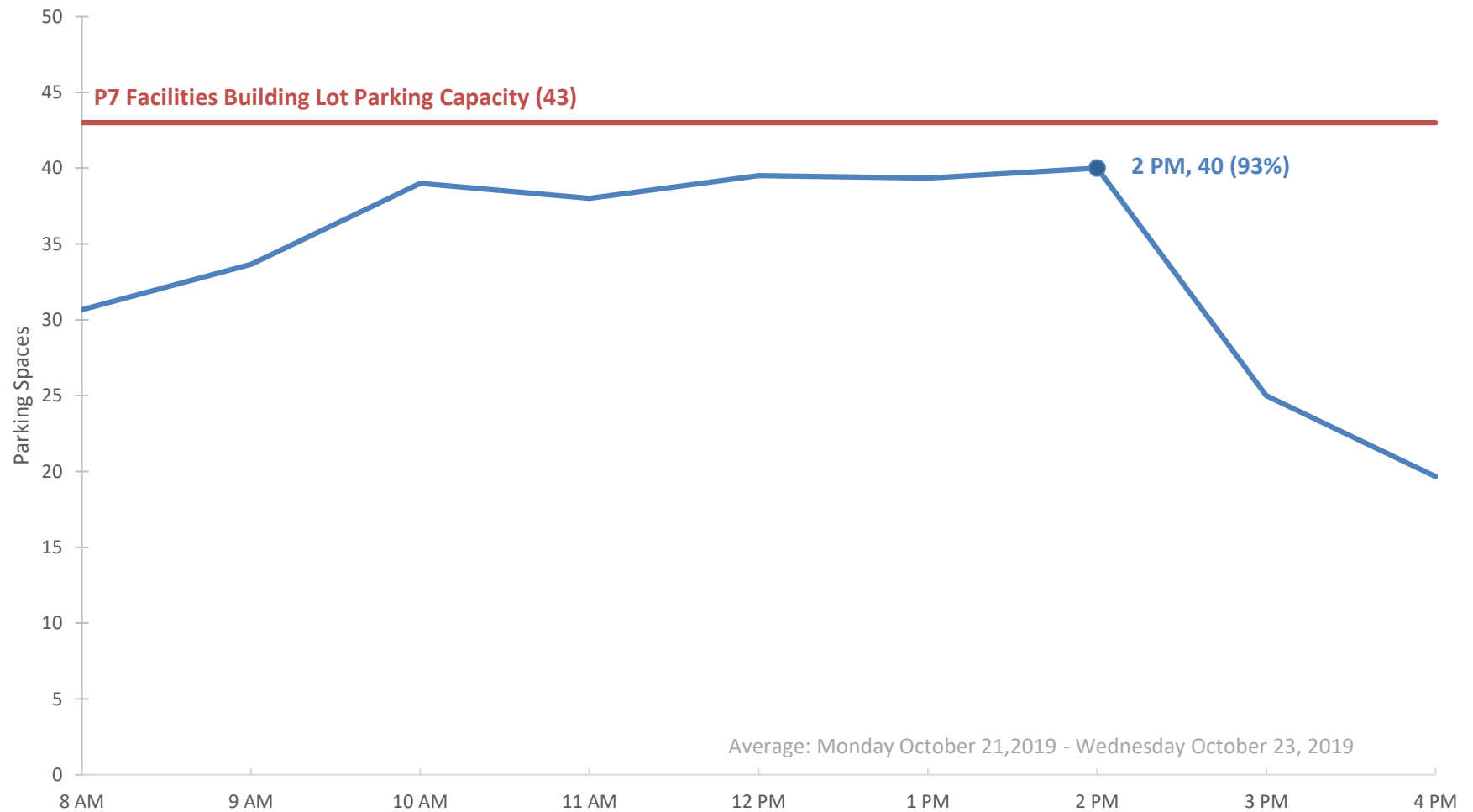
P5 92-120 Bedford Parking Demand



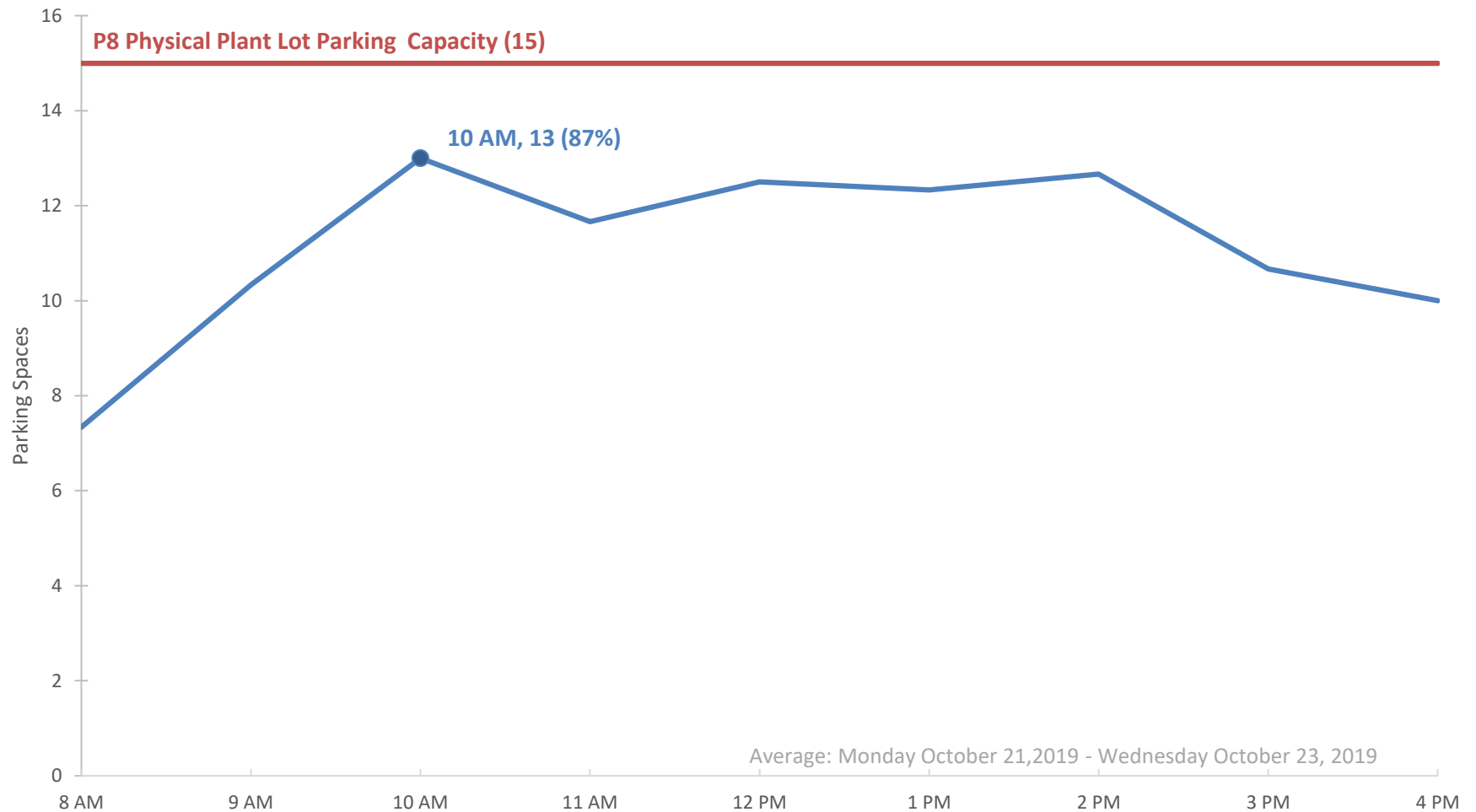
P6 Law Building Lot Parking Demand



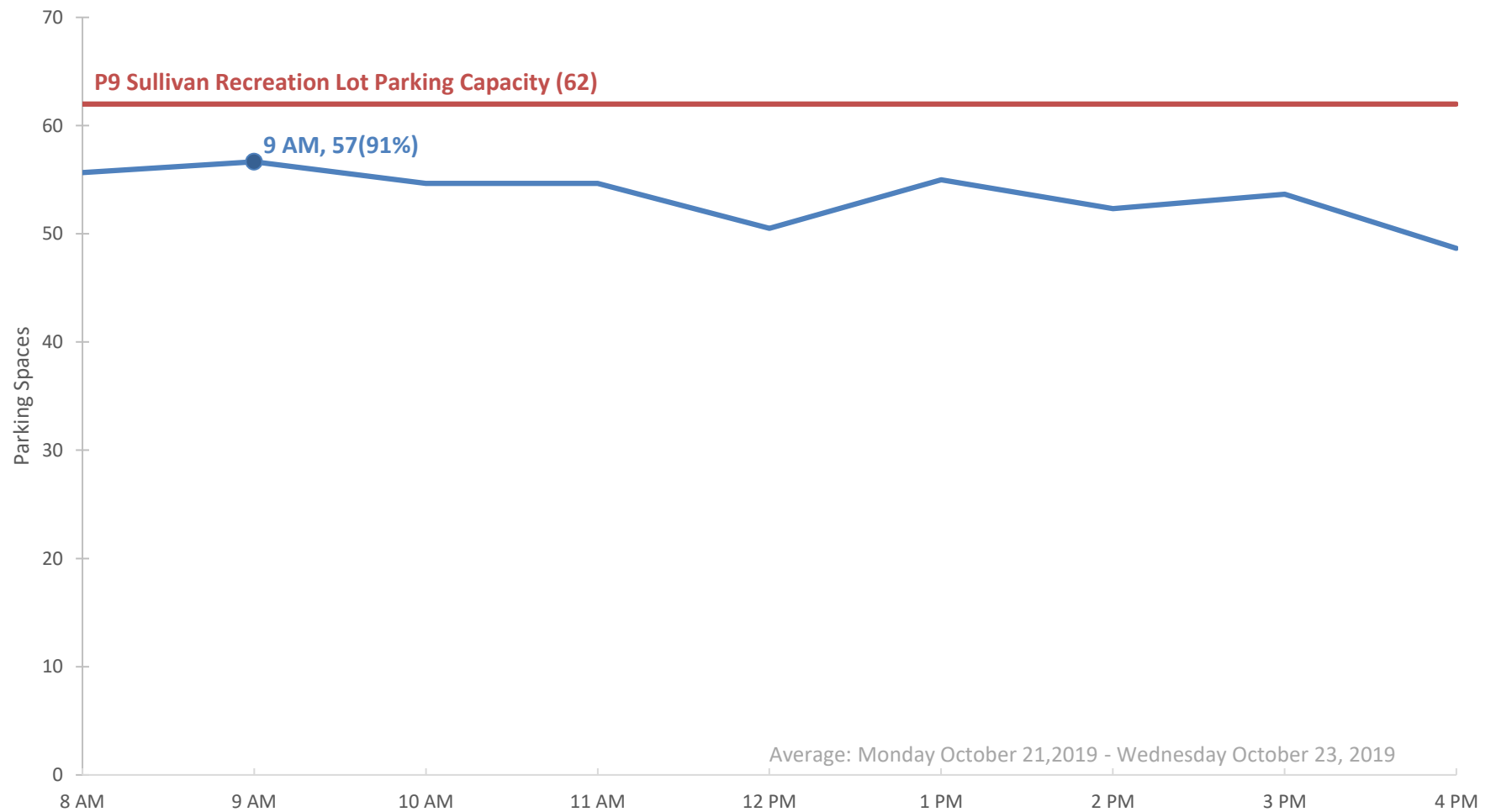
P7 Facilities Building Lot Parking Demand



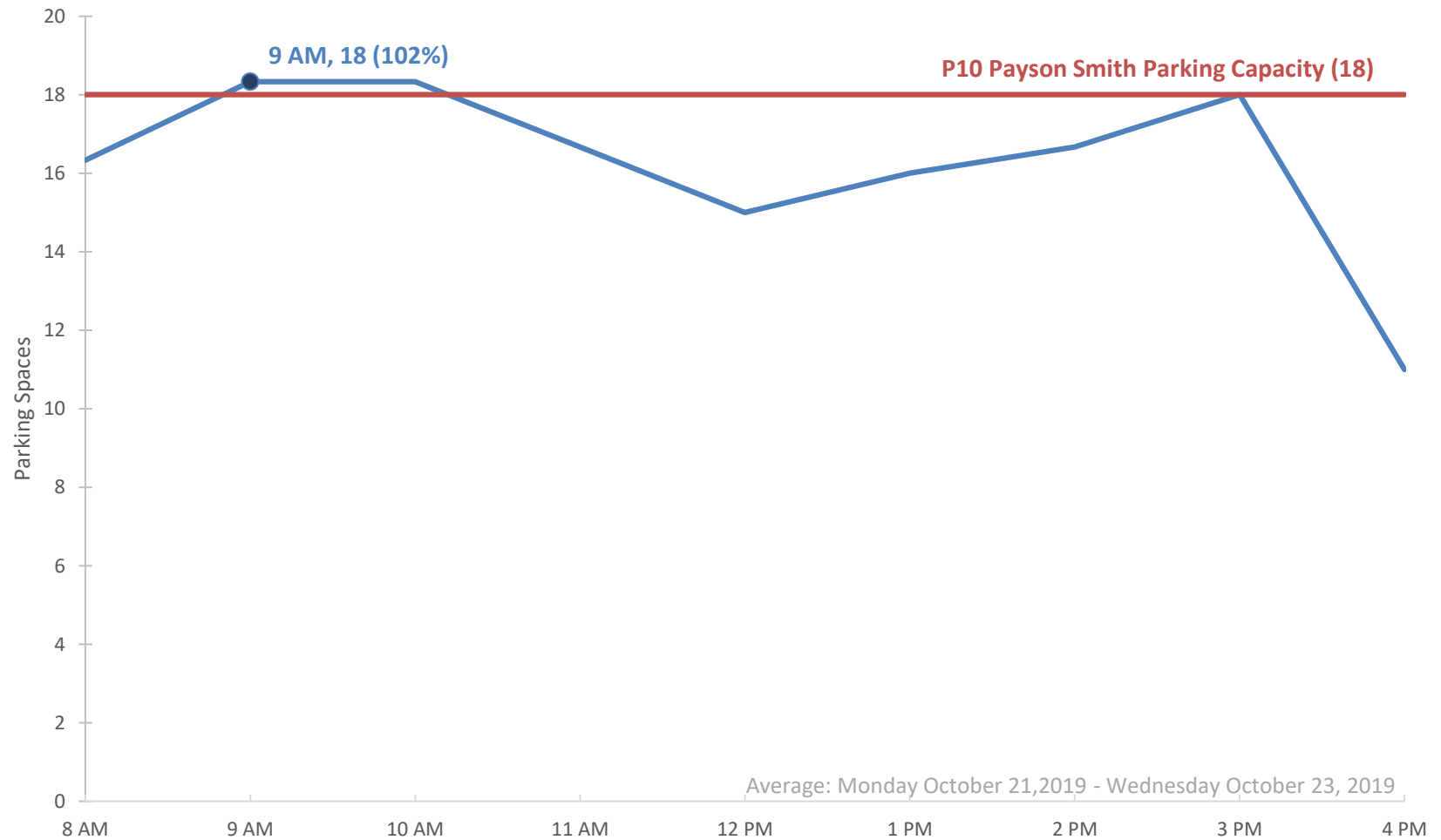
P8 Physical Plant Lot Parking Demand



P9 Sullivan Recreation Lot Parking Demand



P10 Payson Smith Parking Demand



Appendix: USM TDM Strategies



USM TDM Strategy – Walking/Biking

Strategy	Description	Infrastru cture	Incentives	Educati on	Timeline Years	
					Short- Term (0–2 Years)	Long- Term (2–5 Years)
Walk/Bike	City Bikeshare	USM will advocate and encourage the development of a citywide Bikeshare system	X			
	Bicycle Repair Station	USM will install a new bike repair station (or shop) in a central part of their campus	X			
	Promote Local Bicycling Activities	Promote the participation in (and facilitation of) local bike activities such as the Portland Slow Ride, Smart Cycling Traffic Skills 101, and Cycling Savvy Events			X	
	Discounted Bicycle Supplies	Provide discount sales for bike supplies through the Bicycle Coalition of Maine		X		
	Improve Bicycling Infrastructure w/ City of Portland	Collaborate with the City of Portland on identifying improvements to bicycling infrastructure along corridors traveled by USM commuters	X			
					Full Launch	Monitor + Adjust
					Full Launch	Monitor + Adjust
					Full Launch	Monitor + Adjust
					Full Launch	Monitor + Adjust
					Full Launch	Monitor + Adjust

USM TDM Strategy - Transit

	Strategy	Description	Infrastructure	Incentives	Education	Timeline Years	
						Short-Term (0–2 Years)	Long-Term (2–5 Years)
Transit	Husky Line Bus Service Improvements	Research the possibility of increasing the frequency of the Husky Line to 15 minutes	X			Planning + Testing	Soft Launch
	Transit Screen Installation	Install real-time transit screens at high profile locations on campus as part of the new campus student center	X			Planning + Testing	Full Launch
	Additional Services: On-Demand Route and/or Increasing METRO Bus Frequencies	Research the possibility of launching a local on-demand bus shuttle connecting downtown Portland to USM and/or increasing service frequency on METRO routes that connect downtown Portland to USM	X			Planning + Testing	Full Launch

USM TDM Strategy - Carpool

	Strategy	Description	Infrastructure	Incentives	Education	Timeline Years	
						Short-Term (0–2 Years)	Long-Term (2–5 Years)
Carpool	Vanpool Vehicles	Pilot a program to lease vanpool vehicles and initiate vanpools in high commuter corridors		X		Soft Launch	Monitor + Adjust
	Reserved Carpool/ Vanpool Spaces	Designate reserved parking spaces for carpools and vanpools in prime parking locations	X			Full Launch	Monitor + Adjust
	Develop rideshare matching platform	Develop rideshare matching platform or meet & greet series to pair potential carpool participants				Soft Launch	Full Launch

USM TDM Strategy – Parking Strategies and Time of Day Demand Shifts

	Strategy	Description	Infrastructure	Incentives	Education	Timeline Years	
						Short-Term (0–2 Years)	Long-Term (2–5 Years)
Parking	Parking Buyout Program	Launch a parking buyout program to incentivize employees to forgo the purchase of a parking permit		X		Planning + Testing	Soft Launch
	Student Permit Unbundling	Unbundle parking permit fee from the registration fee and require a separate action for registering for parking permit	X			Full Launch	Monitor + Adjust
	EV Charging Stations	Install additional EV charging stations at select parking locations	X			Planning + Testing	Full Launch
	Parking Pricing Increase	Increase parking pricing for faculty/staff for greater parity (compared to student rates)		X		Soft Launch	Monitor + Adjust
Time of Day Demand	Class Schedule Review	Conduct course catalog review to spread out courses (by time & location)	X			Full Launch	Monitor + Adjust
	Promote Telework and Flexwork	Promote and encourage use of telework & flexwork policies for employees			X	Full Launch	Monitor + Adjust

USM TDM Strategy – Communications and Marketing

Strategy	Description	Infrastru cture	Incentiv es	Educati on	Timeline Years	
					Short- Term (0–2 Years)	Long- Term (2–5 Years)
Communications and Marketing	New Student and New Employee Orientation			X	Full Launch	Monitor + Adjust
	Transportation Website			X	Full Launch	Monitor + Adjust
	Access Guide			X	Full Launch	Monitor + Adjust
	Guaranteed Ride Home			X	Full Launch	Monitor + Adjust

Parking Feasibility Study

University of Southern Maine

68 Falmouth Street & 88 Bedford/Surrenden Streets

Portland, ME



PLATZ ASSOCIATES
Since 1980 *Architects • Engineers
Construction Managers*

Parking Feasibility Study
University of Southern Maine
68 Falmouth St & 88 Bedford/Surrenden St, Portland, ME



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Parking Feasibility Study
University of Southern Maine
68 Falmouth St & 88 Bedford/Surrenden St, Portland, ME



Exhibits:

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Parking Feasibility Study
University of Southern Maine
68 Falmouth St & 88 Bedford/Surrenden St, Portland, ME



Executive Summary

Introduction

Platz Associates was contracted by the University of Southern Maine to conduct a site evaluation and Parking Feasibility Study in support of the growing parking demands at the Portland campus. The scope of this feasibility study is to understand the impact and cost implications for constructing a single or multi-level parking structure with possible vertical and/or lateral expansions at the selected sites located at 68 Falmouth Street and 88 Bedford / Surrenden Streets, Portland, Maine.

The following items are included in the study:

1. Review of the Owner's Development Objectives (communicated via 2019 USM Master Plan).
2. Identify constraints and opportunities for the selected site(s) and adjacent parcels.
3. Site evaluation, including but not limited to: onsite observations, assessing physical characteristics of the site(s), assessing codes, ordinances, and regulations, assessing available utilities, assessing access, circulation, and parking potential.
4. Identify environmental impact requirements/opportunities for site(s).
5. Conceptual Designs for level-deck and ramped multi-deck parking structures, including expansion schemes.
6. Estimate of Project Timeline and Cost of Work for each site.

Background

The site at 68 Falmouth Street is 2 acres +/- and was identified as a future development site per the 2019 USM Facilities Master Plan (see attached Exhibit A). The site at 88 Bedford/ Surrenden Streets is approximately 1.5 acres +/- and was identified as a future parking structure expansion site due to the adjacency to the existing parking garage. Both sites currently function as surface parking lots with fairly level topography across the site(s) and existing stormwater drainage and site lighting utilities. The Facilities Master Plan involves the infill development of surface parking and open spaces, affecting parking by both the displacement of current parking and by creating additional parking demand with new buildings and increased population. The Facilities Master Plan accounts for 1,000 parking spaces, 400 displaced and 600 new spaces. In 2017 the USM Portland campus had a headcount of 5,277 students, most all of whom are commuters.

Development Objectives

The most important considerations of the project are to adhere to the President's Goals and the CMPSC Guiding Principles set forth in the USM Facilities Master Plan and the consideration of the upcoming facilities being considered by the University for the adjacent parcels. While fluid in nature, this forecasting of future construction sequencing could provide for opportunities in efficiency and increase the quality of design while lowering the financial investment or impacts to construction schedules.

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CMPSC Guiding Principles (via 2019 USM Facilities Master Plan):

- *Student Experience*- improving the student's academic, co-curricular and living experience.
- *Inclusiveness*- fostering the ability for all to feel safe and participating members of the USM community.
- *Net-Zero Building Policy*- prioritizes capital renewal of existing facilities.
- *Public Safety*- provide the safest campus environment.
- *Mobility*- supporting robust pedestrian, bicycle, shuttle bus, ride share and metro regional public transit systems.
- *Sustainability*- supporting sustainability policies of the University.
- *Neighbors*- establish campus community that are positive members of the neighborhood.
- *Aesthetics*- create an environment that meets the visual quality that meets the mission and goals of the University.

The Portland Plan of the 2019 Facilities Master Plan envisions a transformational future for the campus, with a flexible and dynamic framework. A new campus heart lined by buildings and including significant landscape improvements would seek to capitalize on long views and gateway entry locations.

Process Methodology

First, an understanding of the project goals was established with an initial project kick-off meeting that included designated members from USM. With this consideration of the goals and vision for the project, our design team then visited the selected site(s) and performed a thorough existing conditions review of the available historic data maps, City archive information, available surveys, and visual observations.

For this feasibility study, our first task was to provide a preliminary assessment of the Owner's Development Objectives and identify constraints and opportunities for each site that will impact them. Next, we conducted site evaluations for the parcels that included: (1) on-site observations; (2) assessing the physical characteristics of the site; (3) assessing codes, ordinances and regulations that impact the Owner's Development Objectives; (4) assessing utilities available to the site; and (5) assessing the access, circulation, and parking potentials. Task 3 was identifying the environmental requirements that may apply to the Owner's Development Objectives for the site, such as the need for environmental impact statements, assessments, documentation, testing, or monitoring. A site context description provided for each location that identifies the physical characteristics of the areas immediately surrounding the sites, including land use patterns and potential expansion concepts and assess the impact of the Owner's Development Objectives on the surrounding sites and community. Our analysis also includes concept designs for each parking feasibility study drawn to City of Portland Zoning Code requirements, design budgets, and proposed project timelines for the selected concept designs. After preparing a draft report of the initial findings, meetings were conducted with designated members from USM to review the findings and offer insights and feedback for the preparation of this final report.

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Relevant Design Considerations: Parking Feasibility Study for 68 Falmouth Street

After evaluating the identified site, the following options were developed for consideration by the University. Option 1 includes surface level parking with a level deck above and no circulation between the two levels. Option 2 includes surface level parking, two intermediate level decks, and a top level deck, with circulation between the levels. Option 3 includes surface level parking with a level deck above, and lateral expansion into the community garden site, with circulation. Option 4 includes surface level parking and vertical expansion with multiple level decks above in a design that is convertible into future classroom or flexible assembly-type galleries or lecture halls situated along Falmouth Street.

All of the proposed options provide highly efficient parking layouts at approximately 300 square feet per space, indicating the dimensional parameters of the proposed site strongly support parking structure development. Additionally, all options offer multiple direct vehicular and pedestrian access points from existing curb cuts and sidewalk systems at all corners of the site, and integrate well with the existing topography which will minimize costs and site disruption. None of the layouts would require any special City of Portland Planning Board relief or zoning variances.

Chief considerations in selecting the preferred option, or sequential combination of options, include; number of parking spaces desired by phase(s), impact to future building development, and parking displacement for future expansion(s). After review with University Staff, Option 4 was selected for additional massing development to test the conversion aesthetics from the perspective of both the residential neighborhood and the classroom spaces in the adjacent Science Building.

The design parameters for Option 4 include:

- *Initial 4-Level parking garage consisting of 80-space ground level with entrances to North and South, two mid-levels of 114 spaces, and a top level of 117 spaces for a total of 425 spaces.*
- *Level-bay construction along Falmouth Street for possible conversion of parking decks into Office/Classroom space, softening the aesthetic offered to the residential neighborhood.*
- *38 parking spaces may be converted to 11,000 sf gross (8,350 sf net) Office/Classroom spaces, which is possible on a per-floor basis.*
- *Vehicular and pedestrian connections are possible in all directions, including the existing sidewalk system and driveways/lots at Falmouth, Bedford, and Durham Streets.*

For the development of the massing and façade studies, three levels of parking was converted resulting in 33,000 sf gross (25,050 sf net) office/classroom space and an adjacent 323 space parking field. This design maximizes the grade-level sidewalk connections and biases the façade development to the pedestrian realm, leaving the top deck of parking to reduce the building's massing along Falmouth Street and the impacts to the views from within the Science Building.

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Relevant Design Considerations: Parking Feasibility Study for 88 Bedford/ Surrenden Streets

After evaluating the identified site, the following options were developed for consideration by the University. Option 1 includes an arcing garage form that responds to the lot line along I-295 with internal circulation ramp connecting all levels of parking and providing site relief and view corridors towards the proposed future graduate center location adjacent to the Library/Osher Map buildings. Option 2 includes a rectangular multi-level garage with internal circulation ramp connecting all levels of parking and skybridge connection to the existing garage at the second level. Option 3 includes a level-deck expansion scenario to the existing garage with independent access to each level and radial internal circulation ramp providing site relief and view corridors towards the proposed future graduate center location adjacent to the Library/Osher Map buildings.

All of the proposed options provide highly efficient parking layouts at approximately 315 square feet per space, indicating the dimensional parameters of the proposed site strongly support parking structure development. Additionally, all options offer multiple direct vehicular and pedestrian access points from existing curb cuts and sidewalk systems at all corners of the site, and integrate well with the existing topography which will minimize costs and site disruption. None of the layouts would require any special City of Portland Planning Board relief or zoning variances.

Chief considerations in selecting the preferred option, or sequential combination of options, include; number of parking spaces desired, site and viewshed impacts to the future graduate center site, and financial impact(s) from modifying the existing garage structure. After review with University Staff, Option 1 was selected for additional massing development to test the conversion aesthetics from the perspective of both the I-295 highway corridor and the access drive adjacent to the Wishcamper Center.

The design parameters for Option 1 include:

- *5-Level parking garage consisting of 110-space ground level with entrances to North and West, three mid-levels of 161 spaces, and a top level of 173 spaces for a total of 766 spaces.*
- *Sculptural arcing form referencing the I-295 corridor and the adjacent cloverleaf highway on/off ramps provides a large marketing opportunity for integration into the façade elements.*
- Relief provided at the future graduate center building site, allowing for exposure and views between the campus and downtown.
- *Vehicular and pedestrian connections are possible in all directions to the existing sidewalk system and Bedford Street.*

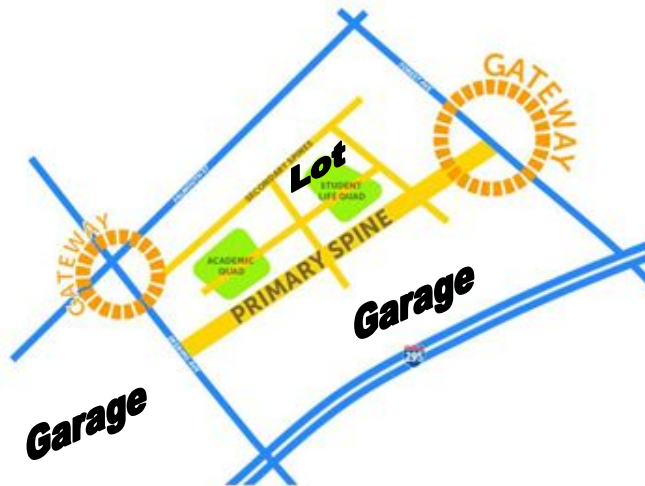
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Part 1 : Parking Feasibility Study of 68 Falmouth Street Lot

Preliminary Assessment of Owner's Development Objectives

The 2019 Facilities Master Plan seeks to establish a new residential quad in place of the existing surface parking lot to connect to and pair with the adjacent academic quad. Liner buildings would reinforce the quad enclosure and the parking structures provided for students, faculty and visitors would be concentrated at the perimeter of the campus.



A concern with this approach is it does not provide a convenient parking adjacency to the buildings being served by the parking fields, the prime factor in the utility of a parking structure. Winter weather and the wide Right-of-way width of the Bedford Street arterial drive serving as the campus gateway combine with a long travel distance as significant barriers to the effective utilization of the existing parking garage.

The Design Team suggests incorporating a flexible, expandable, and interconnected parking armature, located within the campus bounds as defined by the perimeter arterial roadways, establishing a new landscaped residential quad for the campus that preserves open space and long views to Downtown Portland while simultaneously providing a highly effective, safe and available parking solution.

Integration of the parking structures directly with the building(s) they serve could provide opportunities to merge “back-of-house” activities for increased efficiency and utility while preserving development flexibility for the site. The visibility and way-finding provided for the parking structures from the arterial connections should be considered carefully in the campus master planning to ensure the highest levels of convenience and utility.

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Site Evaluation

Utilities

All utilities including but not limited to electric, water, sewer, storm drainage and gas service appear available to the site directly from Falmouth Street, pending confirmation of available capacity by each utility. Of these major utilities serving adjacent buildings/lots, only a storm drainage line and a sewer line appear to cross the site and may need adjustment in coordination with the parking structure development. Additionally, a See Appendix D for additional information.

Topography

The site topography varies throughout the campus, but is generally descending in grade from West to East. The site's existing surface parking lot and related site improvements provide the opportunity to connect at-grade on the East edge and adjacent grades slope up approximately 10 feet to the West edge, an advantage for parking structure development that allows the potential for direct connection to upper levels, reducing the impact of internal and external circulation and “couching” the lower level of parking to reduce visual impact from the campus core. See Appendix E for additional information.

Parking

The site is currently used as a surface parking lot consisting of 62 total parking spaces, 4 of which are dedicated to handicap accessibility. The parking lot is for USM faculty and staff and denoted as Lot P9. The only point of vehicle access is from the North corner of the parking lot from Falmouth Street.

Pedestrian Access

There is a path that borders the South East portion of the parking lot which connects to the Sullivan Recreation and Fitness Complex, the Science Building, and other campus pathways. The pathway is accessible from a set of stairs located in the South corner of the parking lot or the open area located in front of the Sullivan Recreation and Fitness Complex. All parking options provide direct connectivity to the pedestrian circulation system, requiring varied levels of off-site disturbance depending on desired access points. See Appendix B for additional information.

Building Height

The proposed height of the parking structures in all of the options vary, however; each option is below the allowable height of 75' per the zoning ordinance. For the purpose of this feasibility study, the Design Team has developed layouts that are limited in height to 38 feet to correspond with and support the view opportunities from the upper levels of the adjacent Science Building. See Appendix C for additional information.

Building Setbacks

All proposed parking structures are within the setbacks set forth in the zoning ordinance. The only setback that is applicable to this study is the setback along Falmouth Street, which is 20'. See Appendix C for additional information.

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Pedestrian Access

Pedestrian access and connectivity is maintained largely “as-is” in each of the parking options. The nature of efficient parking garage design supports pedestrian circulation nodes at the corners where vehicular parking is unavailable. Each parking option anticipates vertical circulation stair towers at these corners, and aligns these pedestrian elements with the existing sidewalk system and away from vehicular drives to provide a high degree of visibility, comfort, and safety.

Vehicle Access

All parking options would maintain the current access point on Falmouth Street, while some would potentially add access points from the central campus parking lot access drive or from Durham Street through the existing Central Heat Station parking lot. These options may not be favorable for long-term implementation, but may be designed to be convertible into pedestrian-focused elements if alternate vehicular access points are provided in a parking garage expansion.

Delivery/Loading Access

The existing loading dock at the surface lot to the Science Building is to be maintained, and importantly, will be expanded with a dedicated entry to reduce traffic backup conditions and to provide additional capacity for future needs. Additional service vehicle or university maintenance parking could be incorporated within this loading zone.



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Identification of Environmental Requirements

Due to the highly variable disposition of silty and sandy soils across the Back Bay basin generally, and extending specifically to the surrounding sites at the existing parking structure at Surrenden Street, it is recommended that a geotechnical engineer be brought on-board early in the schematic design process to provide soil analysis and identify the soil improvements necessary to support the preliminary foundation design.

Beyond this soils composition assessment, there are no known needs for environmental impact statements, additional environmental assessments, or testing/monitoring with respect to the materials reviewed as part of this parking feasibility investigation.

Generally, the proposed parking options provide close integration with the existing grades and take advantage of adjacent elevations to reduce the impact of sitework and potential exposure to the import/export of soils. Additionally, the lighter weight of a steel garage structure would support the use of either spread footings or geopiers, granting the Design Team flexibility to tailor a structural solution with the lowest level of environmental impact.



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Site and Neighborhood Context Description

Campus

The University was founded in 1878 with Corthell Hall being the first university building in Gorham, Maine. The Portland campus is located downtown and bordered by highly trafficked roads including, Interstate Highway 295, Forrest Avenue, Deering Avenue, Falmouth Street, and Bedford Street. The campus buildings are a variety of materials including but not limited to brick, glass curtain wall, panelized systems, and concrete.

Neighborhood

A completely developed urban neighborhood. The adjacent land consists of Interstate Highway 295 on the South, commercial uses on the North and residential uses on the west and south. The largest adjacent land use is the Oakhurst Dairy distribution center between the campus and Forest Ave. The adjacent residential areas provide housing for some of USM's students but are generally a set of very solid and cohesive neighborhoods.

Zoning

The campus is located in Zone R5 in the City of Portland, with an overlay zone type of "USM" for the University of Southern Maine. This zone has a strict set of rules designed to create a quality and cohesive campus environment while integrating with and respecting the residential character of surrounding neighborhoods.

USM Campus Design Principles and Standards (*Adopted May 23, 200*)

STANDARD A-1: Campus Edges Parking lots and structures, blank walls, or backs of buildings shall not be sited in a manner that forms a boundary to neighborhoods and the city.

STANDARD A-5: Views and Landmarks. View corridors and terminations to landmarks such as campus buildings, city buildings, and natural resources, shall be highlighted with design elements such as significant architectural features, quality materials, landscaping, public art or other visual amenities. View corridors and termination points shall include the view up Bedford Street and west across Deering Ave., and other important views as may be identified during campus planning and the City's development review process.

STANDARD B-3: Multi-modality. New development shall relate to a campus circulation system that serves pedestrians/bicyclists, autos, public transportation, service vehicles, and emergency vehicles. New development along transit corridors shall provide convenient and accessible routes from the building to the nearest transit stop.

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STANDARD B-4: Traffic-calming. Circulation improvements internal to the campus shall be designed to create a pedestrian-oriented environment and to discourage speed. Appropriate traffic calming measures may include gateway treatments that signal arrival into the campus environment, corner neck-downs, narrowed travel lanes, roundabouts, speed tables, and other devices. Development along public streets shall be designed with traffic calming measures to the extent allowed by City and State policies and requirements at a minimum.

PRINCIPLE C: Parking, Loading and Service Areas. Parking structures shall be designed and located so as to present an attractive façade to neighboring uses in order to minimize the impact along streets and residential areas. Surface parking lots shall be sited and designed to minimize their visual presence on the campus.

STANDARDS C-1: Structures. Parking structures shall be compatible with adjacent uses and architecture in form, bulk, massing, articulation, and materials. Parking structures shall incorporate architectural design elements in order to achieve visual interest on street frontage facades, and along major pedestrian ways, for the full height of the structure, that serve to enhance the pedestrian experience.

STANDARD C-2: Active Uses: Parking structures shall incorporate liner buildings or enclosed active uses on the first floor along all primary frontages (excluding frontage dedicated to entrances, lobbies, and stair towers). Such space shall be provided with a minimum of 9-foot floor to ceiling clearance height and a 25-foot depth (measured from the exterior building wall). Alternatively, the parking structures may be set back at least 35 feet from the primary street right of way and that space shall not be occupied by surface parking or access lanes and shall be designated for future development. The setback space shall be provided with all stubbed utilities and other provisions needed to accommodate further development.

STANDARD C-3: Decks and Ramps. Parking structures shall have horizontal decks on all levels where the decks are visible from the public rights of way. Ramps and no horizontal parking decks shall be screened from all visible angles and shall not be permitted on facades located along or within 45 feet of a public street (Note: such space would allow for the construction of a liner building and a ten-foot separation).

STANDARD C-4: Surface Lots. Parking lots shall be located behind buildings or to the side of existing or future buildings, but shall not occupy more than 64 feet of public street frontage within 45 feet of the street right of way (to allow for a future building). The areas devoted to surface parking shall be screened from streets, walkways, and significant views through the use of design elements such as plantings, fencing, grade changes, and/or walls.

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Site Implications (from Owner-provided campus utility plans)

Water Items:

- 4" Water pipe adjacent to the Eastern side of the lot – located at the James V. Sullivan Recreation & Fitness Complex
- 6" Water pipe adjacent to the Northern side of the lot – located under Falmouth Street
- Fire Hydrant adjacent to the Northern side of the lot – located on the opposite side of Falmouth Street

Gas Items:

- 2" Gas line adjacent to the Eastern side of the lot – located at the James V. Sullivan Recreation & Fitness Complex
- 6" Gas line adjacent to the Northern side of the site – located under Falmouth Street

Tele/Data Items:

- 2 Conduits located at the Northern part of the lot cross from East to West

Electrical Items:

- Conduit(s) located at the Northern part of the lot cross from East to West

Current Traffic Patterns

Forest Avenue serves as the primary arrival point to the USM Portland campus. The secondary arrival point to the campus is at the intersection of Deering, Brighton, and Falmouth Streets. The third arrival point to the campus is Bedford Street, which bisects the campus providing access to most of the parking supply for the campus.

Future Traffic Pattern Considerations

Closure of the Brighton Avenue Extension and installation of a roundabout at the intersection of Brighton, Deering, and Falmouth streets. After which, the remaining extension of Brighton Avenue will be given to USM by the city of Portland.

Alternate Means of Transportation

As identified in the Facility Master Plan, USM supports robust pedestrian, bicycle, shuttle bus, ride share and metro regional public transit systems that look beyond private vehicular parking to meet the transportation needs of the campus community. This could have a potential impact on the parking requirements for the Portland campus.

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Conceptual Drawings

Design Considerations

The practical parking capacity is an important design consideration due to the fact that no garage can operate at 100% efficiency. The industry accepted efficiency is between 85-95%. This allows for variations in parking activity, loss of parking due to mis-parked vehicles, construction, snow piling, and other unforeseen factors. This efficiency rate also takes into account traffic flow problems related to parkers trying searching for available spaces when the garage is at or near its maximum capacity.

Level of Service

The recommended Level-Of-Service (LOS) for visitor parking is LOS "A" or "B" which provides greater dimensions and ease of use for the parking garage, but for regular monthly parkers an LOS of "C" could be utilized to maximize the number of parking spaces and thereby increasing the efficiency of the design and providing a higher return on investment. LOS "D" is an extremely compact garage design that is mostly reserved for underground parking structures or extremely high-density urban designs.

LOS "B" provides a parking stall that is 8'-9" in width and 17'-9" in length, but this study utilizes a 9'-0" wide and 18'-0" long standard stall, and up to 20% compact spacing per City of Portland Design Standards at 8'-0" wide and 15'-0" long. The drive aisles will be sized at 24' in overall width.

Project Overview

Capacity, expansion, aesthetics and size of the parking structure were taken into consideration for four options developed as part of the programming effort so the design features of each could be evaluated. It is also the understanding that a large structure could have an undesirable impact on the site by restricting view corridors and clashing with the architectural character of the surrounding buildings, with the goal to maintain views from the upper levels of the Science Building towards the city skyline. All of the concept designs therefore top-off at 38'-0" above the existing surface lot to allow for these views from the Science Building.

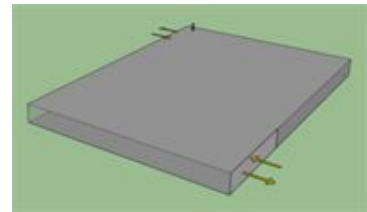
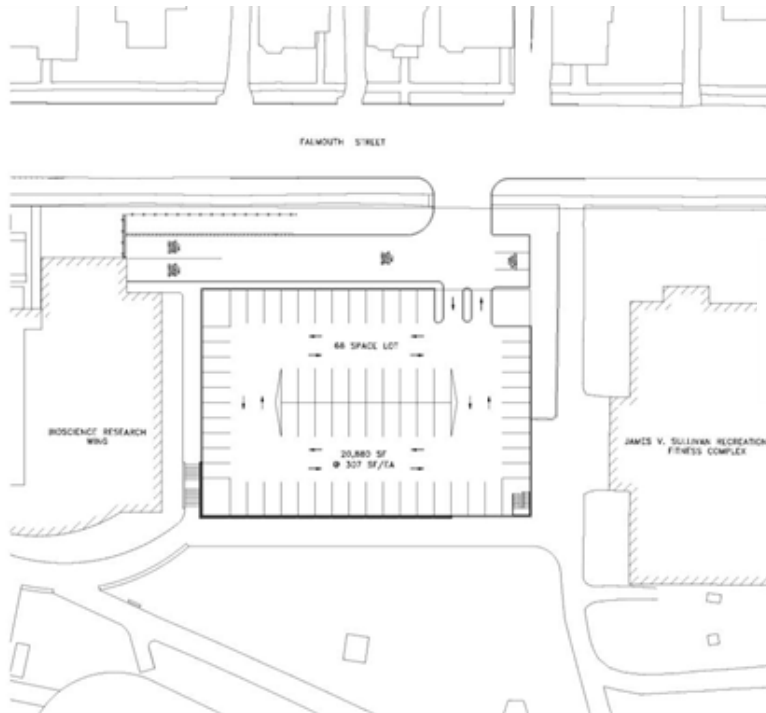
The Parking Options include:

1. Single elevated level-deck parking scenario without internal ramping and providing independent access to two parking levels
2. Ramped multi-level garage with internal circulation ramp connecting all levels of parking.
3. Lateral expansion scenario with independent access to each level (to be combined with Option 2).
4. Level-deck scenario along Falmouth Street convertible to Office/Classroom Space with internal ramped-deck circulation connecting all levels of parking.

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Parking Design Option 1: Single elevated level-deck parking scenario without internal ramping and providing independent access to two parking levels

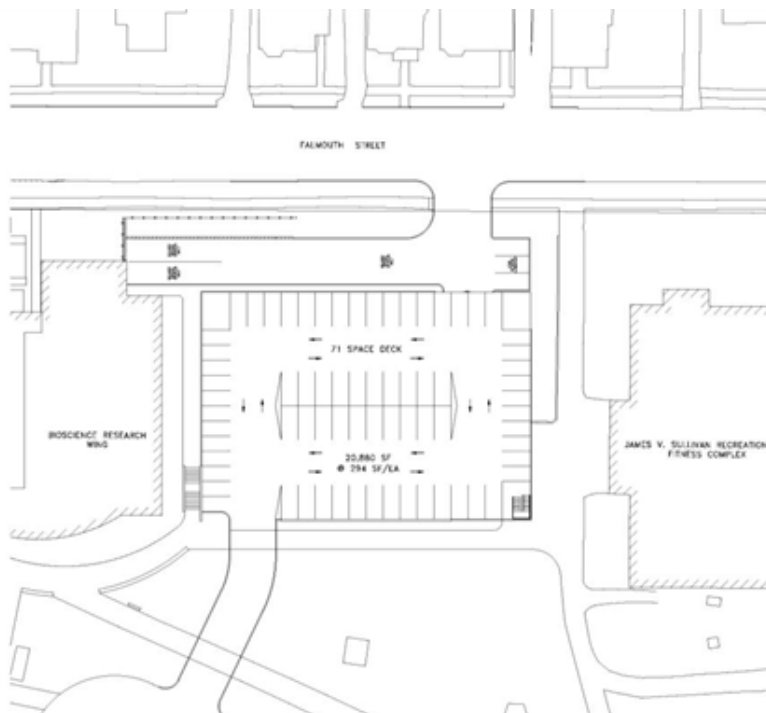


SECOND ~ 20,880 SF @ 294 SF/EA (71 SPACES)

FIRST ~ 20,880 SF @ 307 SF/EA (68 SPACES)

TOTAL ~ 41,760 SF @ 301 SF/EA (139 SPACES)

Level 1

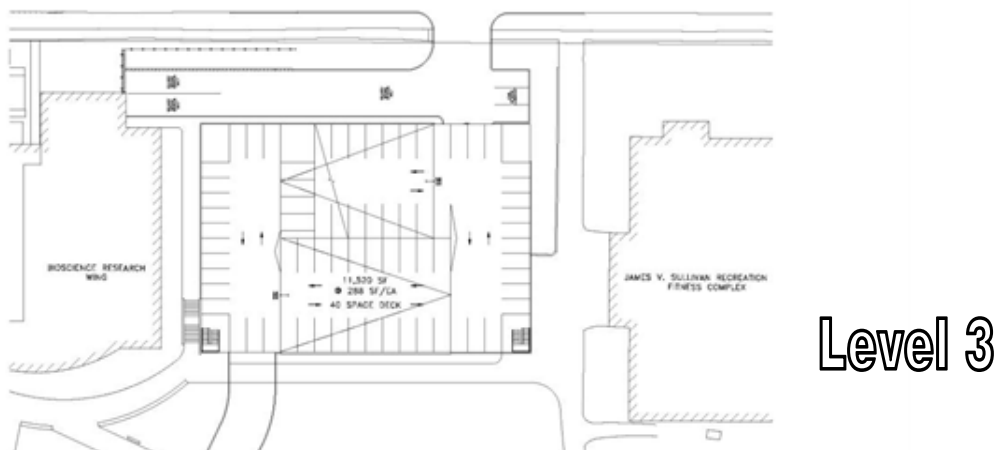
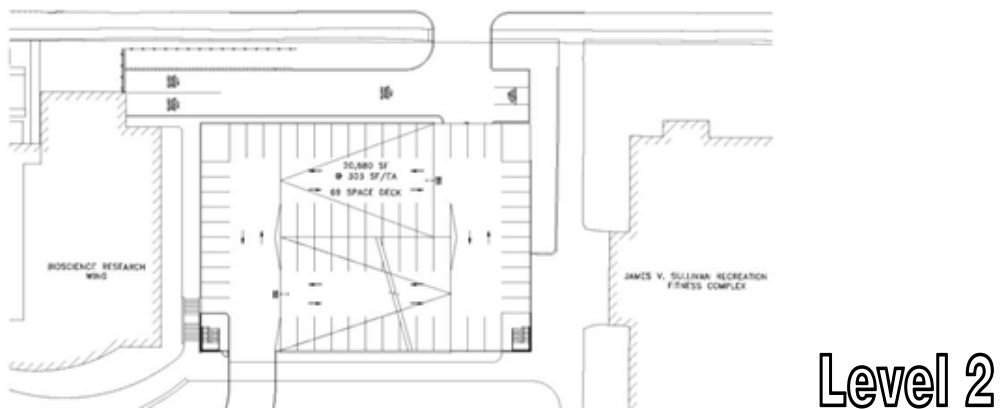
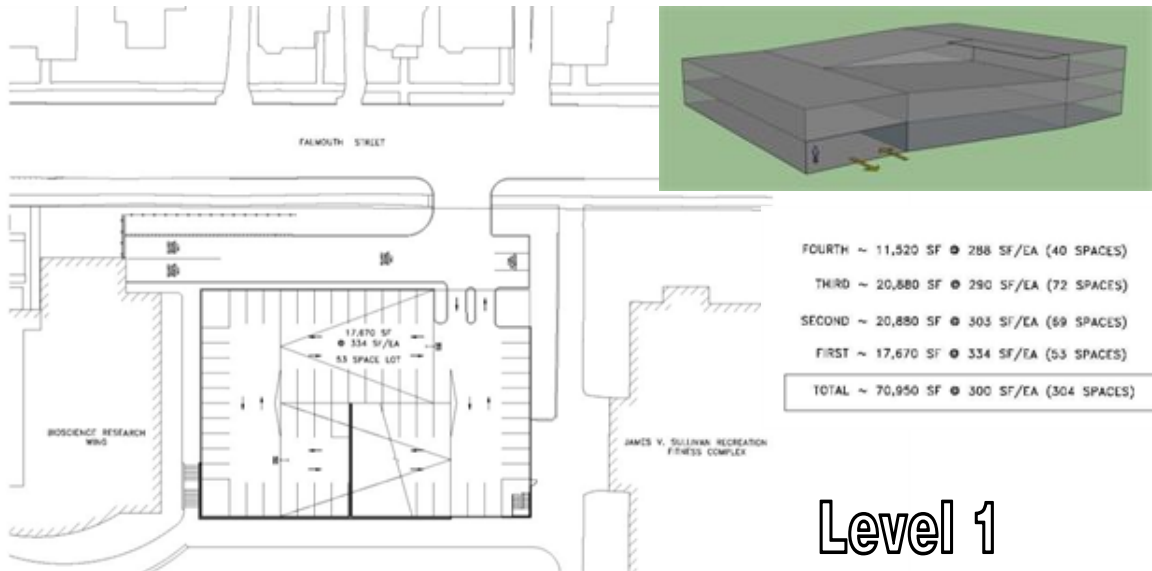


Level 2

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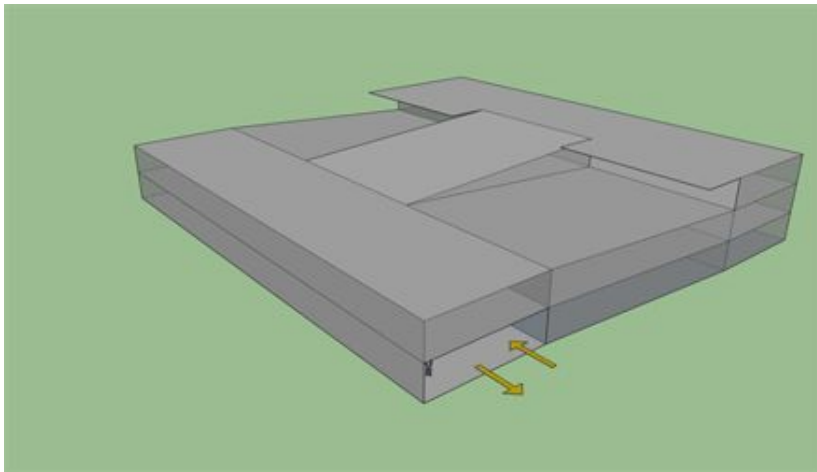
Parking Design Option 2: Ramped multi-level garage with internal circulation ramp connecting all levels of parking



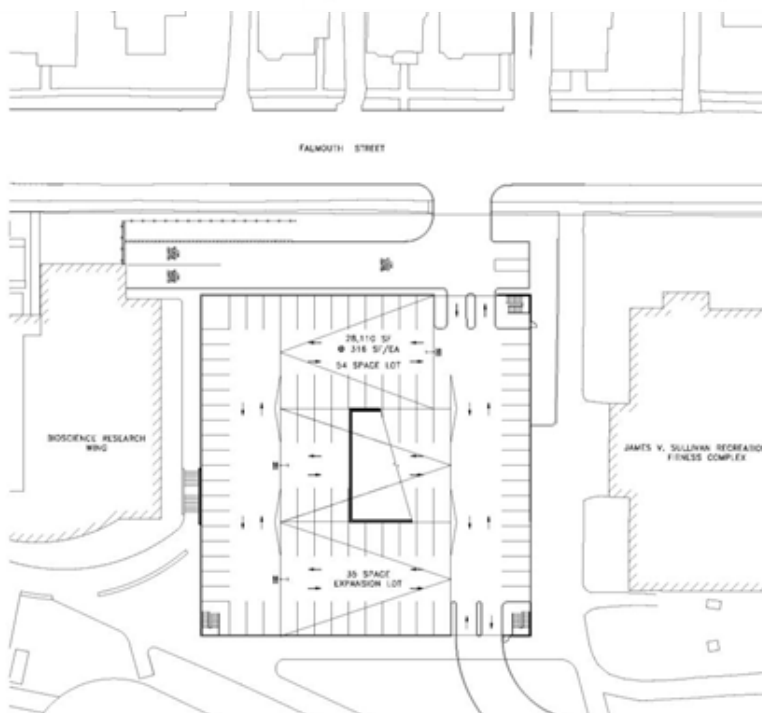
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Parking Design Option 3: Level-deck expansion scenario with independent access to each level (to be combined with Option 2)

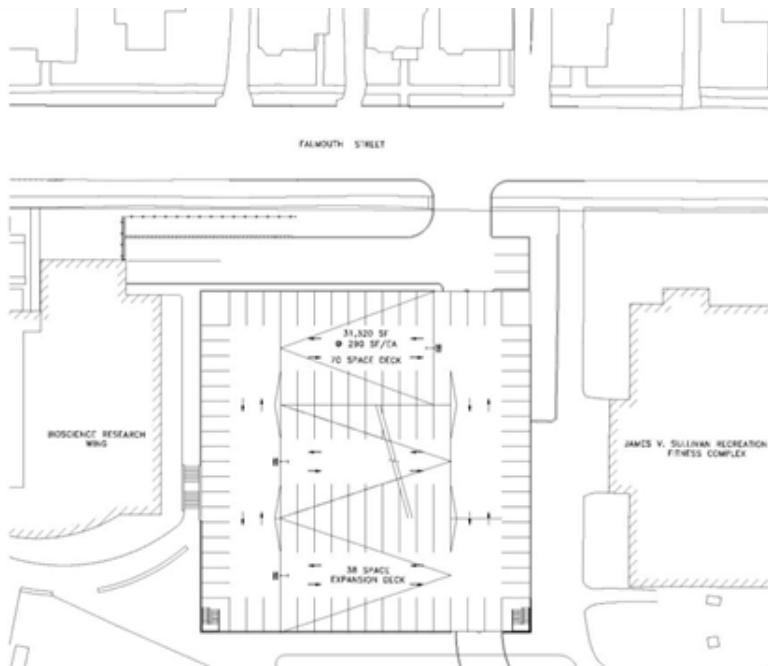


FOURTH ~ 21,960 SF @ 282 SF/EA (78 SPACES)
THIRD ~ 31,320 SF @ 290 SF/EA (108 SPACES)
SECOND ~ 31,320 SF @ 290 SF/EA (108 SPACES)
FIRST ~ 28,110 SF @ 316 SF/EA (89 SPACES)
TOTAL ~ 112,710 SF @ 295 SF/EA (383 SPACES)

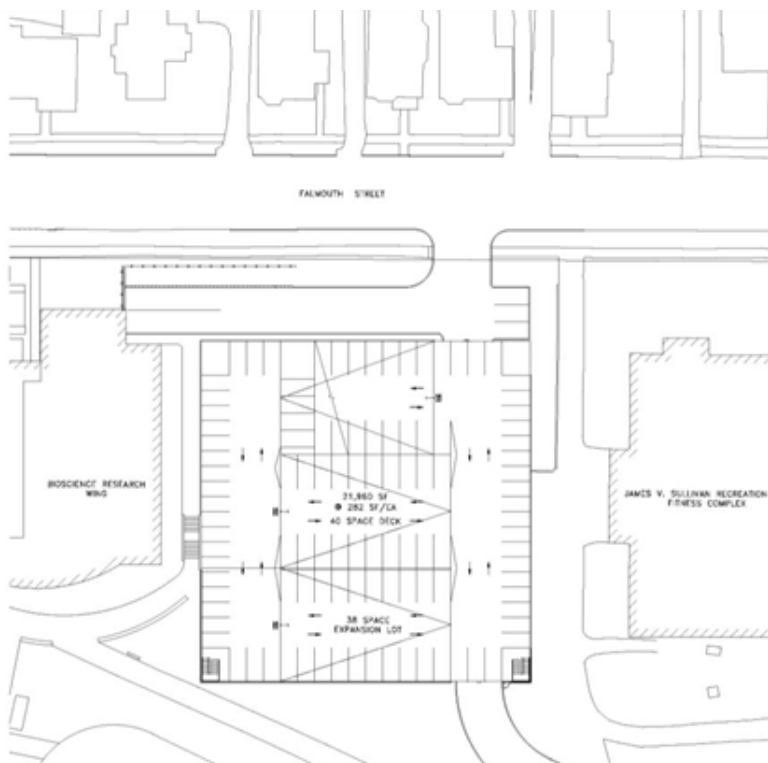


Level 1

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Level 2

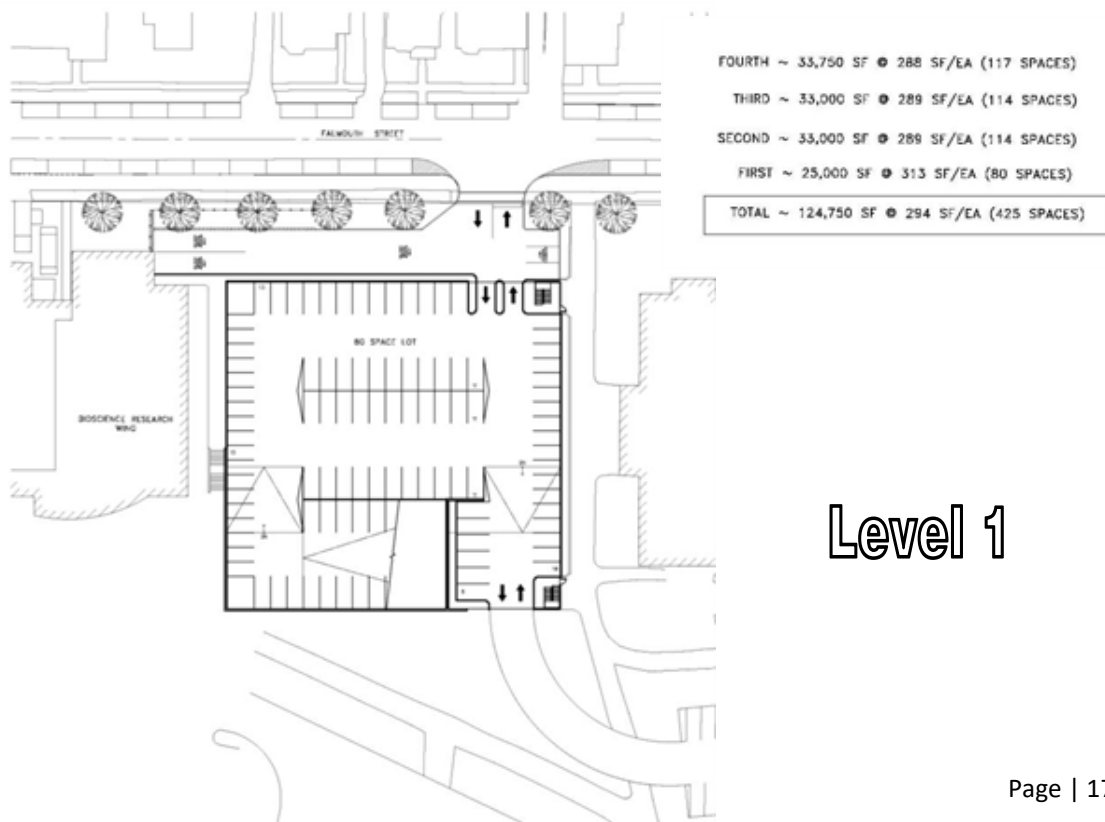


Level 3

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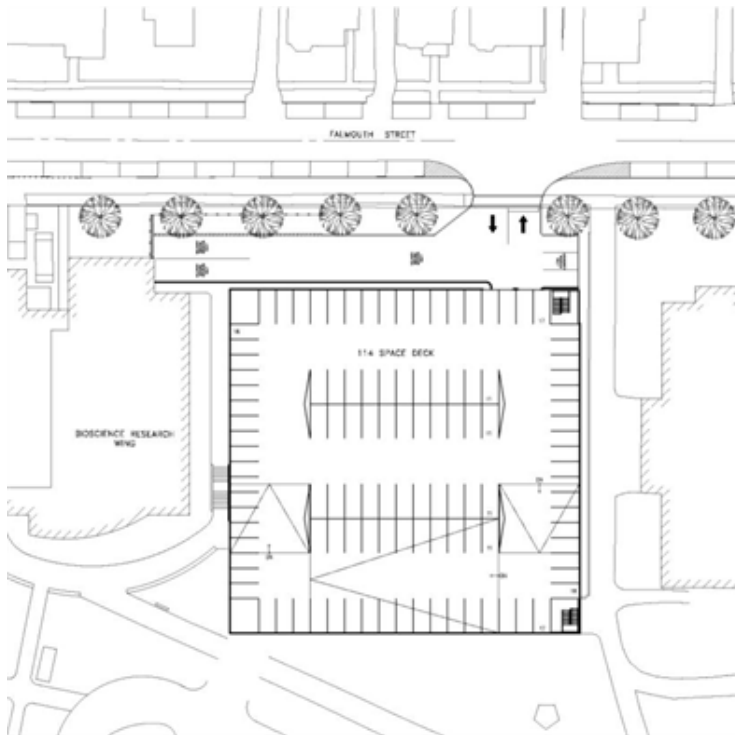


Parking Design Option 4A: Level-deck scenario along Falmouth Street convertible to Office/Classroom Space with internal ramped-deck circulation connecting all levels of parking.

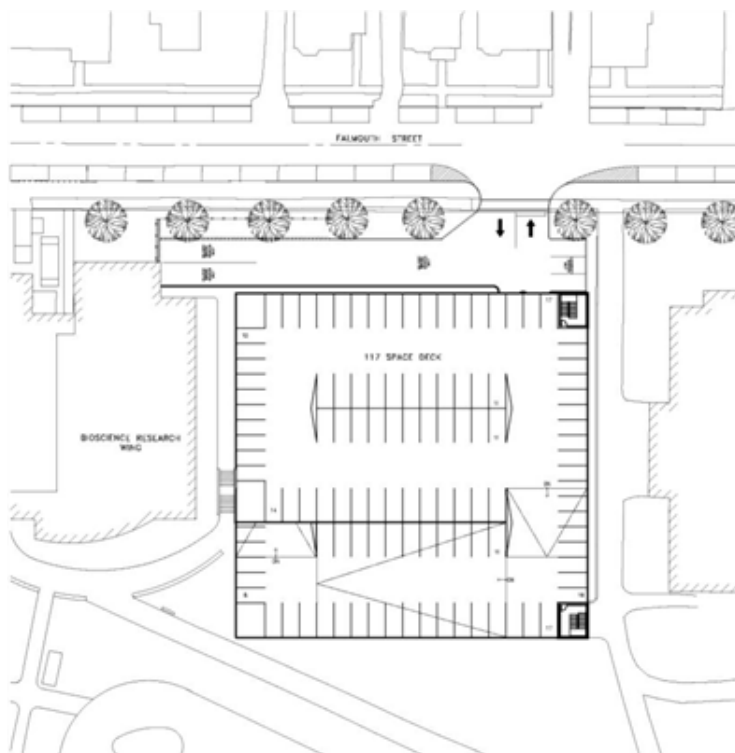


Level 1

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Level 2 & 3

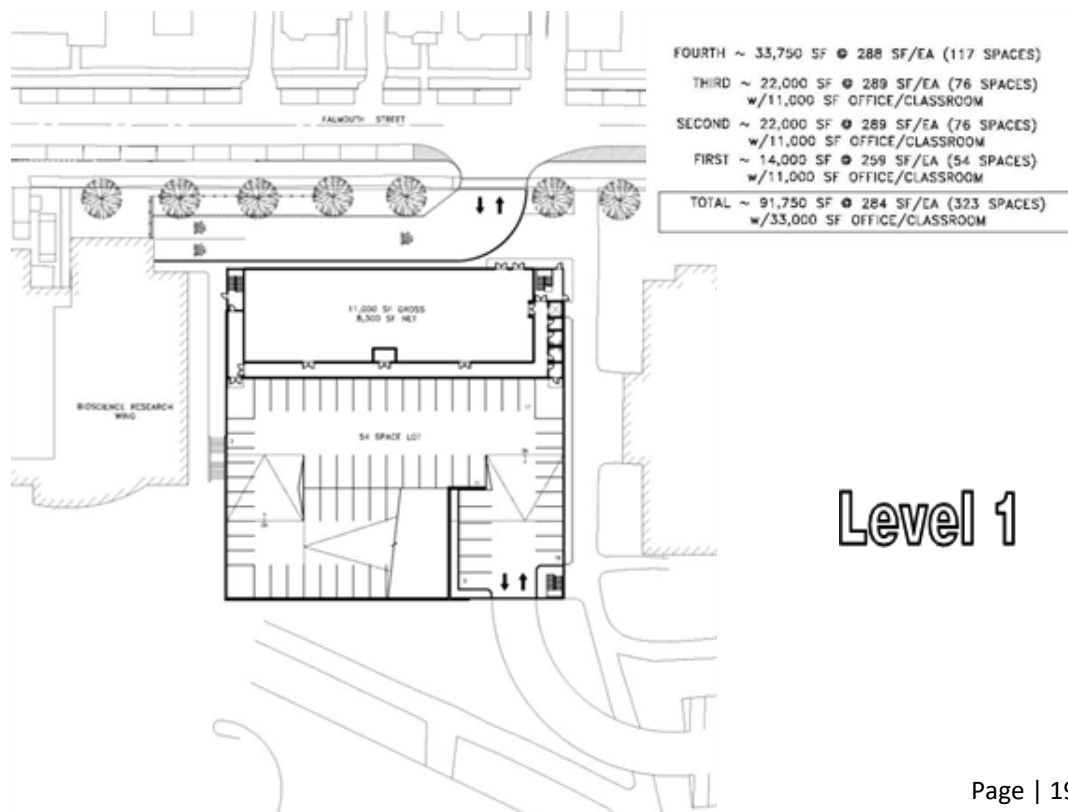


Level 4

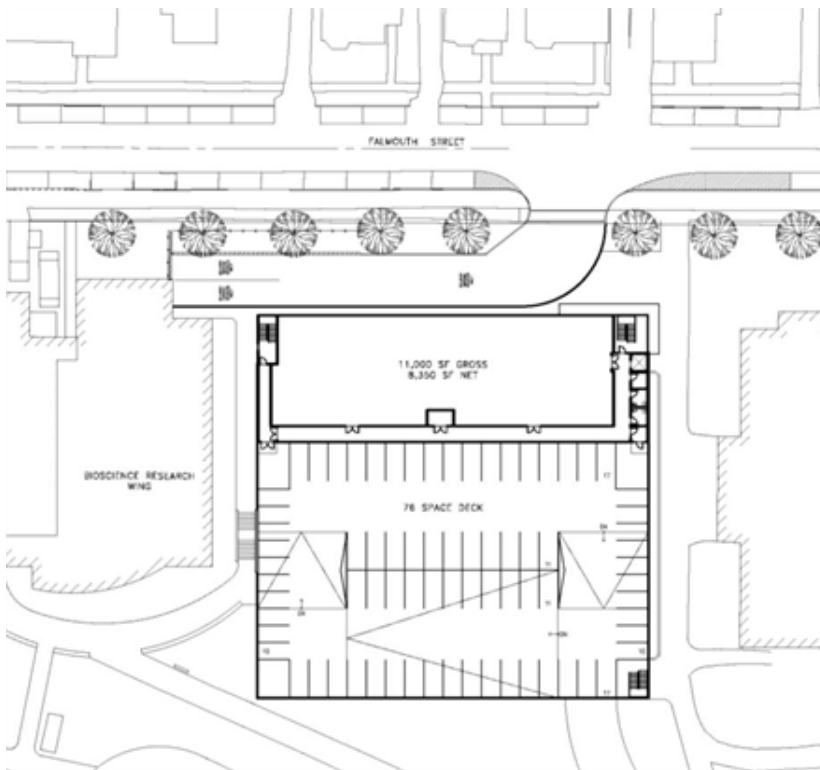
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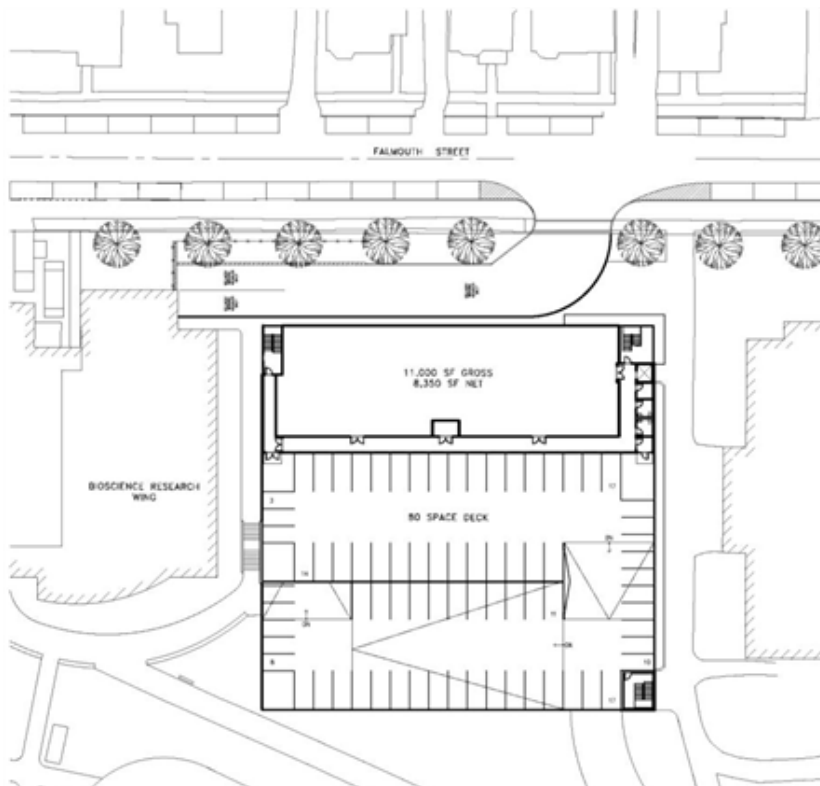
Parking Design Option 4B: Conversion to Office/Classroom Space (33,000 SF gross) with internal ramped-deck circulation connecting all levels of parking behind and above.



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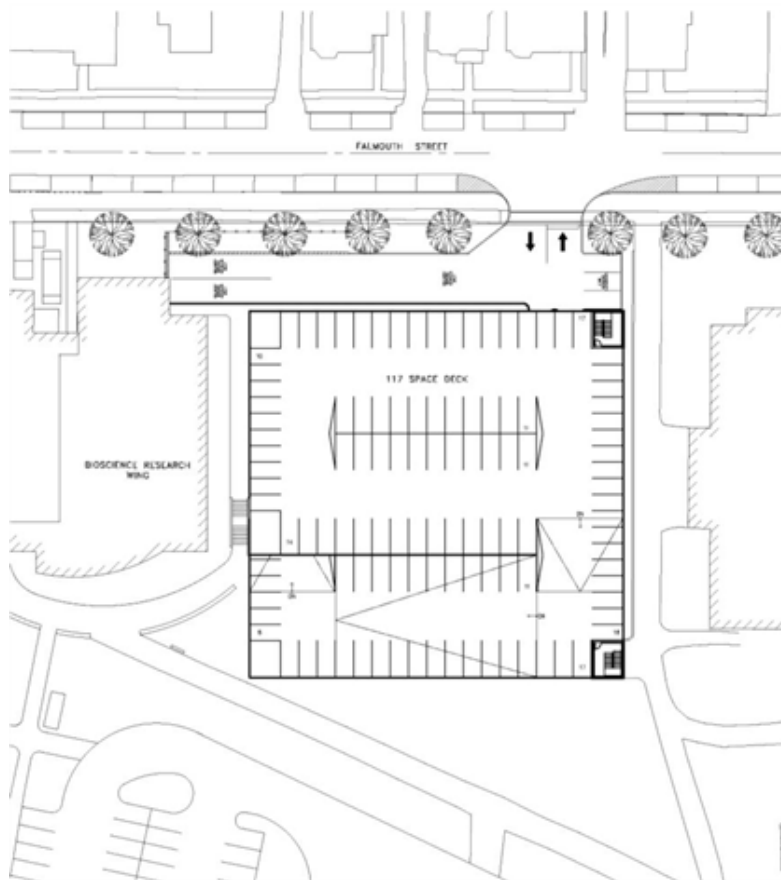
Level 2



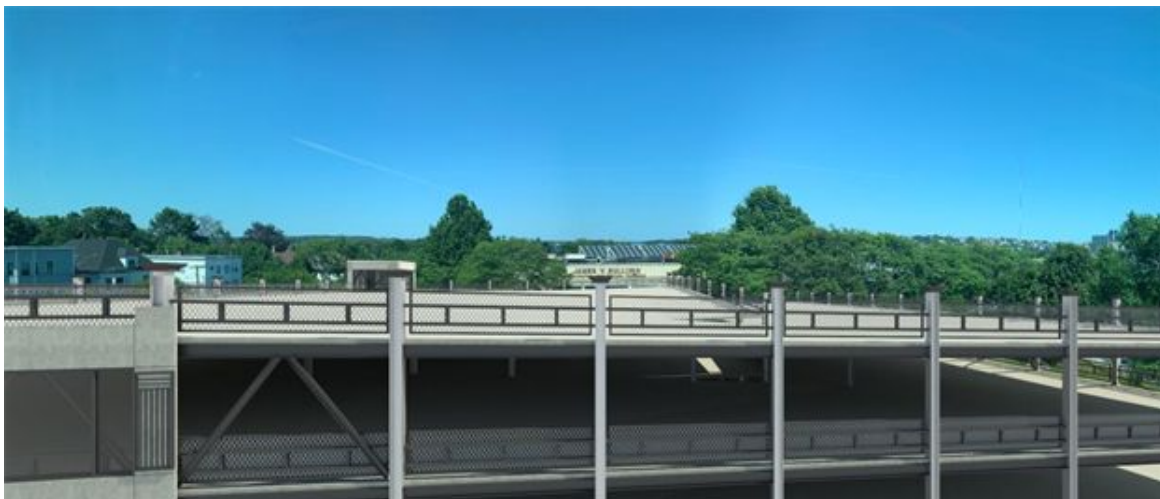
Level 3

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PLATZ ASSOCIATES
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www.platzassociates.com



Level 4



Proposed view from Science Building

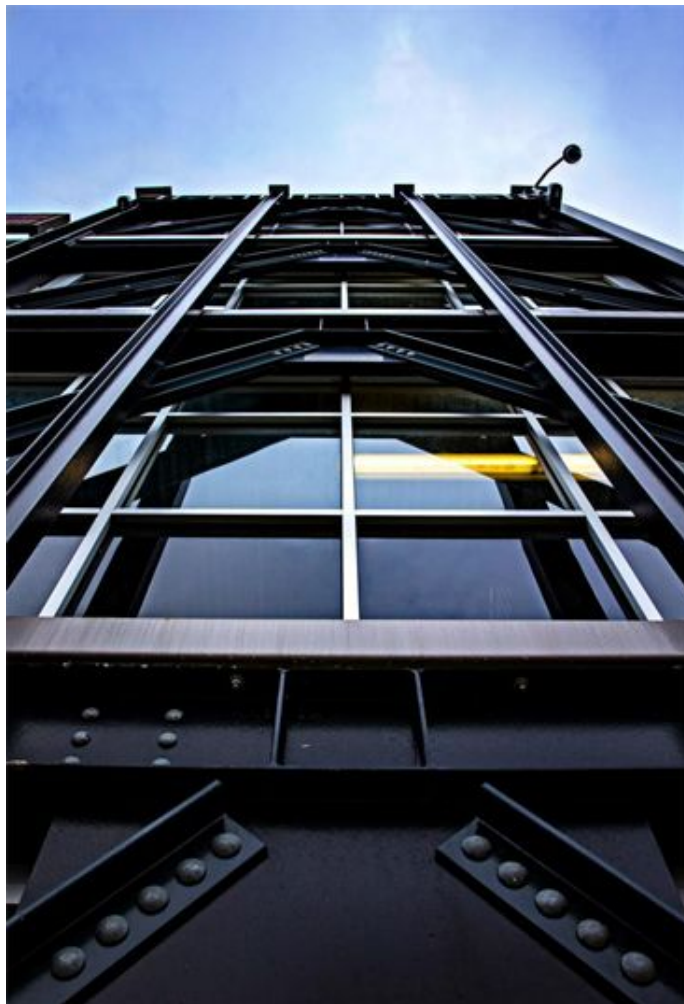
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Structural System

The study assumes that a steel structure is used due to cost and the accelerated construction time versus cast in place concrete or pre-cast concrete structures. A footing design of spread footings or rammed aggregate piers is assumed, with cast-in-place composite decks protected with a vehicular traffic coating.

Perhaps most important to the long-term success of the garage design is the patron's feelings of comfort, safety and security while using the facility. Structural steel offers a much thinner structural profile, with small columns, long spans and braced frames rather than massive shear walls, giving the interior of the garage a bright openness with few obstructions for a sense of safety and visual security. Steel framed parking structures can also accommodate any type of façade system, and the building's aesthetics are custom designed to meet the specific requirements of the site or the character of the district surroundings, versus selecting a design from a concrete manufacturer's limited catalogue of standard finishes.



Parking Feasibility Study
University of Southern Maine
68 Falmouth St & 88 Bedford/Surrenden St, Portland, ME



Design Budget and Proposed Project Timelines

Costs of Steel Structural System

Based on our experience in parking garage design for a number of clients in Maine, we feel that a steel parking structure offers many advantages over a concrete structure and will be a better long-term investment from not only the initial cost and long term maintenance operations perspectives, but also providing more design flexibility and a much more aesthetically-pleasing contributor to the district's architectural fabric.

Initial investment costs are lower for steel-framed parking garages than concrete framing systems, typically quoted 10-15% less, which is partially due to the lighter structural weight and reduced site impacts. Also, the local labor force is far more comfortable with installing a more traditional steel-framed structure versus a concrete structure. The contractors here in Maine will provide a more competitive bid for a steel frame over a concrete system that may force sourcing qualified labor from out-of-state at a higher rate.

The complaint about steel garages in the past is that they have been more expensive to maintain, but we have not found this to be true. Quoted as up to 30% less to maintain than comparative concrete structures by structural engineer examinations, with regular maintenance of the high-performance paint system and elastomeric deck topping, we have found that maintenance costs are very manageable and typically only require spot-patching and paint touch-up, versus the much more extensive deck joint replacements required at regular periodic intervals with precast garages.

Additionally, with the pressures that maintenance budgets endure over the lifespan of a building, the exposed nature of steel-framed design allows for direct visual examination and inspection to assist developing deferred-action maintenance programs to head-off serious issues even during lean times. When concrete structural systems begin to show failure, it is often well past the point of patch and repair, instead requiring the complete and immediate replacement of the overall system which will require a large maintenance capital reserve carried for the life of the garage

Steel frame structures can be easily customized to conform to the particulars of irregular sites, an important consideration in tight urban contexts looking to capitalize on every inch, and may also be expanded in any direction, often planned ahead with the bolt holes pre-drilled. The ease of construction of both the building and the foundation systems capitalize on the efficiencies of shop fabrication, shortening erection schedules and allowing for winter construction. Steel-framed garages typically weigh 20% less than a corresponding concrete structure, which reduces foundation costs and permits a wider range of soil conditions to simplify design.

For all of these reasons, it has been our experience that a steel parking structure would be the most appealing, economical, and flexible garage, offering a maximum return on investment for the University of Southern Maine.

Parking Feasibility Study
University of Southern Maine
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Design Budget

With the Design-Bid-Build project delivery method, the actual costs of the project are not known with certainty until the bid opening, and are also affected by seasonal availability, the state of the current bid environment, and the complexity of the design as it relates to the available pool of responding contractors. That being said, there are a number of factors that can be used to gauge the pricing performance of the garage design relative to the resultant parking efficiency and the number of special features required for the project.

The current 2019 Means Construction Data pricing guide identifies the average cost of a surface parking space is in the \$2,500-\$3,000 range, structured parking with elevated decks and an open design in the \$18,000-\$22,000 range, structured parking with elevated decks in a closed design in the \$20,000-\$24,000 range, and underground parking with a closed design in the \$30,000-\$35,000 range. The range of these baseline costs should be considered primarily against the backdrop of the resultant parking efficiency on a square-foot basis, but also the specific project program requirements, such as; vehicular entry, ramping, enclosure, ventilation, and pedestrian access. Due to the highly-efficient nature of the options developed in this parking feasibility study, at approximately 300 sf per space, the average square foot cost of around \$45 per square foot for a typical steel-framed parking structure would result in a per-space cost of \$13,500.

Proposed Project Timeline

Due to the highly variable impact of the City of Portland design review process, in addition to the review and approval procedure timeline for the University's Capital Improvements process, just to name a couple of possible schedule impacts, the exact project timeline is difficult to determine and some degree of flexibility should be considered when forecasting the project approvals timeline. Also figuring into the early project timeline is the project budget pricing requirements, and the design development gaps afforded to these pricing efforts during design. To accelerate the construction schedule, fast-track techniques, performing parts of the construction effort under winter conditions, and possibly selecting a deck system that does not require a traffic topping may be considered.

The schedule requirements for the major design segments and project approvals would be as follows:

- Preliminary Garage Design and Civil Design Document Preparation..... 2 month duration
- City of Portland Planning Board Approval Process..... 3 month duration
- Design Development and Construction Document Preparation..... 3 month duration
- Project Bid and Contractor Award..... 1.5 month duration
- State Fire Marshal and Local Permit Approvals 2 month duration
- Site and Building Construction 8-10 month duration

Parking Feasibility Study
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A general timeline for a steel-framed parking garage design and construction that would take best advantage of the traditional construction season with a Spring ground-breaking would be as follows:

- Preliminary Garage Design and Civil Design Document Preparation..... Nov-Dec 2019
- City of Portland Planning Board Approval Process..... Nov 2019-Jan 2020
- Design Development and Construction Document Preparation..... Dec 2019-Feb 2020
- Project Bid and Contractor Award..... Feb 2020-March 2020
- State Fire Marshal and Local Permit Approvals March 2020-April 2020
- Structural Steel Shop Drawing Prep and Fabrication..... March 2020-June 2020
- Site and Building Construction April 2020- Dec 2020



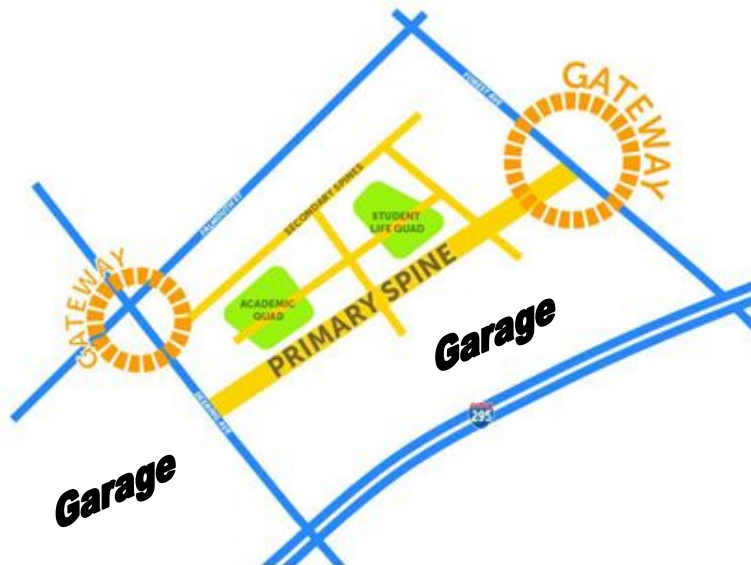
Parking Feasibility Study
University of Southern Maine
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Part 2 : Parking Study of 88 Bedford/Surrenden Street Lot

Preliminary Assessment of Owner's Development Objectives

The 2019 Facilities Master Plan proposes a parking garage expansion in place of the existing surface parking lot to service the adjacent proposed graduate center and existing liner buildings along Bedford Street. The parking structure, provided for students, faculty and visitors, would then be concentrated at the perimeter of the campus with multiple direct connections to several high-population campus buildings.



With the parking structure located behind liner buildings along the arterial drive, the visibility of way-finding signage is critically important to ensure utilization and convenience. Concentrating the parking field adjacent to existing buildings and proposed future developments provides opportunities for either direct connections through pedestrian skybridges or short outdoor transitions through foul weather.

The site has been prepared for a parking structure expansion in this location, with water, sprinkler, and storm drainage lines stubbed to the site at the Northern access drive. Access has also been prepared for both vehicles and pedestrians, with little adjustment required to these site improvements to make way for construction of the new garage building.

Parking Feasibility Study
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Site Evaluation

Utilities

All utilities including but not limited to electric, water, sewer, storm drainage and gas service appear available either directly to the site or from the local arterial connection to Bedford Street, pending confirmation of available capacity by each utility. Of these major utilities, stubs to the site for future buildings include water for domestic and sprinkler service and storm drainage. They appear to cross the site at a convenient point, but may need adjustment in coordination with the parking structure development. Additionally, a See Appendix D for additional information.

Topography

The site's existing surface parking lot and related site improvements provide the opportunity to connect at-grade on all sides of the proposed parking structure, limited only by the potential internal ramp locations within the garage itself. See Appendix E for additional information.

Parking

The site is currently used as a surface parking lot consisting of 40 total parking spaces, 8 of which are dedicated to handicap accessibility. The parking lot is for USM faculty and staff with some accessible parking serving the adjacent Wishcamper Center, and denoted on the campus map as Lot P3. The only point of vehicle access is from a collector drive at the Northwest corner of the parking lot from Bedford Street.

Pedestrian Access

The Bedford Street arterial drive has a wide pedestrian esplanade that provides opportunities to access the site from the Northwest and Northeast corners. All parking options provide direct connectivity to the pedestrian circulation system, possibly including pedestrian skybridge connections to the adjacent existing parking garage and Wishcamper Center, along possibly with the future graduate center proposed between the Wishcamper and Library/Osher Map Buildings. See Appendix B for additional information.

Building Height

The proposed height of the parking structure in all of the options is 55 feet, however; each option is below the allowable height of 85 feet per the zoning ordinance. For the purpose of this feasibility study, the Design Team has developed layouts that are limited in height to five levels of parking to correspond with the adjacent parking garage and Wishcamper Center building heights. See Appendix C for additional information.

Building Setbacks

All proposed parking structures are within the setbacks set forth in the zoning ordinance. The only setback that is applicable to this study is the setback along the I-295 highway corridor, which is 10'. See Appendix C for additional information.

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Pedestrian Access

Pedestrian access and connectivity is maintained largely “as-is” in each of the parking options. The nature of efficient parking garage design supports pedestrian circulation nodes at the corners where vehicular parking is unavailable. Each parking option anticipates vertical circulation stair towers at these corners, and aligns these pedestrian elements with the existing sidewalk system and away from vehicular drives to provide a high degree of visibility, comfort, and safety.

Vehicle Access

All parking options would maintain the current access point on Bedford Street, aligning the main entrance with the existing adjacent garage for ideal integration with existing parking patterns and equipment. A access drive would be maintained all-around the proposed structure to allow for maintenance and security, loading or staging areas, and/or snow removal.

Delivery/Loading Access

The two existing single-bay loading zones along the perimeter drive around the site are maintained in all options, with the possibility of incorporating additional service vehicle or university maintenance parking within this loading zone.



Parking Feasibility Study
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Identification of Environmental Requirements

Due to the highly variable disposition of silty and sandy soils across the Back Bay basin generally, and extending specifically to the surrounding sites at the existing parking structure at Surrenden Street, it is recommended that a geotechnical engineer be brought on-board early in the schematic design process to provide soil analysis and identify the soil improvements necessary to support the preliminary foundation design. Generally, the use of a steel-framed structure for the proposed parking garage would reduce the structural pier requirements from those provided for the adjacent precast garage of the same height, providing some assurance that the soils will support the proposed building scenarios.

Beyond this soils composition assessment, there are no known needs for environmental impact statements, additional environmental assessments, or testing/monitoring with respect to the materials reviewed as part of this parking feasibility investigation.

Generally, the proposed parking options provide close integration with the existing level site grades and take advantage of stubbed utilities to reduce the impact of sitework and potential exposure to the import/export of soils. Additionally, the lighter weight of a steel garage structure would support the use of geopiers, granting the Design Team flexibility to tailor a structural solution with the lowest level of environmental and financial impact.



Parking Feasibility Study
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Site and Neighborhood Context Description

Campus

The University was founded in 1878 with Corthell Hall being the first university building in Gorham, Maine. The Portland campus is located downtown and bordered by highly trafficked roads including, Interstate Highway 295, Forrest Avenue, Deering Avenue, Falmouth Street, and Bedford Street. The campus buildings are a variety of materials including but not limited to brick, glass curtain wall, panelized systems, and concrete.

Neighborhood

A completely developed urban neighborhood, the adjacent land consists of Interstate Highway 295 on the South, University buildings to the North and East, and the existing parking garage to the West. The largest adjacent land use is the parking garage, which is accessed from Surrenden Street. The adjacent university structures are generally a set of very solid and consistent building blocks, within which the proposed garage options would cohesively connect, with circulation view corridors that offer relief to the massing.

Zoning

The campus is located in Zone R5 in the City of Portland, with an overlay zone type of "USM" for the University of Southern Maine. This zone has a strict set of rules designed to create a quality and cohesive campus environment while integrating with and respecting the residential character of surrounding neighborhoods.

Site Implications (from Owner-provided campus utility plans)

Water Items:

- 6" Water pipe stubbed to the North side of the lot – located at Conant Street
- 8" Water pipe for a possible sprinkler system stubbed to the North side of the lot – located at Conant Street
- Fire Hydrant at the Northwest corner of the lot – located on the site side of the access drive

Gas Items:

- 8" Gas line to the North of the site is available for connection down the access drive – located under Bedford Street

Tele/Data Items:

- Two 4" conduits are located at the Northern part of the site cross from the existing parking garage to the Wishcamper Center.

Parking Feasibility Study
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Electrical Items:

- Conduits are located at all sides of the site, with some lines that might serve a future building needing verification.

Current Traffic Patterns

Forest Avenue serves as the primary arrival point to the USM Portland campus. The secondary arrival point to the campus is at the intersection of Deering, Brighton, and Falmouth Streets. The third arrival point to the campus is Bedford Street, which bisects the campus providing access to most of the parking supply for the campus.

Future Traffic Pattern Considerations

Closure of the Brighton Avenue Extension and installation of a roundabout at the intersection of Brighton, Deering, and Falmouth streets. After which, the remaining extension of Brighton Avenue will be given to USM by the city of Portland. The proposed parking garage would connect to the Bedford Street arterial drive, adjacent to the existing garage exit, which the Design Team suggests could be adjusted to allow incoming traffic in addition to the exit pattern.

Alternate Means of Transportation

As identified in the Facility Master Plan, USM supports robust pedestrian, bicycle, shuttle bus, ride share and metro regional public transit systems that look beyond private vehicular parking to meet the transportation needs of the campus community. This could have a potential impact on the parking requirements for the Portland campus. Areas within and around the proposed parking garage may be outfitted with ride share signage or bicycle racks to encourage and support alternate transportation modes.



Parking Feasibility Study
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Conceptual Drawings

Design Considerations

The practical parking capacity is an important design consideration due to the fact that no garage can operate at 100% efficiency. The industry accepted efficiency is between 85-95%. This allows for variations in parking activity, loss of parking due to mis-parked vehicles, construction, snow piling, and other unforeseen factors. This efficiency rate also takes into account traffic flow problems related to parkers trying searching for available spaces when the garage is at or near its maximum capacity.

Level of Service

The recommended Level-Of-Service (LOS) for visitor parking is LOS “A” or “B” which provides greater dimensions and ease of use for the parking garage, but for regular monthly parkers an LOS of “C” could be utilized to maximize the number of parking spaces and thereby increasing the efficiency of the design and providing a higher return on investment. LOS “D” is an extremely compact garage design that is mostly reserved for underground parking structures or extremely high-density urban designs.

LOS “B” provides a parking stall that is 8’-9” in width and 17’-9” in length, but this study utilizes a 9’-0” wide and 18’-0” long standard stall, and up to 20% compact spacing per City of Portland Design Standards at 8’-0” wide and 15’-0” long. The drive aisles will be sized at 24’ in overall width.

Project Overview

Capacity, expansion, aesthetics and size of the parking structure were taken into consideration for three options developed as part of the programming effort so the design features of each could be evaluated. It is also the understanding that a larger structure could have an undesirable impact on the site by restricting view corridors and clashing with the scale and architectural character of the surrounding buildings. All of the concept designs therefore top-off at 55’-0” above the existing surface lot to match with the scale and massing of the adjacent buildings.

The Parking Options include:

1. Arcing garage form that responds to the lot line along I-295 with internal circulation ramp connecting all levels of parking and providing site relief and view corridors towards the proposed future graduate center location adjacent to the Library/Osher Map buildings.
2. Rectangular multi-level garage with internal circulation ramp connecting all levels of parking and skybridge connection to the existing garage at the second level.
3. Level-deck expansion scenario to the existing garage with independent access to each level and radial internal circulation ramp providing site relief and view corridors towards the proposed future graduate center location adjacent to the Library/Osher Map buildings.

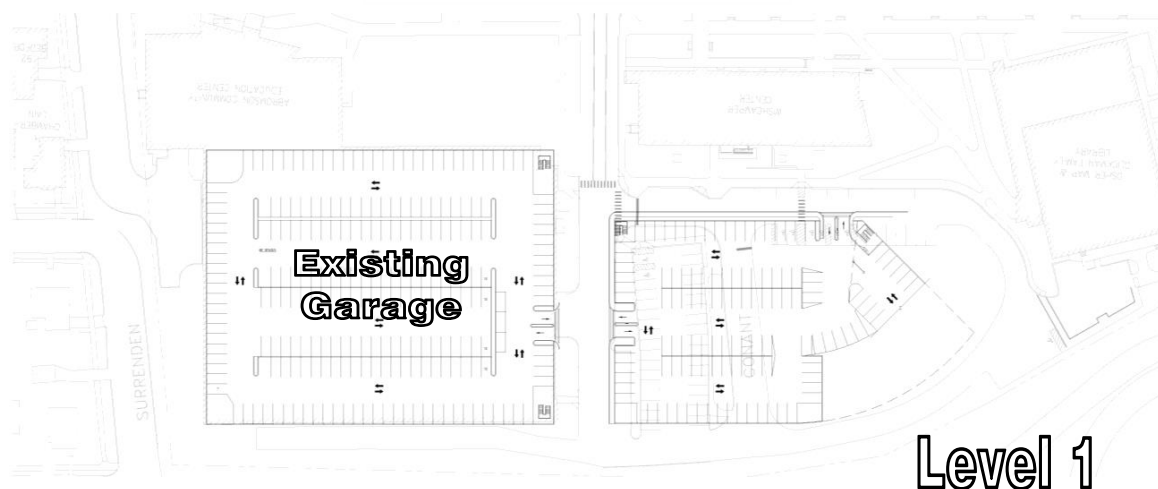
Parking Feasibility Study
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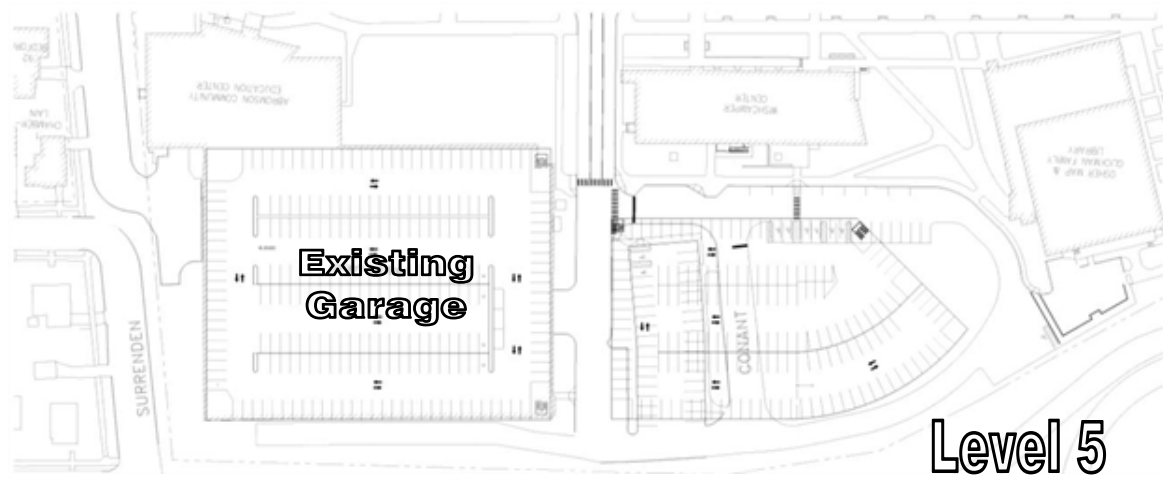
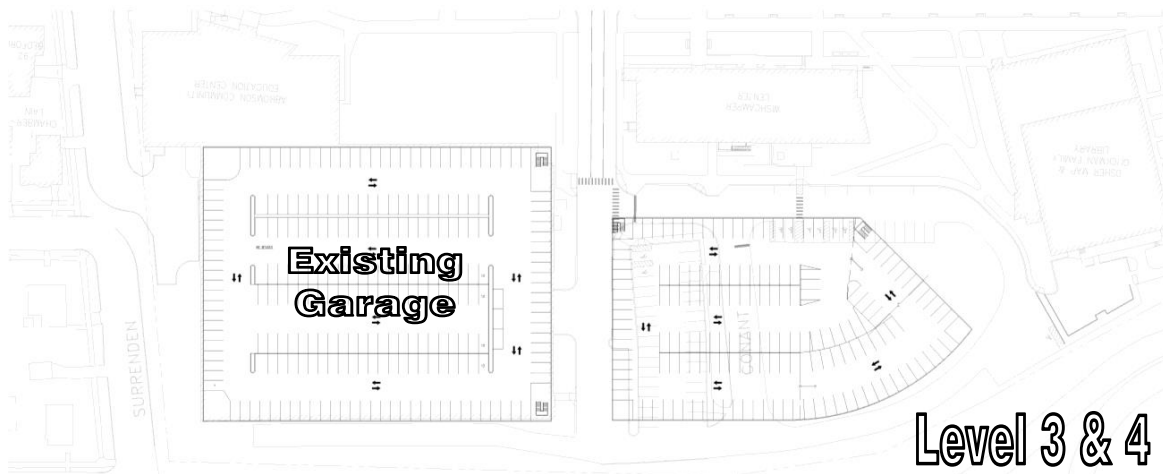
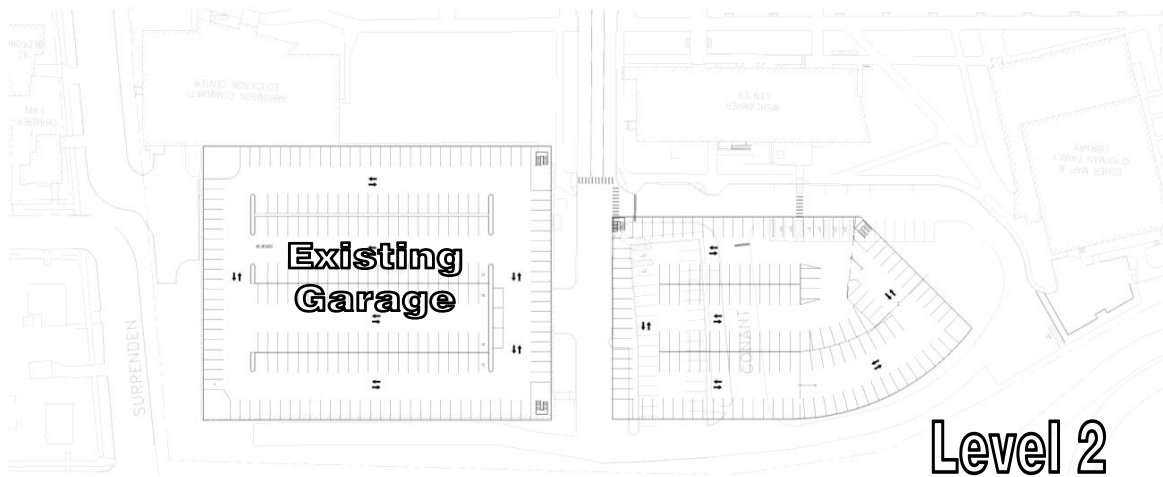
Parking Design Option 1: Arcing garage form that responds to the lot line along I-295 with internal circulation ramp connecting all levels of parking



FIFTH ~ 55,315 SF @ 308 SF/EA (173 SPACES)
FOURTH ~ 49,715 SF @ 309 SF/EA (161 SPACES)
THIRD ~ 49,715 SF @ 309 SF/EA (161 SPACES)
SECOND ~ 49,715 SF @ 309 SF/EA (161 SPACES)
FIRST ~ 37,560 SF @ 341 SF/EA (110 SPACES)
TOTAL ~ 240,020 SF @ 313 SF/EA (766 SPACES)



Parking Feasibility Study
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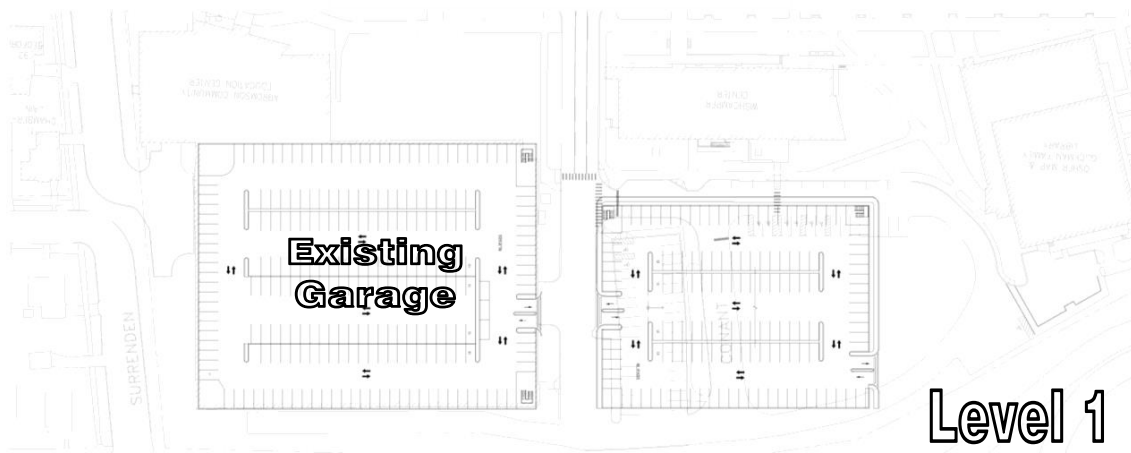
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Parking Design Option 2: Rectangular multi-level garage with internal circulation ramp connecting all levels of parking and skybridge connection to the existing garage at the second level.

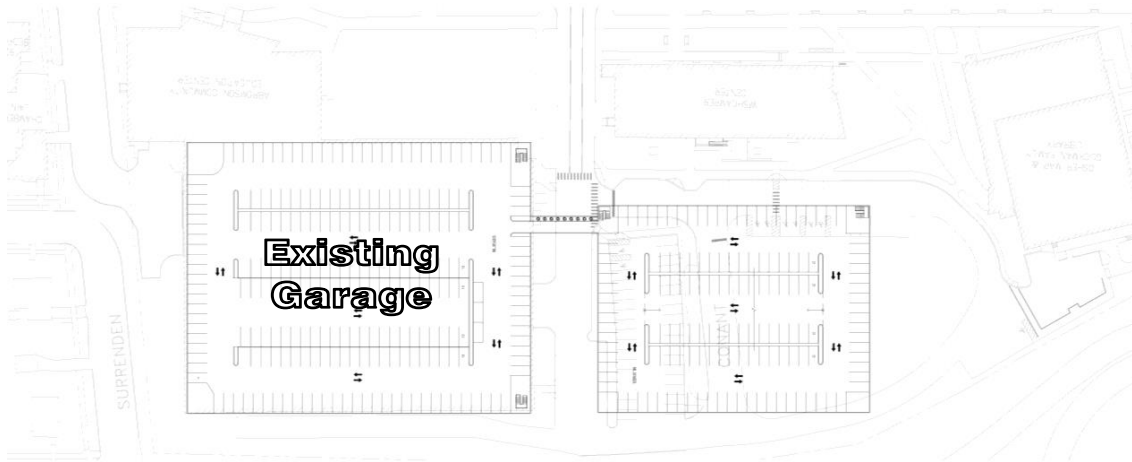


FIFTH ~ 47,575 SF @ 311 SF/EA (153 SPACES)
FOURTH ~ 46,475 SF @ 318 SF/EA (146 SPACES)
THIRD ~ 46,475 SF @ 318 SF/EA (146 SPACES)
SECOND ~ 46,475 SF @ 318 SF/EA (146 SPACES)
FIRST ~ 46,475 SF @ 334 SF/EA (139 SPACES)
TOTAL ~ 233,475 SF @ 320 SF/EA (730 SPACES)

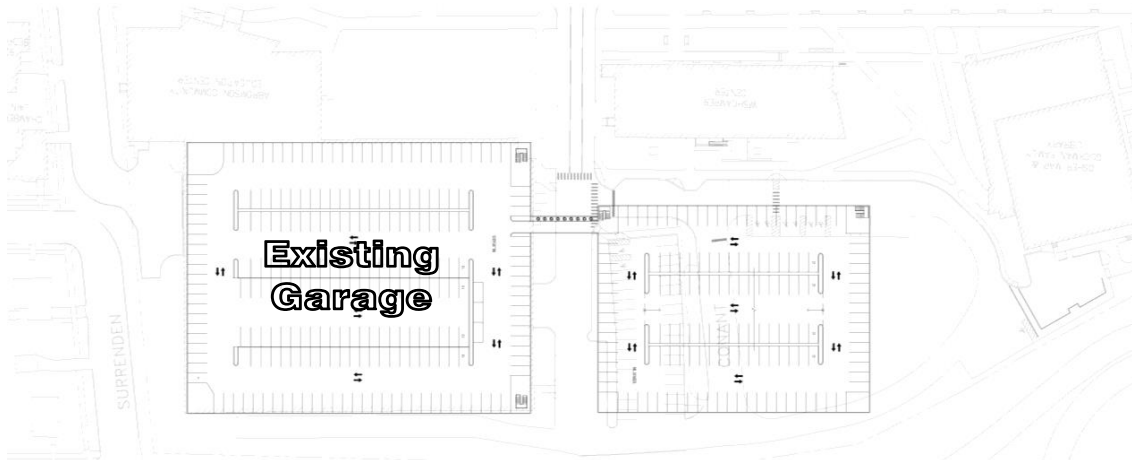


Parking Feasibility Study
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Level 2 - 4



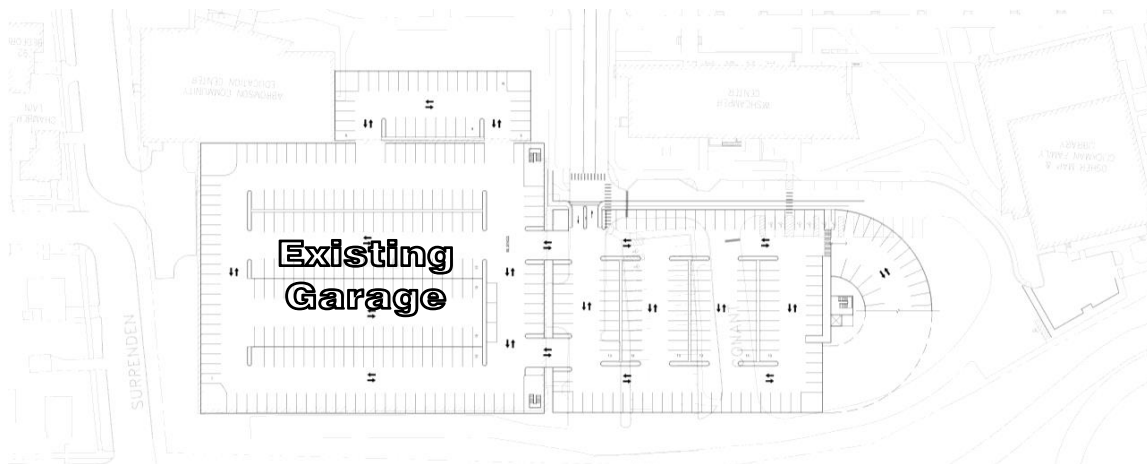
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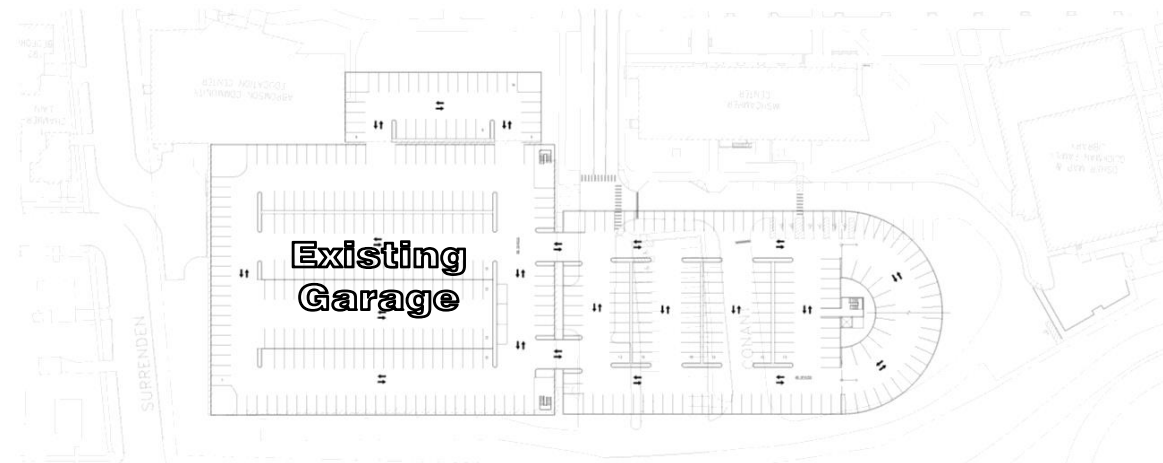


Parking Design Option 3: Level-deck expansion scenario to the existing garage with independent access to each level and radial internal circulation ramp

FIFTH ~ 53,315 SF @ 308 SF/EA (173 SPACES)
FOURTH ~ 49,715 SF @ 309 SF/EA (161 SPACES)
THIRD ~ 49,715 SF @ 309 SF/EA (161 SPACES)
SECOND ~ 49,715 SF @ 309 SF/EA (161 SPACES)
FIRST ~ 37,560 SF @ 341 SF/EA (110 SPACES)
TOTAL ~ 240,020 SF @ 313 SF/EA (766 SPACES)



Level 1



Level 3-5

Parking Feasibility Study
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Design Budget and Proposed Project Timelines

Costs of Modifying Precast Structural System

Parking Design Option 3 investigates the modification of the existing precast parking structure to expand the parking field with level parking decks and two drive aisles. While a steel-framed parking garage is easily modified post-construction, that is not the case with precast structures. Every element of a precast garage is performing a structural task that would need to be replaced in some form, and due to the heavy loads that precast garages produce, this task is potentially expensive. Cutting into shear walls or even spandrel façade elements might require moment frames and/or removal of the precast tees for a lighter steel-framed system in the area(s) affected. Additionally, the structural piers have been designed for a certain loading, so additional loads would likely need to be carried by separate adjacent footings/piers.

Design Budget

With the Design-Bid-Build project delivery method, the actual costs of the project are not known with certainty until the bid opening, and are also affected by seasonal availability, the state of the current bid environment, and the complexity of the design as it relates to the available pool of responding contractors. That being said, there are a number of factors that can be used to gauge the pricing performance of the garage design relative to the resultant parking efficiency and the number of special features required for the project.

The current 2019 Means Construction Data pricing guide identifies the average cost of a surface parking space is in the \$2,500-\$3,000 range, structured parking with elevated decks and an open design in the \$18,000-\$22,000 range, structured parking with elevated decks in a closed design in the \$20,000-\$24,000 range, and underground parking with a closed design in the \$30,000-\$35,000 range. The range of these baseline costs should be considered primarily against the backdrop of the resultant parking efficiency on a square-foot basis, but also the specific project program requirements, such as; vehicular entry, ramping, enclosure, ventilation, and pedestrian access. Due to the highly-efficient nature of the options developed in this parking feasibility study, at approximately 315 sf per space, the average square foot cost of around \$45 per square foot for a typical steel-framed parking structure would result in a per-space cost of \$14,200.

Proposed Project Timeline

Due to the highly variable impact of the City of Portland design review process, in addition to the review and approval procedure timeline for the University's Capital Improvements process, just to name a couple of possible schedule impacts, the exact project timeline is difficult to determine and some degree of flexibility should be considered when forecasting the project approvals timeline. Also figuring into the early project timeline is the project budget pricing requirements, and the design development gaps afforded to these pricing efforts during design. To accelerate the construction schedule, fast-track techniques, performing parts of the construction effort under winter conditions, and possibly selecting a deck system that does not require a traffic topping may be considered.

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The schedule requirements for the major design segments and project approvals would be as follows:

- Preliminary Garage Design and Civil Design Document Preparation..... 2 month duration
- City of Portland Planning Board Approval Process..... 3 month duration
- Design Development and Construction Document Preparation..... 3 month duration
- Project Bid and Contractor Award..... 1.5 month duration
- State Fire Marshal and Local Permit Approvals 2 month duration
- Site and Building Construction 8-10 month duration

A general timeline for a steel-framed parking garage design and construction that would take best advantage of the traditional construction season with a Spring ground-breaking would be as follows:

- Preliminary Garage Design and Civil Design Document Preparation..... Aug-Sept 2019
- City of Portland Planning Board Approval Process..... Aug-Oct 2019
- Design Development and Construction Document Preparation..... Sept 2019-Nov 2019
- Project Bid and Contractor Award..... Dec 2019-Jan 2020
- State Fire Marshal and Local Permit Approvals Dec 2019-Jan 2020
- Structural Steel Shop Drawing Prep and Fabrication..... Feb 2020-May 2020
- Site and Building Construction March 2020- Nov 2020

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Exhibit A. 2019 University Of Southern Maine Facilities Master Plan

UNIVERSITY OF
SOUTHERN MAINE FACILITIES MASTER PLAN



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University of Southern Maine
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Exhibit B. 2018 University Of Southern Maine Aerial Photo



SETBACK MAP
University of Southern Maine
Overlay Zone
Effective: April 3, 2006

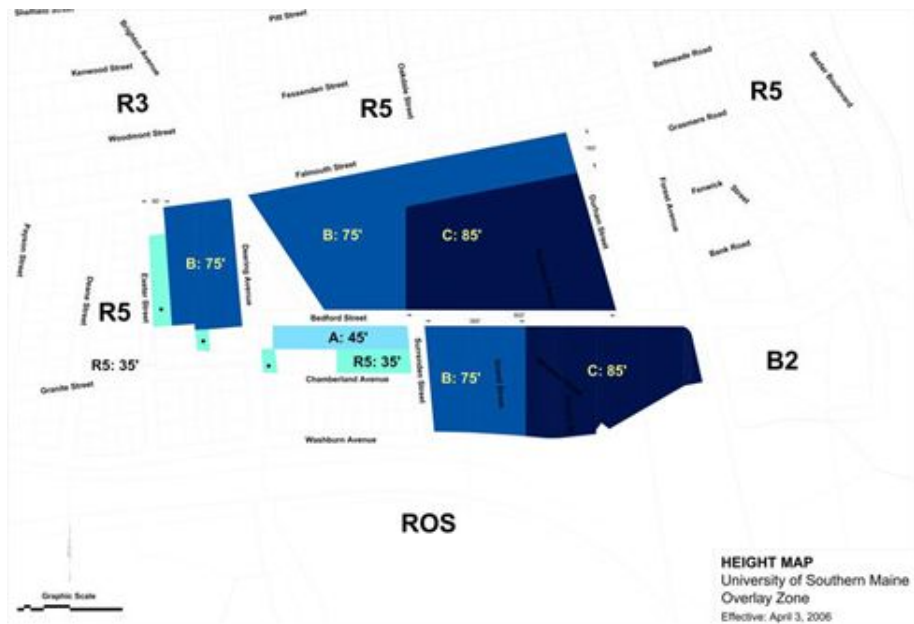
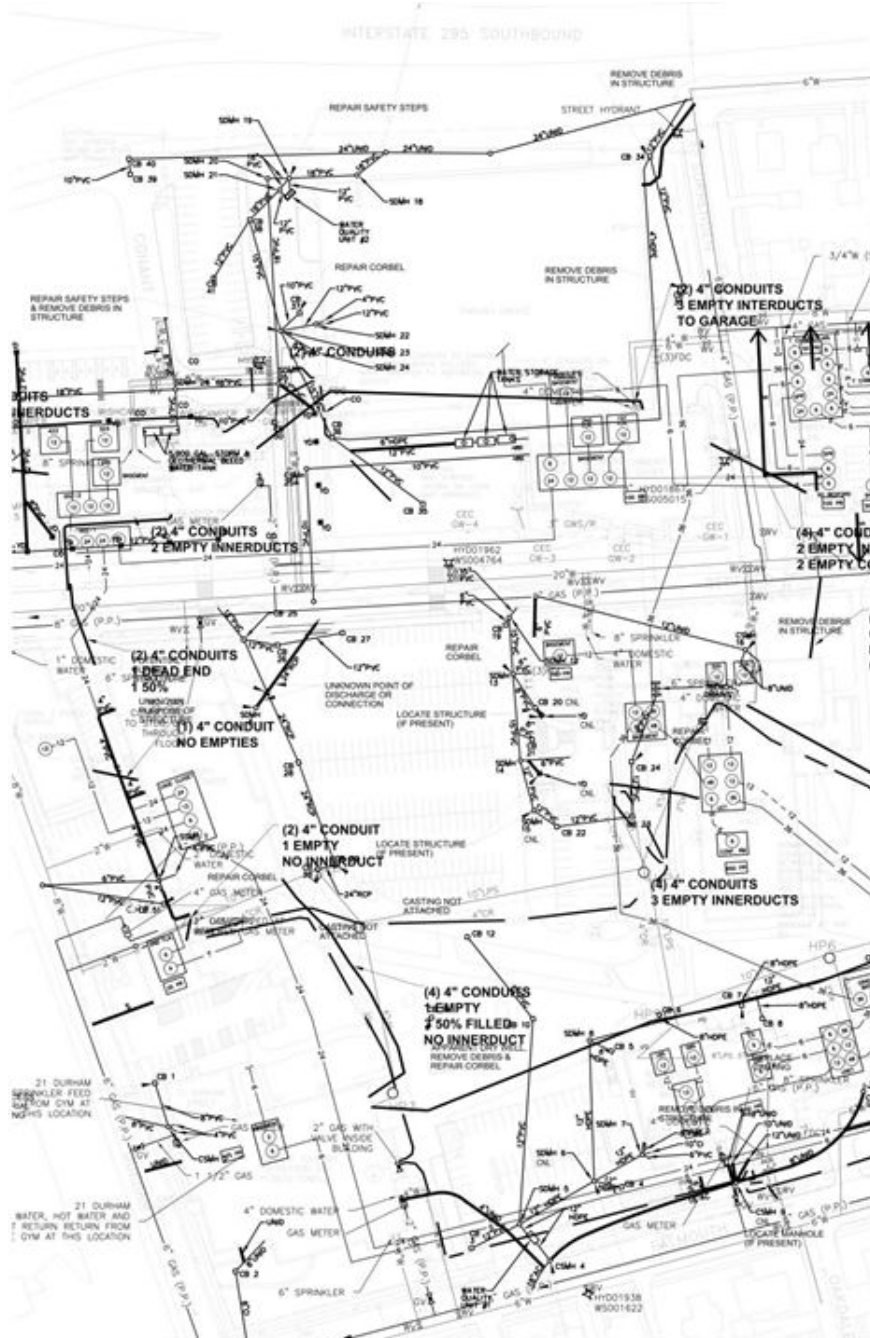


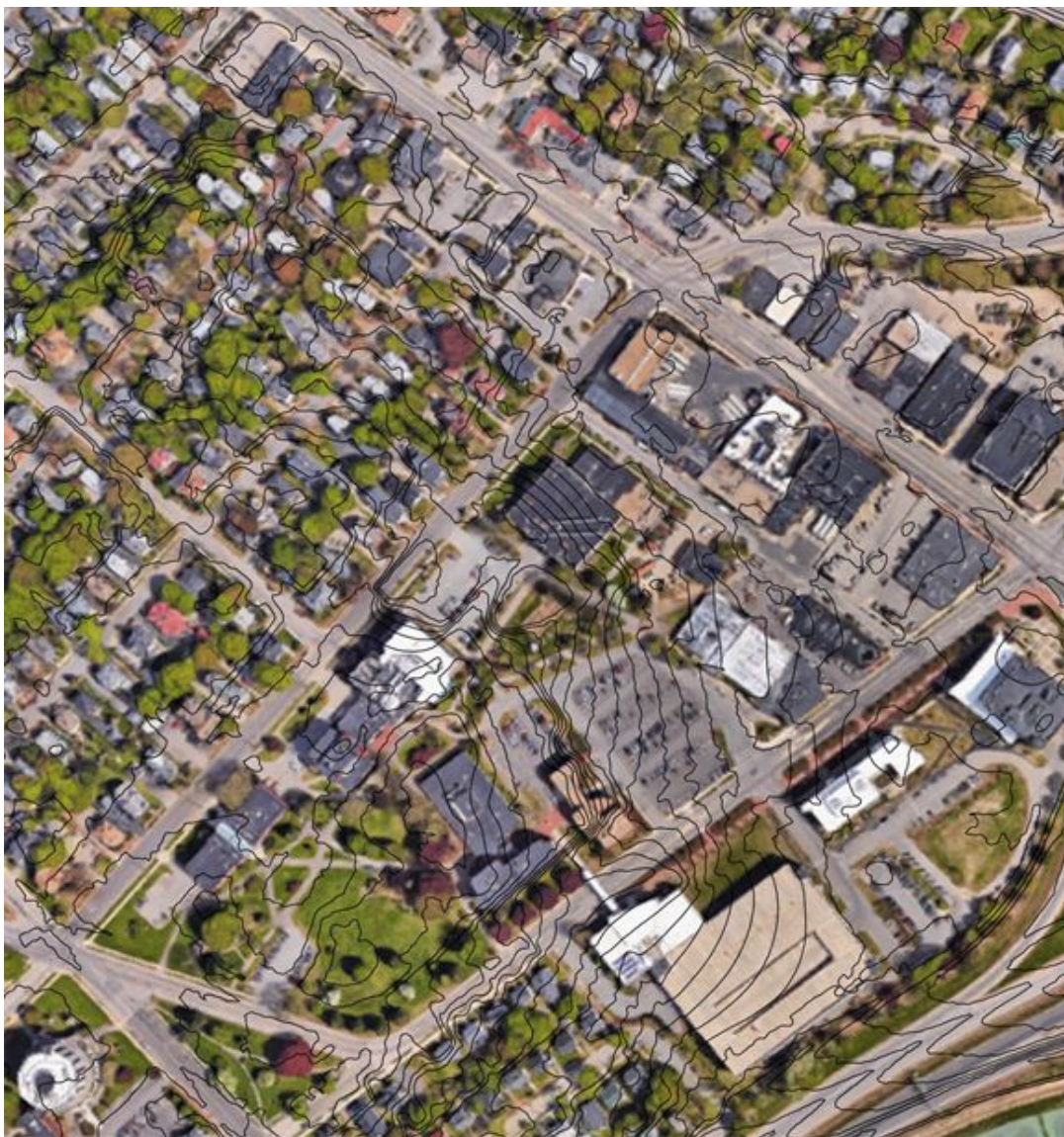
Exhibit D. University Of Southern Maine Utilities Overlay Plan



Parking Feasibility Study
University of Southern Maine
68 Falmouth St & 88 Bedford/Surrenden St, Portland, ME



Exhibit E. University Of Southern Maine Topography Overlay Plan





AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Wishcamper Center Parking Lot Expansion, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Improve Student Success and Completion 701 – Budgets-Operating & Capital
Increase Enrollment
5. **BACKGROUND:**

The University of Maine System acting through the University of Southern Maine (USM) requests authorization to expend up to \$1.71 million to expand the current surface parking area behind the Wishcamper Center on the Portland campus at the University of Southern Maine to compensate for parking being removed from service elsewhere on campus. Funding for this project will come from a combination of Campus E&G funds and University Capital Reserve funds.

This request is pursuant to Board of Trustees Policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the Finance, Facilities and Technology Committee voted to advance the project to the full Board of Trustees for consideration.

USM has several transportation projects in progress to address the demand for parking on the Portland campus. USM has engaged with Vanasse Hangen Brustlin, Inc., or VHB, a multidisciplinary American civil engineering consulting and design firm, to assist with this work. A recent assessment by VHB estimates that if USM could gain, after losses and increases, a net of approximately 300 to 400 spaces from current levels to a new total parking availability of approximately 2,000 to 2,100 spaces, that capacity would meet the University's needs for most and possibly all of the coming decade.

USM, in short, intends to offset current anticipated losses of parking and to meet the future demand for parking by expanding the Wishcamper surface lot, building a structured parking facility shortly thereafter and reducing demand via a transportation demand management effort. That VHB assessment is included in the materials for this meeting, and USM's plans are further detailed in this agenda information sheet.

For background, the existing parking capacity at USM of approximately 1,700 spaces is heavily utilized but demand does not exceed capacity. VHB found that parking demand at USM peaks at approximately 93 percent of capacity across the entire campus, meaning more than 100 spaces remain available even at peak times. Certain lots are more popular than others but overall VHB

1/17/2020

estimates that capacity exceeds demand. There are rare exceptions when a special event or circumstance has seen demand exceeded capacity, but these instances are anecdotal and unusual.

First, USM is seeking to expand a surface parking area. The request to do so is prompted by a reduction of 26 spaces which will be removed from service at the Brighton Avenue lot, 130 spaces which will be removed from service at the Bedford Street lot and an estimated 29 that will be lost at a facilities building. That is an estimated total of approximately 185 spaces that ultimately, if not simultaneously, will be removed from service. Parking capacity would be sufficiently maintained and these losses sufficiently off-set by expanding the Wishcamper surface lot by a proposed 122 spaces as USM works to approximate the status quo during this interim period of construction.

In detail, the Brighton Avenue lot will go off line when the City of Portland initiates construction on the Brighton Avenue roundabout project. That project was advertised for bids in December 2019 and could begin as soon as March 2020. The spaces in the Bedford Street lot would be lost to a staging area for the construction of the new Residence Hall and Student Success Center. The Bedford Street spaces would ultimately become the new University quad when construction is completed. The facilities building spaces would be displaced by the new construction. The proposed expansion at Wishcamper would bring that area to a new total of 213 spaces.

USM is taking a number of additional steps beyond proposing this expansion of a surface parking area.

For example, as part of a transportation demand management effort, USM has: increased public transportation access to and between its Portland and Gorham campus via the Metro Husky Line and the remainder of the Metro service area; is altering the scheduling of classes beginning in fall 2020 to level out the use of campus parking and academic facilities by distributing courses more evenly across days and hours which will reduce the current peak parking demand levels; is appointing a Transportation Demand Management coordinator and formalizing its transportation demand management plan to pursue numerous additional initiatives, all intended to reduce the need for single occupant vehicle parking spaces on campus.

The Wishcamper expansion and traffic demand management alone will not be enough to meet the parking needs of the campus.

Next, to reach a new total capacity of 2,000 to 2,100 spaces as indicated by the VHB assessment, USM intends to ask to construct an approximately 425-space parking facility. Parking demand estimates and feasibility studies have been done, along with initial conceptual design, for such a structure.

It is currently estimated that such a project would provide USM with a parking capacity on the Portland campus of approximately 2,000 to 2,100 spaces in 2022 depending on exactly how many spaces are lost to construction and whether minor additions are possible as events unfold.

Trustees will be asked at their next meeting to consider action on this structured parking facility portion of the USM plan. That project would be expected to open in the summer of 2022, contemporaneously with the proposed residence hall and student success center at the Portland campus.

Assuming a construction cost of \$20,000 per structured space and a total of 425 spaces, the project would have a total preliminarily estimated budget of \$11.9 million, including not only

1/17/2020

construction, but also design, site work, permitting, contingency, certain and other associated budget items. The \$20,000 construction cost estimate is within but at the low end of the range provided by RS Means' industry estimating benchmarks. Taken together, this results in the total preliminary project budget of \$11.9 million (\$12.7 inclusive of financing), or approximately \$29,000 per space.

Funding is expected to come from a University of Maine System revenue bond. USM would support debt service on that bond through a combination of user fees and university resources.

Two initial locations have been considered for the potential new structure at this time. One location is adjacent to Sullivan Gym and one is adjacent to the existing parking structure, which itself is connected to the Abromson Center. A final location will be determined as design proceeds.

Conceptual drawings are included in the attached Platz feasibility materials for both of the described locations. Platz Associates is a multidiscipline design firm with the experience and expertise to provide design and development services for educational, governmental, commercial, industrial, medical, retail, and residential projects. As design continues, optimizing the proposed investment to expand the surface parking at Wishcamper will be a consideration and it may be a point of consideration which favors locating the new proposed structured parking adjacent to the Sullivan gym. The location determination will be made as design proceeds and any project also will be subject to local public planning and permitting process.

Design and permitting for the Wishcamper surface parking area expansion, which is the matter that is the subject of the resolution today, are currently in progress. If authorized, construction would start following commencement in May. Completion of the project would be anticipated in time for the start of the fall 2020 semester. No additional operational expenses are expected because of this expansion.

6. TEXT OF PROPOSED RESOLUTION:

That the University of Maine System Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee and authorizes the University of Maine System acting through the University of Southern Maine to expend up to \$1.71 million for the expansion of the Wishcamper Center surface parking lot on the Portland campus with funding from E&G, University Capital Reserve, and Financing with final funding to be determined by campus Chief Business Officer and University Treasurer.

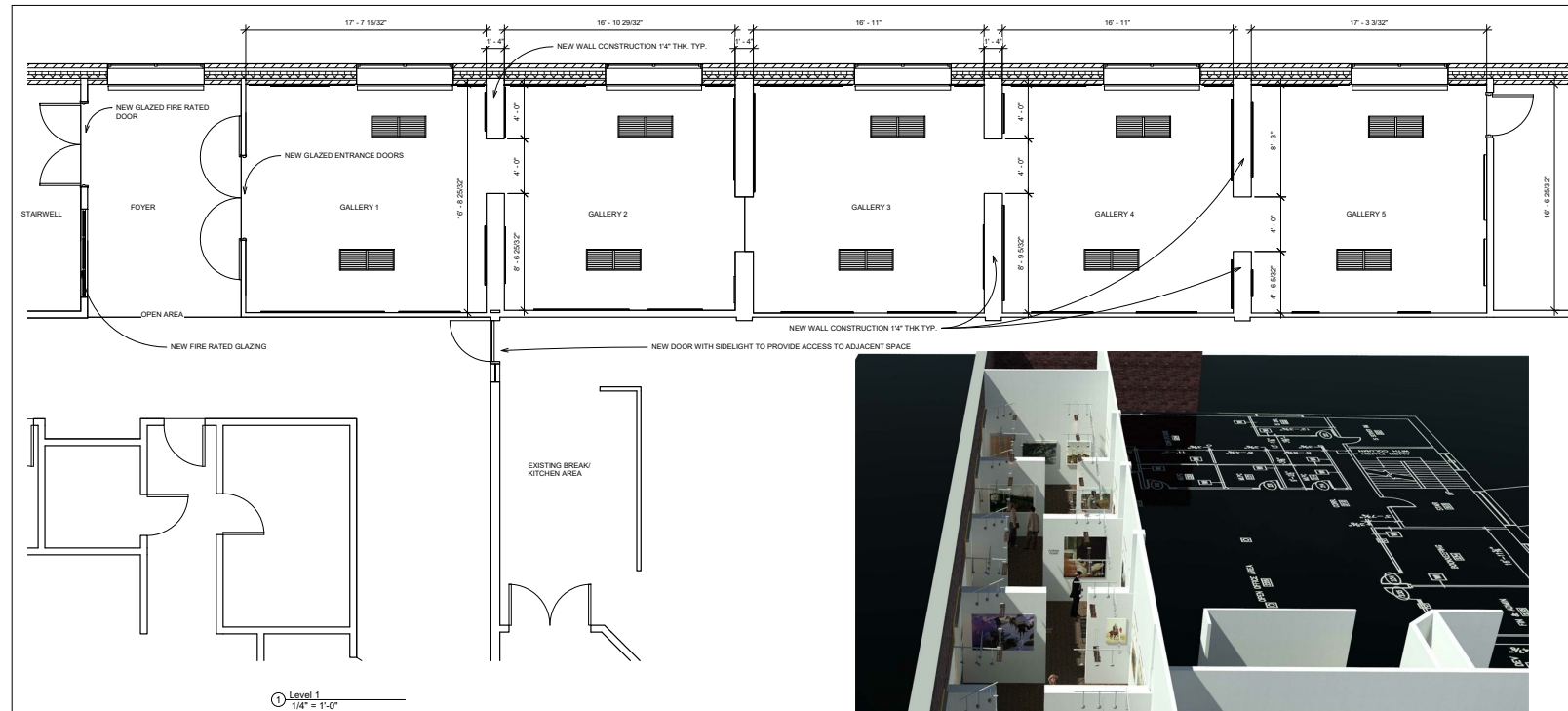
Attachments:

[Wishcamper Surface Lot Expansion Images](#)

[USM Parking Assessment](#)

[Parking Feasibility Study](#)

1/17/2020

[PRODUCTS](#) [GALLERY](#) [MARKETS](#) [RESOURCES](#) [COMPANY](#) [SALES](#)[< BACK TO PRODUCTS](#)

Limit

The Limit OLED pendant's minimal design combines straight lines and slight radii in a zig-zag pattern to provide a flowing, organic feel. Designers can use their own vision by grouping fixtures or hanging them at different angles.

OLED (Organic Light Emitting Diodes) luminaires use thin, carbon-based layers that emit light when excited by electrons. OLEDs provide the quality facial illumination that designers seek by augmenting ambient light levels to provide a comfortable and pleasant light. The flat panels provide uniform output by emitting diffuse light without secondary optics (as is necessary when using an LED source).

GET A QUOTE | VIEW LIMIT APPLICATION IMAGES

<https://www.visalighting.com/products/limit/CP5734PSX>



③ AERIAL VIEW 1 1
12" = 1'-0"



<https://umaine.edu/>

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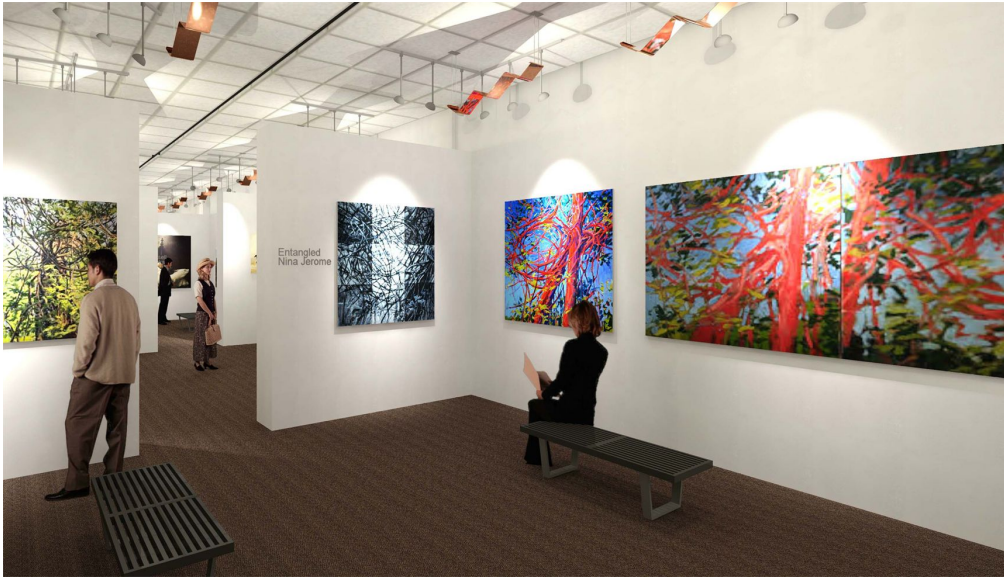
UMAINE MUSEUM OF ART
FLOOR PLAN/ PERSPECTIVE

Project number	Project Number
Date	Issue Date
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A101

Scale	As indicated
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① JEROME - POD 1 1
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② GALLERY 1B
12" = 1'-0"



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UMAINE MUSEUM OF ART GALLERY 1 PERSPECTIVE

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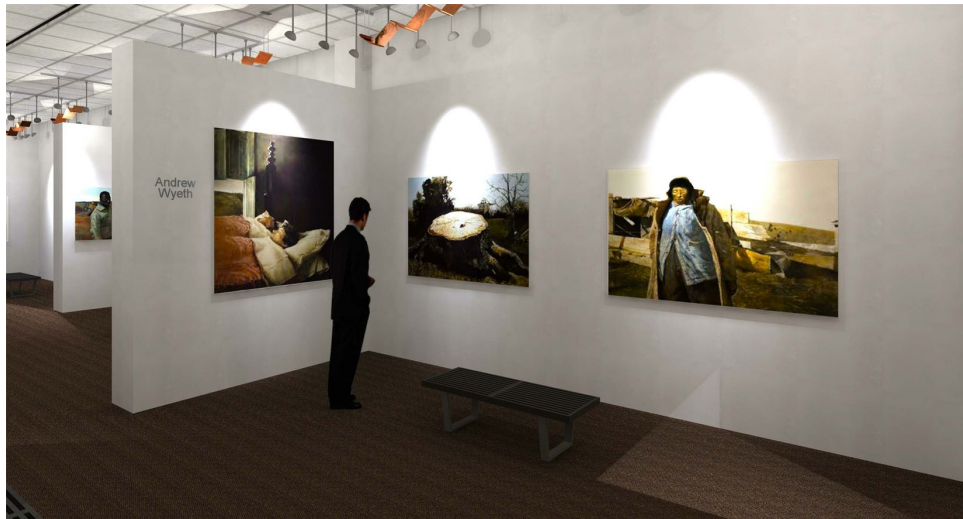
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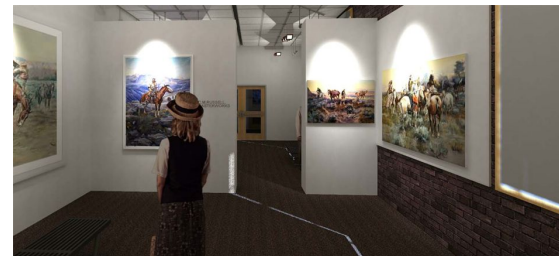
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③ PERSPECTIVE LARGE DISPLAY
12" = 1'-0"



② PERSPECTIVE 1-LARGE GALLERY
12" = 1'-0"



① GALLERY 2
12" = 1'-0"



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UMAINE
MUSEUM OF ART
GALLERY 2-3-4

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The University of Maine Museum of Art

Overview

The University of Maine Museum of Art (UMMA) is Maine's only collecting art institution solely devoted to presenting modern and contemporary art. With its focus mission, UMMA is known throughout New England as a destination for experiencing the "art of our time." The Museum organizes a dynamic series of changing exhibitions (approx. 12 annually) featuring the finest artists working throughout the U.S. The guiding principle of the Museum's curatorial program is to create unique and engaging visual arts experiences and inspire a greater understanding of contemporary art practice through original exhibitions. UMMA's exhibitions are developed in-house and evolve through a prolonged collaboration with artists who work in an array of media and stylistic approaches. UMMA welcomes over 14,000 visitors annually.

In 2002, with support from private donors and the City of Bangor, the University of Maine relocated the Museum of Art from the Orono campus. The objective was to extend the University's reach into the community, more easily share its cultural resources with Maine citizens, and take part in downtown Bangor's revitalization efforts. The Museum's former location on campus in Carnegie Hall did not have the necessary environmental controls and security required of art museums and the renovated downtown location allowed for considerable upgrades. The Museum presently occupies 14,167 sq. feet of the 40 Harlow Street building (1st and 3rd floors).

Museum Collection

The Museum's collection consists of over 4,000 works by artists of national and international note. UMMA's holdings include paintings, photography, original prints, sculptures and drawings. The majority of works in the collection were created since 1945. Significant artists represented are Pablo Picasso, Andy Warhol, Berenice Abbott, Andrew Wyeth, John Marin, among many others.

The most significant works in UMMA's collection are part of the Robert Venn Carr, Jr. Collection. Carr was an alumnus of the University of Maine and resident of North Palm Beach, Florida and Torrington, Connecticut. Over an eleven year period, beginning in 1986, he gave 161 works of art to the Museum which was the largest gift in the Museum's history. An additional 144 works were given to the Museum as part of Carr's estate in 2000. The collection consists of primarily modern and contemporary prints and features works by artists such as Georg Baselitz, Francesco Clemente, David Hockey, Roy Lichtenstein, Frank Stella, and Andy Warhol.

UMMA's facility features a state-of-the-art collections vault, proper environmental controls and security systems for excellent stewardship of the works of art. The Museum also oversees a secondary collection of over 3,000 non-accessioned works of art

Education and Community Engagement

UMMA is a center for community engagement and, as the only art museum in the region, is an important institution through which the general public experiences the cultural resources of the University of Maine. Education is central to UMMA's mission and the Museum offers an array of educational programs for all ages including tours for school-age children, adult studio programs, lectures and panel discussions, hands-on activities for families, art camps, teen offerings, *Young Curators* program, etc. Visitors and members learn from important artists and experts in the art world through UMMA's *Leonard Lecture Series*.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Naming Authorization for University of Maine Facility
2. **INITIATED BY:** James H. Page, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
803 Naming of Physical Facilities
5. **BACKGROUND:**

This is a request pursuant to Board of Trustee Policy 803 to name a planned physical facility at the University of Maine in Orono contingent upon and in acknowledgement of a \$10 million gift, which would be the single largest non-estate gift ever received by the University of Maine.

Policy 803 reserves to Trustees the authority to name physical facilities. The policy is attached.

The facility to be named in this instance would be the planned Engineering Education and Design Center expected to be built at the University of Maine's Orono campus. In November 2017 the Board approved up to \$1 million for preliminary design work for the planned facility. The working cost estimate for the total project is \$80 million, subject to further review and approval by Trustees.

Policy 803 provides that facilities may be named for, or on the recommendation of, a major contributor to the cost of the facility. The policy suggests (but does not require) that, to qualify as a naming gift, the amount of the gift contributed be equivalent to at least 25 percent of the project cost of constructing the facility.

The anticipated gift is \$10 million. This gift would be the single largest non-estate gift ever received by the University of Maine and indisputably would be a major contributor to the cost of the project. With this gift and previously approved State of Maine support to cover debt service for up to \$50 million earmarked for the project, approximately \$60 million, or 75 percent, of the estimated necessary resources for the project's expected total cost will have been identified. The \$10 million gift would constitute approximately one-third of the total non-State of Maine financed portion of the expected total project cost.

Trustees must yet consider granting further approval for the project to proceed to full design and then ultimately to construction. Trustee approval also will be required

specifically associated with the issuance of various financing mechanisms for the project. A timeline of these and other selected key milestones is attached.

The donor wishes to remain anonymous at this time. Notwithstanding that anonymity, the anticipated and requested name of the facility would be the name of the donor(s). For example: The John Q. Jones Engineering Education and Design Center or the Jones Family Engineering Education and Design Center. The exact name will be submitted to Trustees for final approval when timely and in collaboration with the donor.

The current timeline calls for the next Trustee action in this matter, apart from the naming, to come as soon as May 2018. Assuming ongoing Trustee approval, construction would currently be expected to begin in spring of calendar year 2020 and, barring any material delays, complete in calendar year 2022.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the naming of the Engineering Education and Design Center at the University of Maine in honor of the donor of a \$10 million gift to the project, subject to: receipt of the gift; submission of and approval of the actual proposed name by Trustees; and, to such further consideration and approvals as may be required from Trustees for the project itself to proceed to construction and completion.

3/2/18

FACILITIES MANAGEMENT & GENERAL SERVICES:
CAPITAL PLANNING & PROJECT MANAGEMENT

Engineering Education & Design Center Project Milestones

Major selected milestones of past 12 months:

- **July 2017**
Preliminary study indicates a projected cost of \$80M
State of Maine debt service approved by legislature and signed into law by Governor
- **October 2017**
Design solicitation advertised
- **November 2017**
BOT approves preliminary \$1 million in expenditures focused on initial design
Design contract awarded
- **January 2018**
Formal building committee approved and established by President Hunter and Chancellor Page
- **February 2018**
Visioning and programming sessions with campus and stakeholder communities.

Upcoming selected major milestones:

- **Late Spring 2018**
Anticipated request for Trustee approval for full design costs of the project to occur as soon as May 2018 meeting of Board of Trustees.
- **Late Summer - Early Fall 2018**
Targeted completion date for schematic design.
- **Spring 2019**
Targeted completion date for design development plans and cost estimate
- **Spring/Summer 2019**
Anticipated request for Trustee consideration of full project budget authorization
Anticipated request for Trustee approval specific to a Bond Financing and Project Authorization Resolution
- **Fall 2019/Winter 2020**
Construction bidding
- **Spring 2020**
Anticipated construction start date
- **Summer 2022**
Anticipated construction completion date

Special Board of Trustees Meeting - Naming Authorization for University of Maine Facility

Board of Trustees Meeting - Schematic Design Engineering Education and Design Center, UM



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Schematic Design Engineering Education and Design Center, UM
2. **INITIATED BY:** James H. Page, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** ☒
4. **OUTCOME:** Improve Student Success & Completion **BOARD POLICY:** 701 – Budgets-Operating & Capital
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine requests authorization to expend up to a preliminary \$1 million to perform Schematic Design and related services for a new building expected to be known as the Engineering Education and Design Center (EEDC) on the Orono campus of the University of Maine.

This request is pursuant to Board policy 701, which requires projects with a total cost of more than \$500,000 to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. The request is also pursuant to Trustee policy prohibiting net increases in space without Trustee authorization. In this case, the request is to approve and to forward this matter to the Consent Agenda of the Board of Trustees.

Early estimates indicate the project may cost approximately \$80 million. The cost is expected to be funded largely by University revenue bonds, supported with \$5 million in annual debt-service funding recently approved by the Legislature (P.L. 2017, c. 284). Other funding sources will include privately raised funds and other potential resources as may be identified by the University of Maine Chief Business Officer and University System Treasurer. This current request is for approval to expend only the amount necessary to begin formal design and bid preparation work.

The engineering program at the University of Maine has been growing for the last fifteen years, increasing 71 percent from 2001 to 2015. Employment of engineers in the State has also been growing and the need for engineers is greater than the available supply. In the last two years, the UMaine College of Engineering has needed to restrict enrollment in select programs due to the lack of sufficient facilities and faculty. The new facility will give UMaine the capacity to increase enrollment in engineering to 3,000 students. The current capacity is 2,000 students.

9/7/17

Special Board of Trustees Meeting - Naming Authorization for University of Maine Facility

Board of Trustees Meeting - Schematic Design Engineering Education and Design Center, UM

The College of Engineering was identified as one of UMaine's Signature Areas of Excellence in 2014 and since then the new EEDC has increasingly been a focal point for planning in the College of Engineering and UMaine. This project was identified in the campus long-term capital plan. Funding had not been secured prior to FY2018 for this project so it was not included in the FY2018 capital plan.

The exact size, design, programming, timeline, operating costs and other details of the new facility remain to be determined. Also, the specific location of the new building on the Orono campus has not been finalized. However, the building will be the center of undergraduate engineering education, so it is essential that it be located in the heart of the engineering district. The particular location of the building will be among the details to be determined as part of the Schematic Design process.

The EEDC will be the heart of undergraduate engineering education at the University of Maine. The focal point is expected to be hands-on, team-based laboratories for senior capstone design projects bringing students from multiple engineering disciplines together to collaborate. Moreover, the intent is to have reconfigurable labs to allow use by several engineering departments and flexible classrooms to enable group learning. There will be informal collaboration spaces for students to work together on projects and assignments as well as specialized classrooms for engineering demonstrations and distance learning. The latter will allow select engineering courses originating at UMaine to be used across the System.

The new building will likely house the Department of Mechanical Engineering and the bioengineering portion of the Department of Chemical and Biological Engineering allowing them the space needed to expand their programs. These two programs currently occupy space in Boardman and Jenness Halls. The future of the space they vacate will be assessed for re-utilization.

The University may use a traditional design/bid/build construction method for this project but so-called alternative delivery methods are permitted under University practices and will be considered.

The funding for this phase of the work will come from resources to be identified by the University Treasurer and University of Maine Chief Business Officer.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the September 17-18, 2017 Board meeting.

5. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee to expend up to \$1 million to begin the Schematic Design of the Engineering Education and Design Center at the University of Maine with funding to be identified by the University Treasurer.

9/7/17

UNIVERSITY OF MAINE SYSTEM

Policy Manual

FACILITIES

Section 803 Naming of Physical Facilities

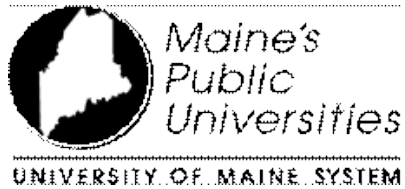
Effective: 04/10/70

Last Revised: 03/18/02; 05/17/99

Responsible Office: Facilities

Policy Statement:

1. A physical facility is a structure or assembly of structures enclosing or defining an occupiable space or activity area. For the purposes of this Policy, this definition includes major additions and renovated structures, but does not include individual rooms within buildings, outside areas such as gardens or athletic fields, or physical objects such as fixtures and equipment.
2. The naming of any physical facility in the University of Maine System is reserved to the Board of Trustees. Naming of any other campus area or object is reserved to the President of that University.
3. Facilities may be named for any individual, living or dead, except for current employees or current members of the Board of Trustees. Other acceptable names include, but are not limited to, geographical designations, functions, or University groups.
4. Facilities may be named for, or on the recommendation of, a major contributor to the cost of the facility. A contribution equivalent to at least 25% of the project cost is suggested for a naming gift for a physical facility.
5. Naming gifts may also be made when a donor establishes an endowment whose income is adequate to provide at least 75% of expected annual operating costs (utilities, custodial and maintenance).
6. Recommendations to the Chancellor and Trustees for names of physical facilities shall be made by the President of a University after consultation with such committees as may be established for this purpose. The Chancellor may recommend exceptions to any of these guidelines under unusual circumstances.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Full Design, Engineering Education and Design Center, UM
2. **INITIATED BY:** James H. Page, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** **X**
4. **OUTCOME:** **BOARD POLICY:**
Improve Student Success & Completion 701 – Budgets-Operating & Capital
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine requests authorization to expend up to an additional \$8 million to perform full design, initial relocation and related services for the Engineering Education and Design Center (EEDC) on the Orono campus of the University of Maine.

This request is pursuant to Board Policy 701, requiring Trustee approval for increases to Board approved projects. In this case, the request is to approve and to forward this matter to the Consent Agenda of the Board of Trustees. Trustees approved a preliminary \$1 million for early design of the project in September of 2017. The Agenda Item Summary (AIS) is attached for reference.

Estimates continue to indicate the project may cost up to \$80 million. The project cost is expected to be funded largely by University revenue bonds supported with State debt-service funding approved by the Legislature in late 2017, by privately raised funds and other potential resources as may be identified by the University of Maine Chief Business Officer and University System Treasurer. Through fundraising, over \$10 million has been raised toward this project and efforts continue in earnest. This current request is for approval to expend the amount necessary to complete formal design, bid preparation and related work.

Since the prior approval in September 2017, the building committee was formed, the project design team was selected and commenced conceptual design along with a site selection process. These phases of the design came to a conclusion in April, 2018 with a final site location at the site of the current Machine Tool Laboratory, and with a conceptual design of an approximately 110,000 square foot building, within the \$80 million budget.

The funding for this phase of the work will come from resources to be identified by the University Treasurer and University of Maine Chief Business Officer.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 20-21, 2018 Board meeting.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees approves the recommendation of the Finance, Facilities and Technology Committee for the University of Maine to authorize the expenditure of up to an additional \$8 million, bringing the current approved budget to \$9 million to complete full design of the Engineering Education and Design Center at the University of Maine with funding to be identified by the University Treasurer.

Attachment:

[Full Design Engineering Education](#)



THE UNIVERSITY OF
MAINE

College of Engineering

**FERLAND
ENGINEERING
EDUCATION AND
DESIGN CENTER**

*A BUILDING FOR
MAINE'S FUTURE*

February 2020



E. James Ferland '64 & Eileen Ferland

Dr. Dana N. Humphrey

Dean of Engineering

Saunders Professor of Engineering

Leadership and Management



Outline

engineering.umaine.edu



- Context - Why Engineering Education and Design Center is needed
- Ferland Engineering Education & Design Center



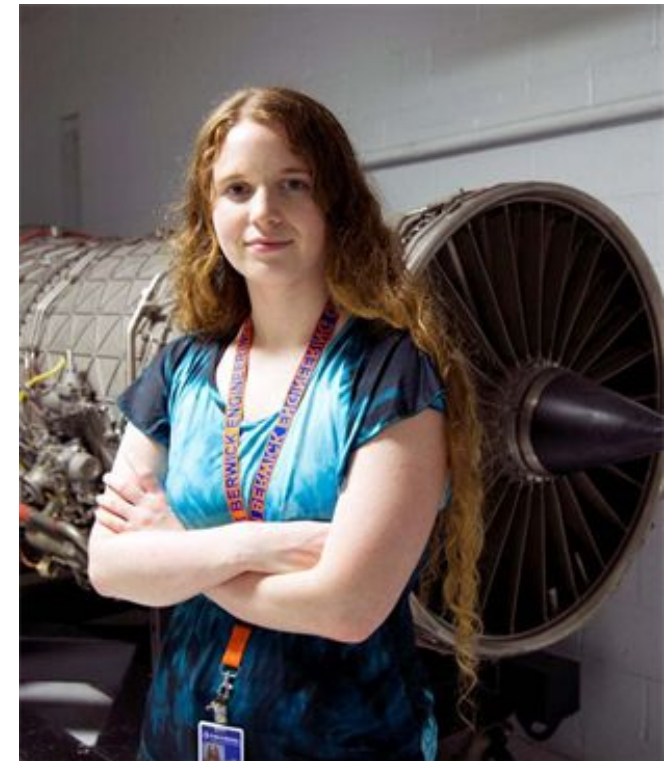
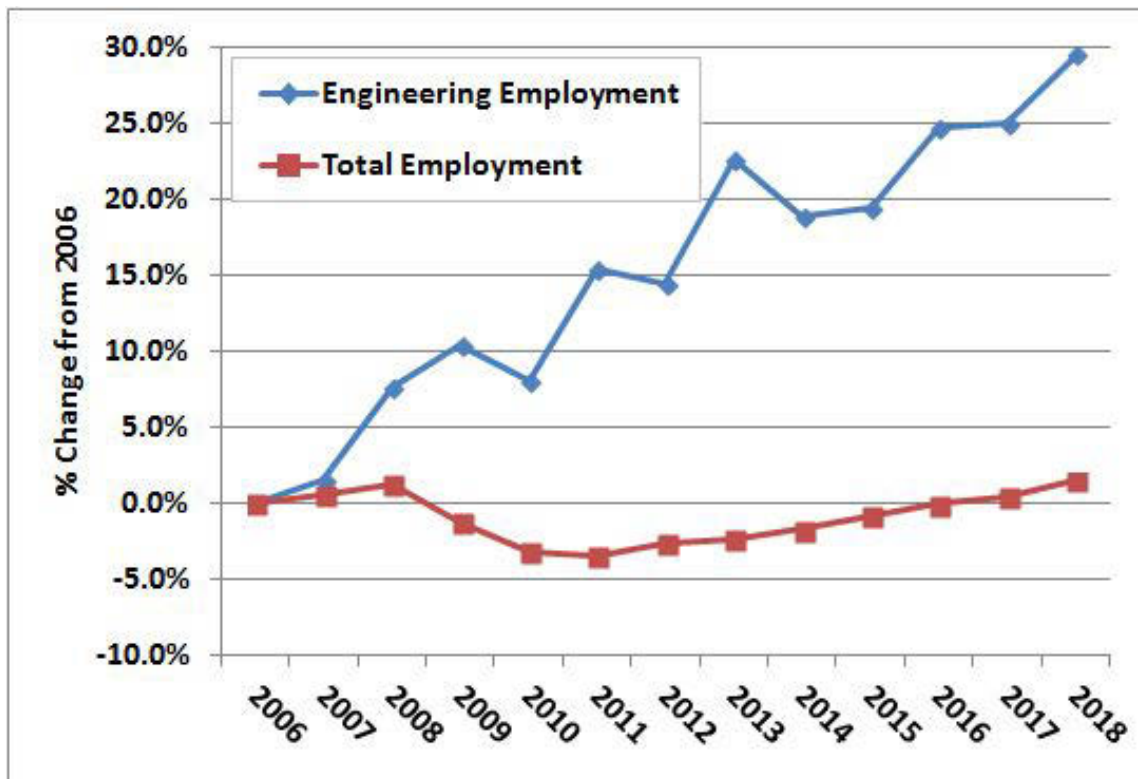
Maine Engineering Employment

engineering.umaine.edu



Strong job growth

- 30% increase 2006-2018
- Added 1,510 engineering positions



Summer intern **Allie Hayford** of Cape Neddick at Pratt & Whitney in North Berwick

Data Source: US Dept. of Labor State Occupational Employment and Wage Estimates



Maine's Engineering Workforce is Aging

engineering.umaine.edu



27% of Maine's
engineering
workforce is age
55+

1,840 replacement
engineers needed
in next decade!



Based on data extracted from <http://ledextract.ces.census.gov/> for the third quarter of 2017; the category "Professional, Technical and Scientific" includes engineers, scientists, and related technical professionals; data for engineers alone is not available.



Projected Shortfall of Engineers in Maine through 2029

engineering.umaine.edu



New Positions

1,510

Replacements for
Retirements

1,840

Plus replacements
for engineers who
leave profession

?

Total Needed:

= 3,350 +

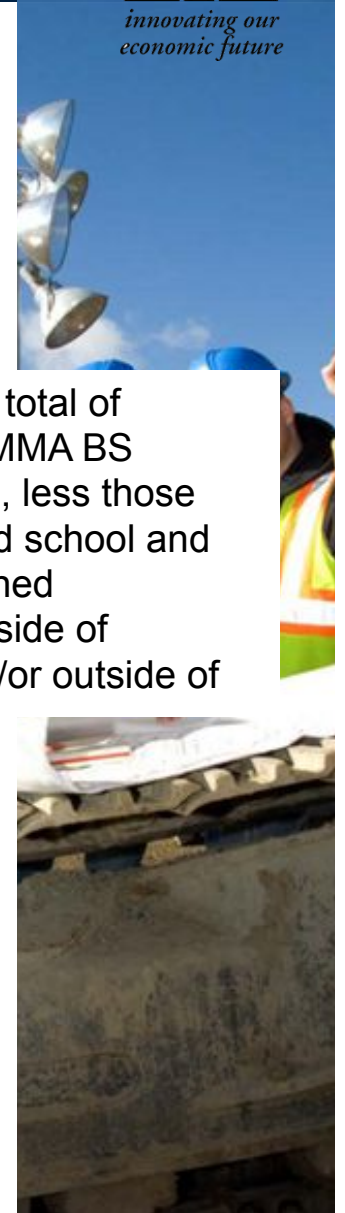
1,600

Available
Graduates*

1,750+

Shortfall

*Projected 10 yr total of UMaine+USM+MMA BS degrees granted, less those who went to grad school and those who obtained employment outside of engineering and/or outside of Maine.



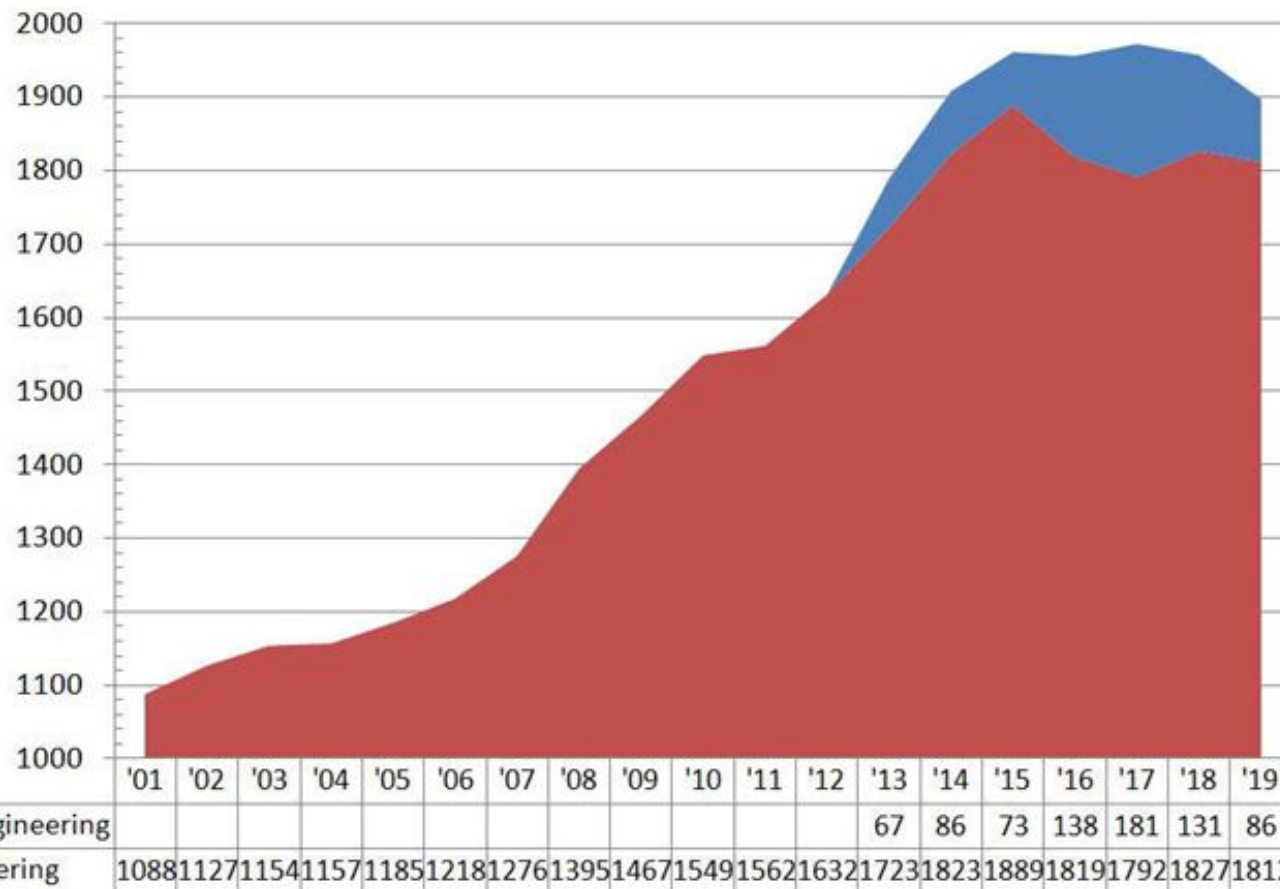


Significant & Sustained Growth in Engineering Enrollment at UMaine

engineering.umaine.edu



**UMaine College of Engineering
Undergraduate Enrollment 2001 to 2019**



Fall'19
500 1st year and
transfer students

Factoid
UMaine grants
93% of eng. BS
degrees & **100%** of
eng. graduate
degrees in UMS

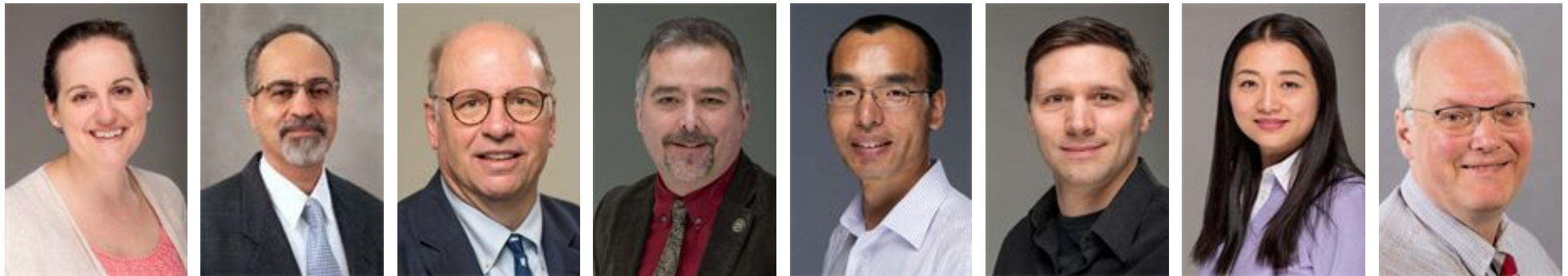


23 New Faculty in 4 Years

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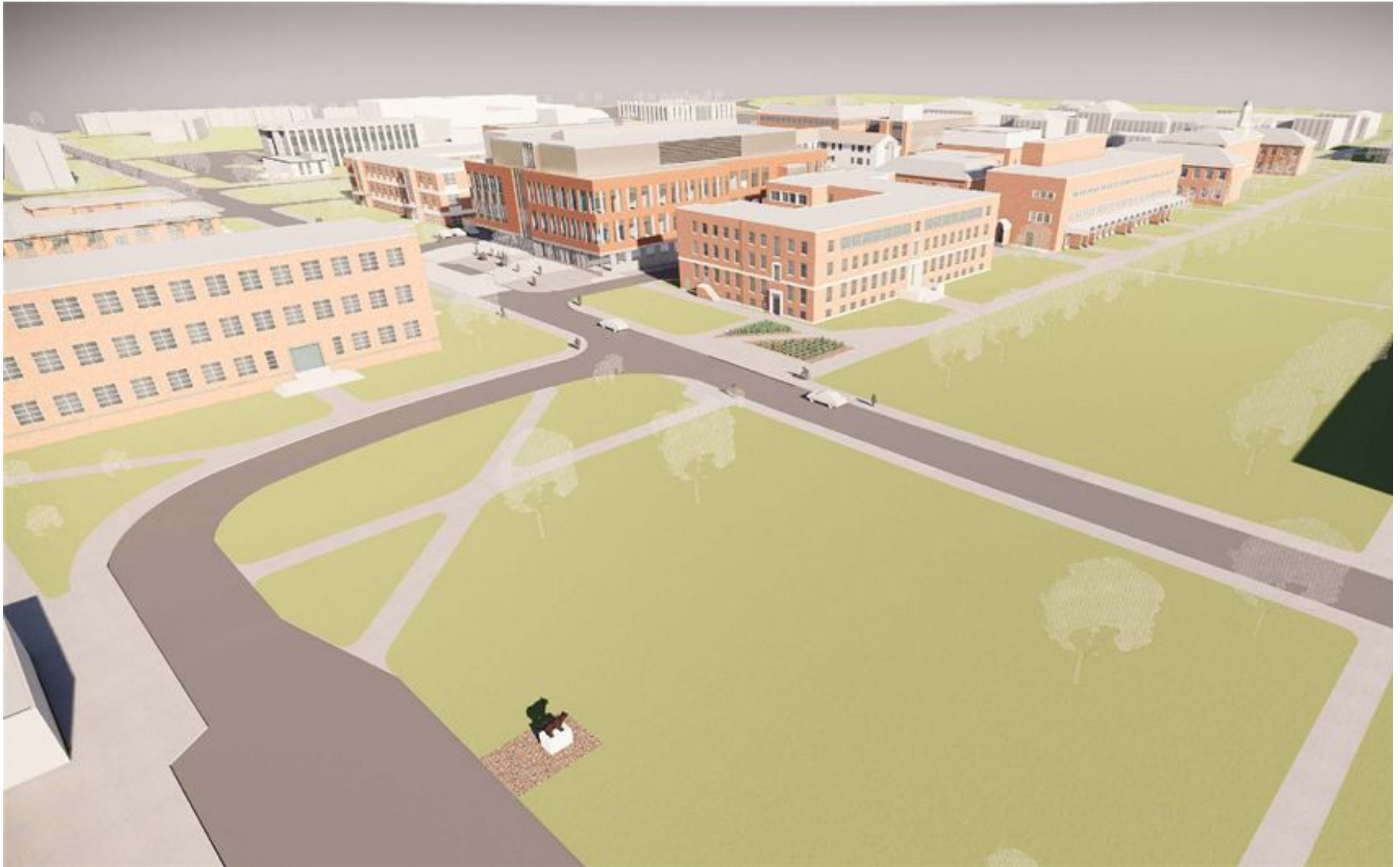
*innovating our
economic future*





Engineering Education and Design Center

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Engineering Education and Design Center

engineering.umaine.edu





Ferland Engineering Education and Design Center

engineering.umaine.edu





Cloke Plaza Entrance

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Design Option – Bridge to Boardman

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PCA Commons

engineering.umaine.edu



Team meeting rooms in background; View up to 2nd floor commons.





PCA Commons from Cloke Plaza Entrance

engineering.umaine.edu



WBRC Grand Staircase to the right.





Maine Street from Long Road Entrance

engineering.umaine.edu



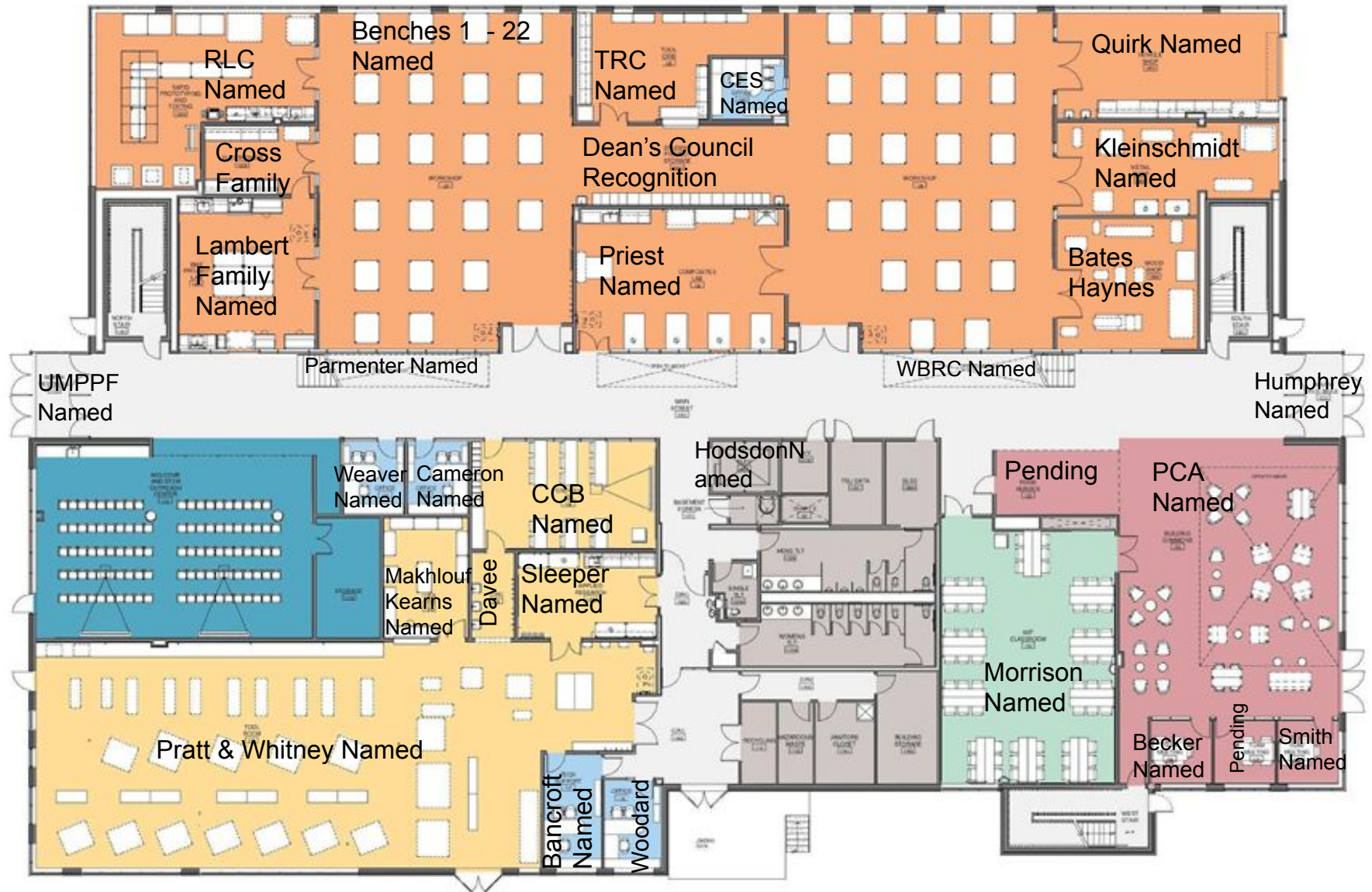
Campus Welcome and STEM Outreach Center visible to the right.





Level 1 Floor Plan – Student Project Suite STEM Welcome Center

engineering.umaine.edu





Student Project Design Suite

engineering.umaine.edu





2nd Floor Looking North

engineering.umaine.edu





Level 2 Floor Plan Mechanical Engineering

engineering.umaine.edu





Mechanical Engineering Teaching Lab

engineering.umaine.edu





Collaborative Classroom

engineering.umaine.edu





3rd Floor Looking South

engineering.umaine.edu





Level 3 Floor Plan Biomedical Engineering

engineering.umaine.edu

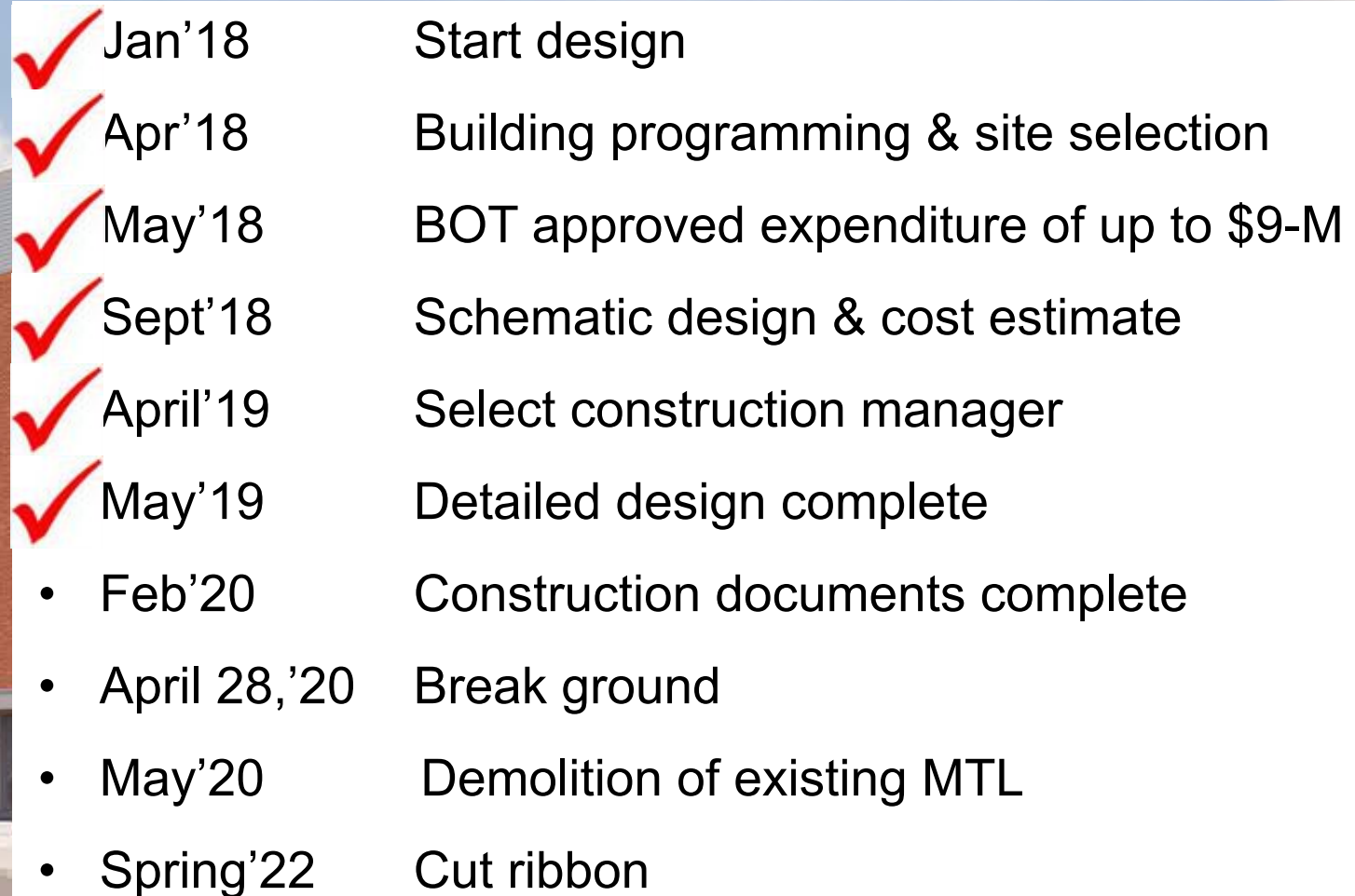




Expected Timeline for Project

engineering.umaine.edu



- 
- | | |
|----------------|-----------------------------------------|
| ✓ Jan'18 | Start design |
| ✓ Apr'18 | Building programming & site selection |
| ✓ May'18 | BOT approved expenditure of up to \$9-M |
| ✓ Sept'18 | Schematic design & cost estimate |
| ✓ April'19 | Select construction manager |
| ✓ May'19 | Detailed design complete |
| • Feb'20 | Construction documents complete |
| • April 28,'20 | Break ground |
| • May'20 | Demolition of existing MTL |
| • Spring'22 | Cut ribbon |



Funding Commitments

engineering.umaine.edu



Source		Amount
\$50-M state debt service		\$47.8-M
UMaine reserves		\$1.0-M
UMaine debt service paid back at \$250k/yr for 30 years		\$5.2-M
Ferland naming gift		\$10.0-M
Packaging Corporation of America gift		\$1.0-M
Abbagadassett Foundation		\$1.0-M
Gustavus and Louise Pfeiffer Research Foundation		\$1.5-M
Pratt & Whitney		\$1.0-M
Other private gifts		\$4.6-M
Pending gifts		\$0.1M
TOTAL TO DATE	In total, there are more than 495 private donors	\$73.2-M

Estimated total all-in cost: \$78-M



OAK POINT
ASSOCIATES

architecture
engineering
planning















AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Update to FFT meeting protocol template for \$5M projects
2. **INITIATED BY:**
3. **BOARD INFORMATION:** **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**
 - a. Summary of the request
 - b. Overall requested budget and funding source
 - c. More detailed explanation of rationale for project and metrics for success of the project (ROI or other)
 - d. Explanation of the scope and substance of the project as needed to supplement (a) and (c) above.
 - e. Changes, if any, in net square footage or ongoing operating costs resulting from the project
 - f. Budget for the project and further elaboration on funding source and selection as needed to supplement (b) above)
 - g. Alternatives that were considered to meet the need being addressed by this project
 - h. Timeline for start, occupancy and completion
 - i. Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.
 - j. Additional information that may be useful to consideration of the item.

6. TEXT OF PROPOSED RESOLUTION:

That the Finance, Facilities and Technology Committee forwards this item to the Agenda at the March 15-16, 2020 Board of Trustees meeting for the following resolution:

SAMPLE
TEMPLATE

UNIVERSITY OF MAINE SYSTEM
Board of Trustees
AGENDA CALENDAR

A working calendar for developing agendas and submitting various reports to the Board has been designed in order to allow maximum planning in organizing presentations and reference materials. The calendar identifies the timetable for submission of items and reports which recur every six to 24 months as well as special reports with specific time lines. It does not include general items which are ordinarily on each Board meeting agenda; e.g., reports and consent agenda. The following agenda is subject to change consistent with scheduling, reporting, and other factors that the Chancellor deems necessary to consider such matters.

The Calendar will be updated and included in the Board Meeting materials on a regular basis.

- JANUARY:** Academic Affairs
 Honorary Degree Nominations
 Fiscal Matters
 State Research Report
- MARCH:** Academic Affairs
 Tenure Nominations
 Tenure Report
 Governance/Administration
 Board Calendar
 Establishment of Nominating Committee
 Student Affairs
 Spring Enrollment Update
 Fiscal Matters
 Multi-Year Financial Analysis
- MAY:** Fiscal Matters
 Budgets and Student Charges
 Governance/Administration
 Election of Board Officers
 Confirmation of Board of Visitors
- JULY:** Governance/Administration
 Appointment of Standing Committees
 Human Resources
 Annual Report on Named Chairs and Professorships
- SEPTEMBER:** Fiscal Matters
 Appropriation Request
 Multi-Year Financial Analysis
- NOVEMBER:** Academic Affairs
 Awarding of Academic Degrees
 Academic Year Calendar
 Fiscal Matters
 Review of Annual Financial Report
 Student Affairs
 Official Fall Enrollment Update



**University of Maine System
Management Group Appointments/Changes
Board of Trustees Meeting March 2020**

Campus	Name	Position Title	Effective Date	Prior Salary	New Salary	Previous Position Title	Notes
UM	Christopher Richards	Interim Vice President of Enrollment Management	1/31/2020	\$ 103,293	\$ 153,292	Director of Undergraduate Enrollment Management	Interim Appointment and Addition to Management Group
USM	Dominic Barraclough	Vice Provost for Mission and Accreditation	1/1/2020		\$ 113,000		New Hire
UM	Kimberly Whitehead	Chief of Staff	7/15/2019		\$ 138,000		New Hire



Spring 2020 Enrollment Report

Robert Zuercher, UMS Senior Institutional Research & Planning Analyst
Justin Young, UMS Senior Institutional Research & Planning Analyst
February 20, 2020

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

INTRODUCTION

The following report provides summary information regarding enrollment at the University of Maine System for the Spring 2020 semester. All data reported is as of the census date, February 15, 2020.

Notes:

1. Some totals may not appear to sum correctly due to rounding (e.g., credit hours, FTE, and percentages).
2. In the case of intra-campus cross-listed courses, the Host institution (the UMS institution hosting/teaching the course) receives the credit hours for the course, while the Home institution (the UMS institution where the students' primary enrollment is) keeps the FTE and headcount.
3. The formula for calculating Fall FTE (for all campuses except UMF starting in Fall 2006) is as follows:
$$\text{Fall Undergraduate Credit Hours}/15 + \text{Fall Professional (Law) Credit Hours}/15 + \text{Fall Graduate Credit Hours}/9 = \text{Fall FTE} + \text{UMF: Fall Undergraduate Credit Hours}/16 + \text{Fall Graduate Credit Hours}/9 = \text{Fall FTE}.$$
4. Students enrolled under the New England Regional Student Program (NEBHE) pay 150% of in-state tuition, which may include out-of-state students and Canadian students.
5. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.
6. Gender assigned proportionally for any unknowns represented in the source data.

Data Source: PeopleSoft Database; the University of Maine System; 2/15/2020.

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HIGHLIGHTS

- Compared to last year, undergraduate (excluding Early College) headcount and credit hours were down (-2.8% and -1.7% respectively) across the system in Spring 2020. Across all UMS campuses, non-Early College undergraduate headcounts showed decreases relative to last spring. A similar pattern emerged with non-Early College undergraduate credit hours, except for UMPI, who saw a slight increase of 2.1% compared to Spring 2018.
- Credit hours among Early College students showed a marked increase (12.8%) compared to Spring 2019 and an even greater increase (102.3%) relative to Spring 2016. Compared to last year, every campus except for UM and UMPI saw an increase in Early College student credit hours and 4 of the 7 campuses saw increases in Early College headcounts. Credit hours from Early College programs accounted for 3.0% of all undergraduate credit hours in Spring 2020.
- Graduate student headcounts in Spring 2020 showed a slight increase of 0.2% from last year. Compared to Spring 2016, the graduate student headcount increased by 16.4%. Graduate student credit hours followed a similar pattern, with a slight increase of 0.3% compared to Spring 2019 and a more substantial increase of 9.5% relative to Spring 2016. Law student headcounts have remained relatively stable over the last five spring terms, with a 2.5% increase from last year and a slight increase (0.4%) from Spring 2016.
- Credit hours from NEBHE students increased substantially by 16.7% from last spring and 12.6% compared to Spring 2016. Similarly, there has been significant growth in credit hours among other out-of-state students, which increased 41.2% since Spring 2016. Credit hours among in-state students declined -7.9% over the last five spring terms and showed a modest decline (-2.3%) relative to last spring. Credit hours and headcounts have declined substantially at the Associate-degree level, driven largely by the elimination of two-year degree programs across the system in recent years.
- The total entering student population showed a decline of -4.9% from last spring and -3.6% from Spring 2016. First-time undergraduates were down -19.4% from last year. Entering transfer students were also down from Spring 2018 and showed a decrease of -3.1%. However, entering graduate students showed a strong 1-year increase of 22.6% and a gain of 47.6% relative to Spring 2016.
- Compared to either a year ago or five years ago, there are now more Black/African American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander, and multi-racial/ethnic students enrolled in the UMS. The total number of Non-Resident Alien (International) students increased by 9.4% since last year, though they have declined by -11.1% compared to Spring 2016. The number of American Indian/Alaska Native students followed a similar pattern and showed a slight increase (3.2%) from last year, but compared to Spring 2016, they are down -12.3%.
- The delivery of credit hours continued to shift toward Distance Education—toward Distance Online in particular, which grew by 6.5% since last year and 31.6% since Spring 2016. Distance online accounted for 25.6% of all credit hours in the UMS in Spring 2020. All other forms of distance education showed declines relative to Spring 2016 and Spring 2019, except for distance onsite, which grew by 4.8% compared to last year.

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY CAMPUS AND STUDENT LEVEL

Early College Undergraduate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	140	118	148	261	227	11.1%	-13.0%	62.1%
UMA	90	153	253	268	415	20.2%	54.9%	361.1%
UMF	9	2	5	23	23	1.1%	0.0%	155.6%
UMFK	367	444	445	435	489	23.8%	12.4%	33.2%
UMM	59	80	70	96	144	7.0%	50.0%	144.1%
UMPI	182	257	374	377	375	18.3%	-0.5%	106.0%
USM	191	171	236	266	378	18.4%	42.1%	97.9%
Total	1,038	1,225	1,531	1,726	2,051	100.0%	18.8%	97.6%

Undergraduate Headcount by Campus (Excludes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,508	8,505	8,548	8,604	8,526	40.5%	-0.9%	0.2%
UMA	4,353	3,888	3,567	3,543	3,419	16.3%	-3.5%	-21.5%
UMF	1,665	1,660	1,628	1,553	1,494	7.1%	-3.8%	-10.3%
UMFK	1,035	1,050	1,037	958	835	4.0%	-12.8%	-19.3%
UMM	656	636	605	567	536	2.5%	-5.5%	-18.3%
UMPI	896	891	908	877	874	4.2%	-0.3%	-2.5%
USM	5,320	5,381	5,326	5,535	5,355	25.5%	-3.3%	0.7%
Total	22,433	22,011	21,619	21,637	21,039	100.0%	-2.8%	-6.2%

Total Undergraduate Headcount by Campus (Includes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,648	8,623	8,696	8,865	8,753	37.9%	-1.3%	1.2%
UMA	4,443	4,041	3,820	3,811	3,834	16.6%	0.6%	-13.7%
UMF	1,674	1,662	1,633	1,576	1,517	6.6%	-3.7%	-9.4%
UMFK	1,402	1,494	1,482	1,393	1,324	5.7%	-5.0%	-5.6%
UMM	715	716	675	663	680	2.9%	2.6%	-4.9%
UMPI	1,078	1,148	1,282	1,254	1,249	5.4%	-0.4%	15.9%
USM	5,511	5,552	5,562	5,801	5,733	24.8%	-1.2%	4.0%
Total	23,471	23,236	23,150	23,363	23,090	100.0%	-1.2%	-1.6%

Graduate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	1,676	1,851	1,846	2,023	2,100	55.0%	3.8%	25.3%
UMF	222	233	327	295	259	6.8%	-12.2%	16.7%
USM	1,384	1,420	1,457	1,494	1,460	38.2%	-2.3%	5.5%
Total	3,282	3,504	3,630	3,812	3,819	100.0%	0.2%	16.4%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

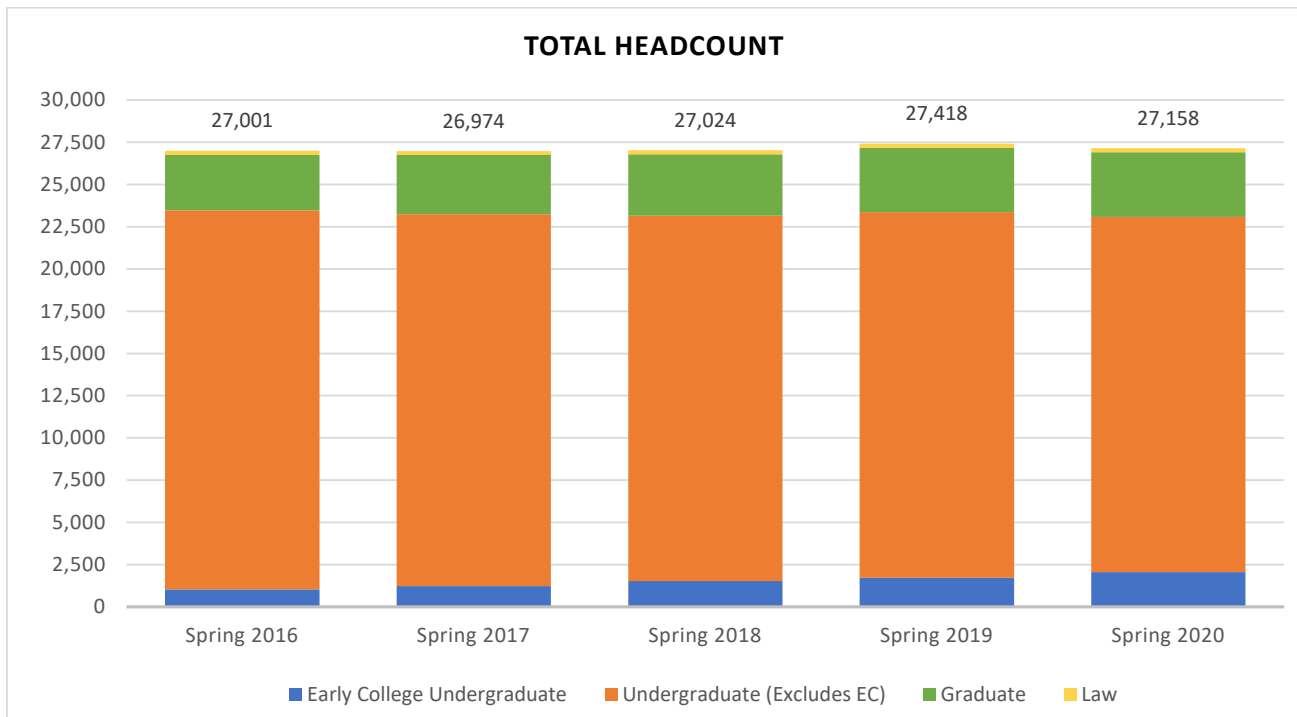
Total Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	10,324	10,474	10,542	10,888	10,853	40.0%	-0.3%	5.1%
UMA	4,443	4,041	3,820	3,811	3,834	14.1%	0.6%	-13.7%
UMF	1,896	1,895	1,960	1,871	1,776	6.5%	-5.1%	-6.3%
UMFK	1,402	1,494	1,482	1,393	1,324	4.9%	-5.0%	-5.6%
UMM	715	716	675	663	680	2.5%	2.6%	-4.9%
UMPI	1,078	1,148	1,282	1,254	1,249	4.6%	-0.4%	15.9%
USM	6,895	6,972	7,019	7,295	7,193	26.5%	-1.4%	4.3%
LAW	248	234	244	243	249	0.9%	2.5%	0.4%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%
Unduplicated Total	26,487	26,393	26,513	26,877	26,655	100.0%	-0.8%	0.6%

Total Headcount by Student Level

Student Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Early College Undergraduate	1,038	1,225	1,531	1,726	2,051	7.6%	18.8%	97.6%
Undergraduate (Excludes EC)	22,433	22,011	21,619	21,637	21,039	77.5%	-2.8%	-6.2%
Total Undergraduate	23,471	23,236	23,150	23,363	23,090	85.0%	-1.2%	-1.6%
Graduate	3,282	3,504	3,630	3,812	3,819	14.1%	0.2%	16.4%
Law	248	234	244	243	249	0.9%	2.5%	0.4%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%
Unduplicated Total	26,487	26,393	26,513	26,877	26,655	100.0%	-0.8%	0.6%

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



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	32	26	36	59	53	9.7%	-11.5%	63.8%
UMA	24	38	64	69	103	19.1%	50.0%	329.9%
UMF	3	1	3	7	7	1.4%	13.5%	140.8%
UMFK	99	110	117	110	124	22.9%	13.4%	25.1%
UMM	13	20	16	23	35	6.4%	50.9%	161.0%
UMPI	45	78	141	136	114	21.1%	-16.2%	152.1%
USM	51	47	68	76	105	19.4%	37.6%	107.3%
Total	268	320	444	480	542	100.0%	12.8%	102.2%

Undergraduate FTE by Campus (Excludes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	7,805	7,975	8,076	8,028	7,968	46.3%	-0.8%	2.1%
UMA	2,439	2,129	1,996	2,011	1,976	11.5%	-1.7%	-19.0%
UMF	1,519	1,522	1,499	1,435	1,379	8.0%	-3.9%	-9.2%
UMFK	718	720	703	659	589	3.4%	-10.6%	-18.0%
UMM	457	436	417	388	362	2.1%	-6.7%	-20.8%
UMPI	664	644	657	646	660	3.8%	2.1%	-0.6%
USM	3,936	4,015	4,098	4,356	4,293	24.9%	-1.4%	9.1%
Total	17,538	17,440	17,446	17,523	17,227	100.0%	-1.7%	-1.8%

Total Undergraduate FTE by Campus (Includes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	7,837	8,001	8,112	8,088	8,020	45.1%	-0.8%	2.3%
UMA	2,463	2,167	2,059	2,080	2,079	11.7%	0.0%	-15.6%
UMF	1,522	1,522	1,502	1,442	1,386	7.8%	-3.8%	-8.9%
UMFK	818	830	820	769	714	4.0%	-7.2%	-12.7%
UMM	471	456	433	411	397	2.2%	-3.5%	-15.6%
UMPI	709	722	797	783	774	4.4%	-1.0%	9.2%
USM	3,986	4,062	4,166	4,432	4,398	24.8%	-0.8%	10.3%
Total	17,806	17,760	17,890	18,003	17,768	100.0%	-1.3%	-0.2%

Graduate FTE by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	979	1,007	1,019	1,096	1,141	49.5%	4.1%	16.5%
UMF	87	88	121	111	97	4.2%	-12.3%	11.8%
USM	1,037	1,033	1,095	1,088	1,065	46.2%	-2.2%	2.6%
Total	2,103	2,128	2,235	2,295	2,303	100.0%	0.3%	9.5%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

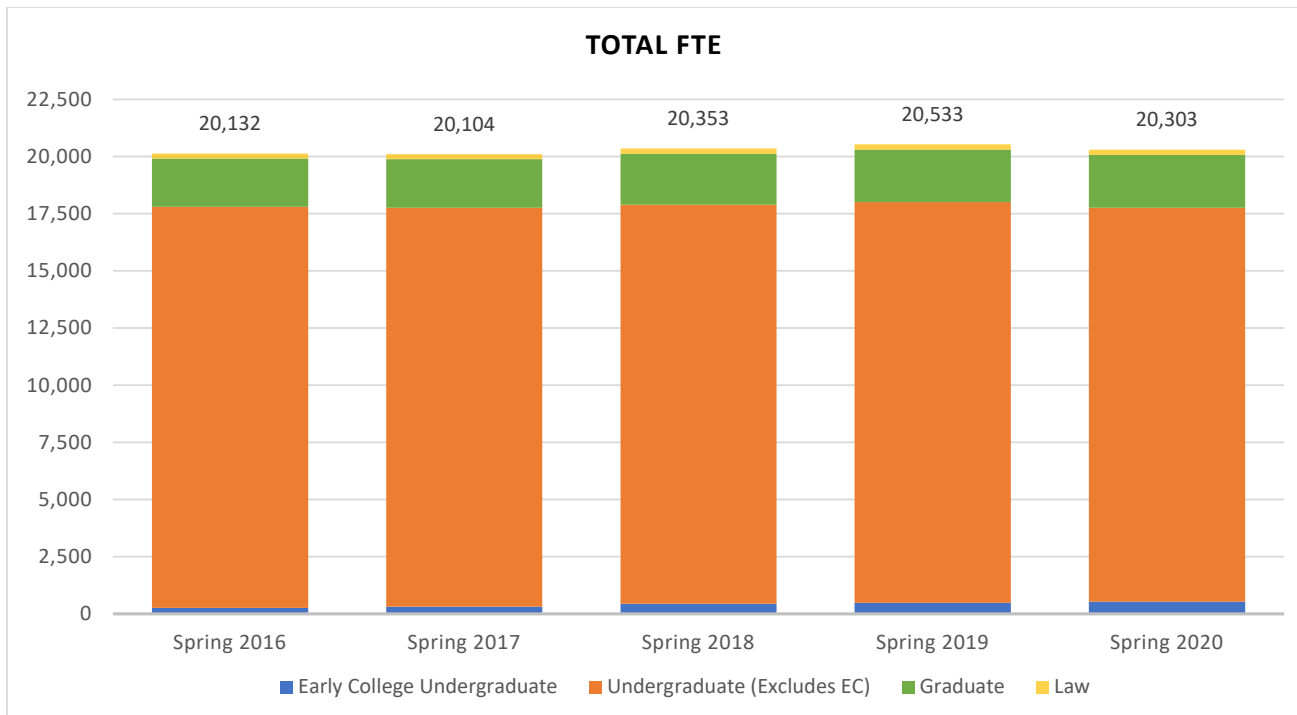
Total FTE by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,817	9,008	9,131	9,184	9,161	45.1%	-0.2%	3.9%
UMA	2,463	2,167	2,059	2,080	2,079	10.2%	0.0%	-15.6%
UMF	1,609	1,610	1,623	1,552	1,483	7.3%	-4.4%	-7.8%
UMFK	818	830	820	769	714	3.5%	-7.2%	-12.7%
UMM	471	456	433	411	397	2.0%	-3.5%	-15.6%
UMPI	709	722	797	783	774	3.8%	-1.0%	9.2%
USM	5,023	5,095	5,261	5,520	5,463	26.9%	-1.0%	8.7%
LAW	222	215	228	234	232	1.1%	-0.9%	4.3%
Total	20,132	20,104	20,353	20,533	20,303	100.0%	-1.1%	0.8%

Total FTE by Student Level

Student Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Early College Undergraduate	268	320	444	480	542	2.7%	12.8%	102.2%
Undergraduate (Excludes EC)	17,538	17,440	17,446	17,523	17,227	84.8%	-1.7%	-1.8%
Total Undergraduate	17,806	17,760	17,890	18,003	17,768	87.5%	-1.3%	-0.2%
Graduate	2,103	2,128	2,235	2,295	2,303	11.3%	0.3%	9.5%
Law	222	215	228	234	232	1.1%	-0.9%	4.3%
Total	20,132	20,104	20,353	20,533	20,303	100.0%	-1.1%	0.8%

TOTAL FTE



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	481	396	539	890	788	9.7%	-11.5%	63.8%
UMA	361	569	953	1,035	1,552	19.1%	50.0%	329.9%
UMF	49	8	44	104	118	1.5%	13.5%	140.8%
UMFK	1,490	1,655	1,752	1,644	1,864	22.9%	13.4%	25.1%
UMM	200	298	240	346	522	6.4%	50.9%	161.0%
UMPI	680	1,171	2,109	2,045	1,714	21.1%	-16.2%	152.1%
USM	759	698	1,022	1,143	1,573	19.3%	37.6%	107.3%
Total	4,020	4,795	6,659	7,207	8,131	100.0%	12.8%	102.3%

Undergraduate Credit Hours by Campus (Excludes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	117,080	119,614	121,145	120,424	119,514	46.0%	-0.8%	2.1%
UMA	36,579	31,935	29,935	30,125	29,577	11.4%	-1.8%	-19.1%
UMF	24,309	24,351	23,987	22,960	22,063	8.5%	-3.9%	-9.2%
UMFK	10,776	10,795	10,546	9,888	8,839	3.4%	-10.6%	-18.0%
UMM	6,859	6,545	6,261	5,862	5,493	2.1%	-6.3%	-19.9%
UMPI	9,961	9,655	9,848	9,694	9,902	3.8%	2.1%	-0.6%
USM	59,033	60,233	61,467	65,334	64,396	24.8%	-1.4%	9.1%
Total	264,596	263,127	263,189	264,286	259,784	100.0%	-1.7%	-1.8%

Total Undergraduate Credit Hours by Campus (Includes Early College)

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	117,561	120,010	121,684	121,314	120,302	44.9%	-0.8%	2.3%
UMA	36,940	32,504	30,888	31,160	31,129	11.6%	-0.1%	-15.7%
UMF	24,358	24,359	24,031	23,064	22,181	8.3%	-3.8%	-8.9%
UMFK	12,266	12,450	12,298	11,532	10,703	4.0%	-7.2%	-12.7%
UMM	7,059	6,843	6,501	6,208	6,015	2.2%	-3.1%	-14.8%
UMPI	10,641	10,826	11,957	11,739	11,616	4.3%	-1.0%	9.2%
USM	59,792	60,931	62,489	66,477	65,969	24.6%	-0.8%	10.3%
Total	268,616	267,922	269,848	271,493	267,915	100.0%	-1.3%	-0.3%

Graduate Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,814	9,066	9,170	9,865	10,269	49.5%	4.1%	16.5%
UMF	781	793	1,086	996	873	4.2%	-12.3%	11.8%
USM	9,337	9,301	9,856	9,795	9,584	46.2%	-2.2%	2.6%
Total	18,931	19,160	20,111	20,656	20,726	100.0%	0.3%	9.5%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

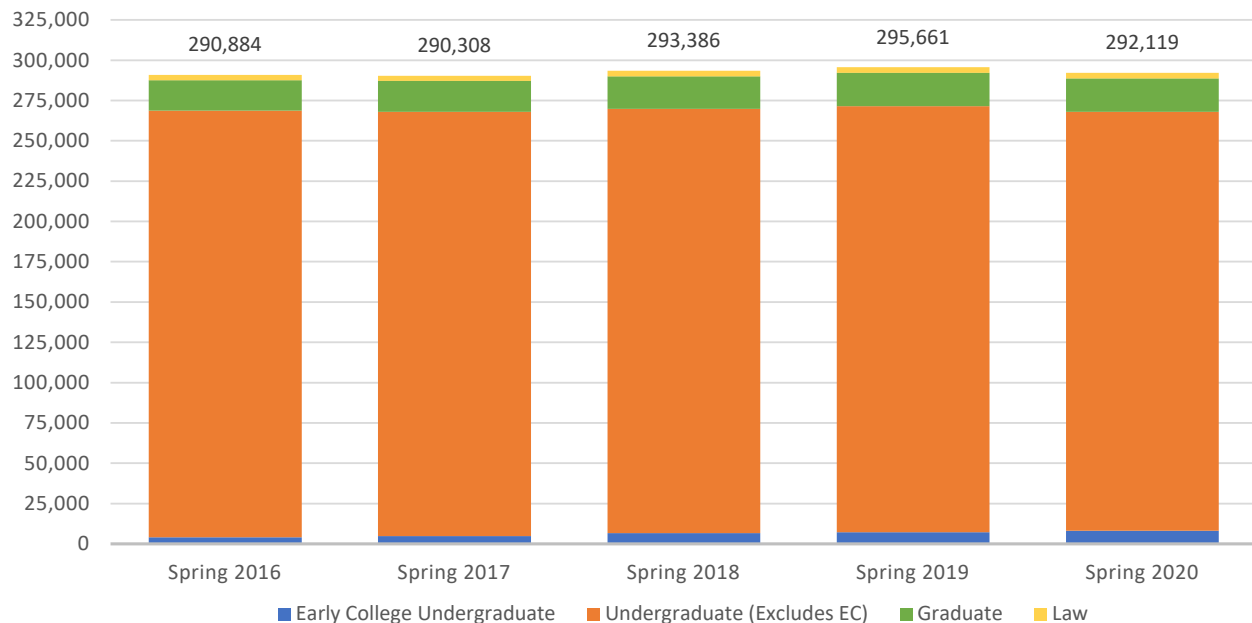
Total Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	126,374	129,075	130,854	131,179	130,571	44.7%	-0.5%	3.3%
UMA	36,940	32,504	30,888	31,160	31,129	10.7%	-0.1%	-15.7%
UMF	25,139	25,152	25,117	24,060	23,054	7.9%	-4.2%	-8.3%
UMFK	12,266	12,450	12,298	11,532	10,703	3.7%	-7.2%	-12.7%
UMM	7,059	6,843	6,501	6,208	6,015	2.1%	-3.1%	-14.8%
UMPI	10,641	10,826	11,957	11,739	11,616	4.0%	-1.0%	9.2%
USM	69,128	70,232	72,344	76,272	75,552	25.9%	-0.9%	9.3%
LAW	3,337	3,227	3,427	3,512	3,479	1.2%	-0.9%	4.3%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

Total Credit Hours by Student Level

Student Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Early College Undergraduate	4,020	4,795	6,659	7,207	8,131	2.8%	12.8%	102.3%
Undergraduate (Excludes EC)	264,596	263,127	263,189	264,286	259,784	88.9%	-1.7%	-1.8%
Total Undergraduate	268,616	267,922	269,848	271,493	267,915	91.7%	-1.3%	-0.3%
Graduate	18,931	19,160	20,111	20,656	20,726	7.1%	0.3%	9.5%
Law	3,337	3,227	3,427	3,512	3,479	1.2%	-0.9%	4.3%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

TOTAL CREDIT HOURS



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

**SPRING 2020 HIGH SCHOOL EARLY COLLEGE HEADCOUNT, FTE, AND CREDIT HOURS
BY PROGRAM AND CAMPUS**

Aspirations by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	209	15.7%	49	14.9%	734	14.9%
UMA	289	21.7%	71	21.5%	1,058	21.5%
UMF	11	0.8%	4	1.3%	70	1.4%
UMFK	452	33.9%	111	33.9%	1,668	33.9%
UMM	144	10.8%	35	10.6%	522	10.6%
UMPI	72	5.4%	16	4.8%	238	4.8%
USM	156	11.7%	42	12.8%	632	12.8%
Total	1,333	100.0%	327.8	100.0%	4,922	100.0%

Bridge-Year by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	0	--	0	--	0	--
UMA	0	--	0	--	0	--
Total	0	--	0	--	0	--

Dual-Enrollment by Campus

Campus	Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	62	2.3%	4	1.7%	54	1.7%
UMA	514	18.9%	33	15.4%	494	15.4%
UMF	102	3.7%	3	1.4%	48	1.5%
UMFK	452	16.6%	13	6.1%	196	6.1%
UMPI	565	20.8%	98	46.0%	1,476	46.0%
USM	1,027	37.7%	63	29.4%	941	29.3%
Total	2,722	100.0%	213.7	100.0%	3,209	100.0%

Total Early College by Campus

Campus	Unduplicated Headcount	% of Total	FTE	% of Total	Credit Hours	% of Total
UM	227	11.1%	53	9.7%	788	9.7%
UMA	415	20.2%	103	19.1%	1,552	19.1%
UMF	23	1.1%	7	1.4%	118	1.5%
UMFK	489	23.8%	124	22.9%	1,864	22.9%
UMM	144	7.0%	35	6.4%	522	6.4%
UMPI	375	18.3%	114	21.1%	1,714	21.1%
USM	378	18.4%	105	19.4%	1,573	19.3%
Total	2,051	100.0%	541.5	100.0%	8,131	100.0%
Unduplicated Total	1,955	--	--	--	--	--

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

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HEADCOUNT OF HIGH SCHOOL EARLY COLLEGE BY CAMPUS

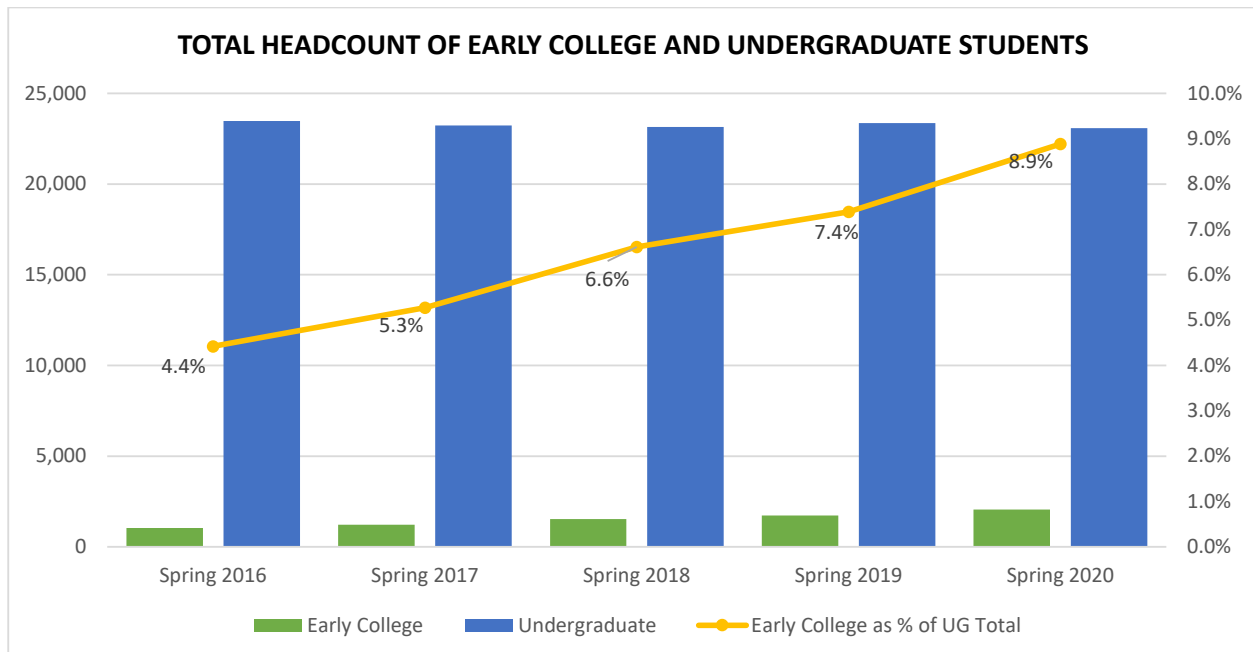
Unduplicated Headcount of High School Early College Students by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	1-year Change	5-year Change
UM	140	118	148	261	227	-13.0%	62.1%
UMA	90	153	253	268	415	54.9%	361.1%
UMF	9	2	5	23	23	0.0%	155.6%
UMFK	367	444	445	435	489	12.4%	33.2%
UMM	59	80	70	96	144	50.0%	144.1%
UMPI	182	257	374	377	375	-0.5%	106.0%
USM	191	171	236	266	378	42.1%	97.9%
Total	1,038	1,225	1,531	1,726	2,051	18.8%	97.6%
Unduplicated Total	903	1,174	1,480	1,672	1,955	16.9%	116.5%

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

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	1-year Change	5-year Change
UM	1.6%	1.4%	1.7%	2.9%	2.6%	-11.9%	60.2%
UMA	2.0%	3.8%	6.6%	7.0%	10.8%	53.9%	434.4%
UMF	0.5%	0.1%	0.3%	1.5%	1.5%	3.9%	182.0%
UMFK	26.2%	29.7%	30.0%	31.2%	36.9%	18.3%	41.1%
UMM	8.3%	11.2%	10.4%	14.5%	21.2%	46.3%	156.6%
UMPI	16.9%	22.4%	29.2%	30.1%	30.0%	-0.1%	77.8%
USM	3.5%	3.1%	4.2%	4.6%	6.6%	43.8%	90.2%
Total	4.4%	5.3%	6.6%	7.4%	8.9%	20.2%	100.9%

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



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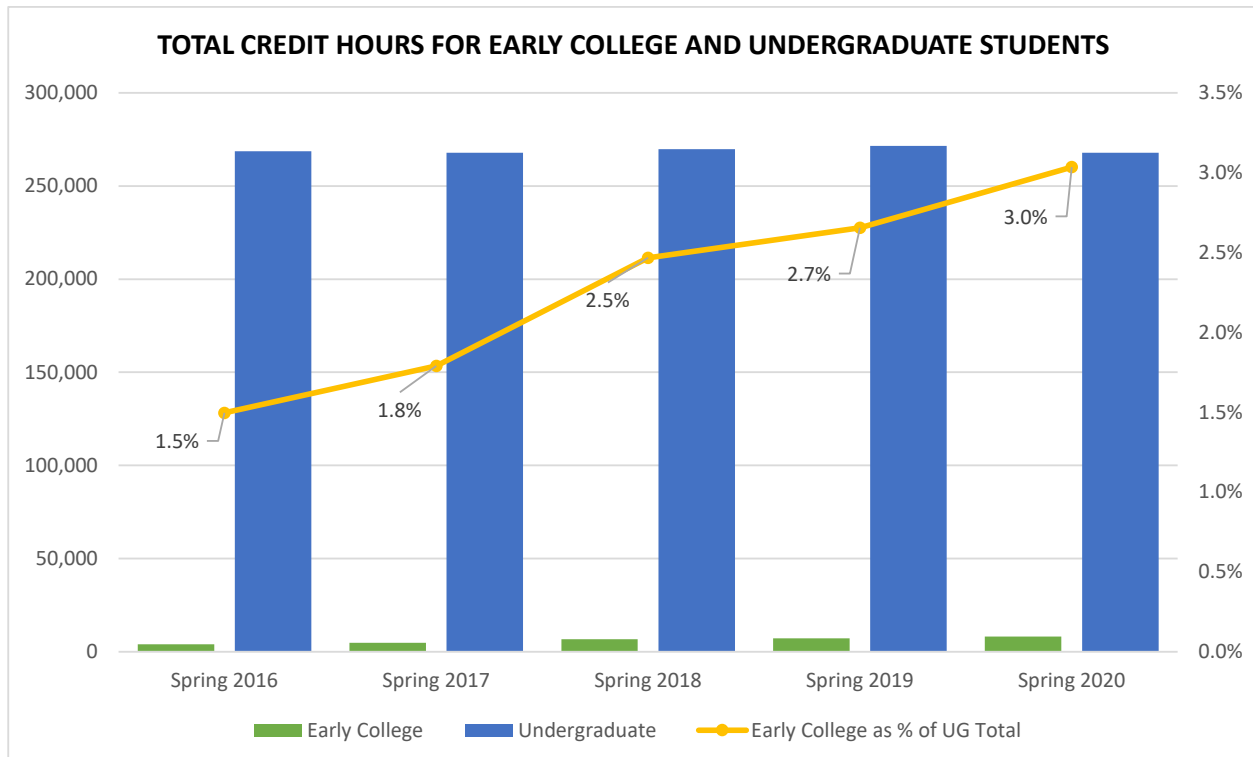
CREDIT HOURS FOR HIGH SCHOOL EARLY COLLEGE BY CAMPUS

Credit Hours for High School Early College Students by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	1-year Change	5-year Change
UM	481	396	539	890	788	-11.5%	63.8%
UMA	361	569	953	1,035	1,552	50.0%	329.9%
UMF	49	8	44	104	118	13.5%	140.8%
UMFK	1,490	1,655	1,752	1,644	1,864	13.4%	25.1%
UMM	200	298	240	346	522	50.9%	161.0%
UMPI	680	1,171	2,109	2,045	1,714	-16.2%	152.1%
USM	759	698	1,022	1,143	1,573	37.6%	107.3%
Total	4,020	4,795	6,659	7,207	8,131	12.8%	102.3%

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

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	1-year Change	5-year Change
UM	0.4%	0.3%	0.4%	0.7%	0.7%	-10.7%	60.1%
UMA	1.0%	1.8%	3.1%	3.3%	5.0%	50.1%	410.2%
UMF	0.2%	0.0%	0.2%	0.5%	0.5%	18.0%	164.5%
UMFK	12.1%	13.3%	14.2%	14.3%	17.4%	22.2%	43.4%
UMM	2.8%	4.4%	3.7%	5.6%	8.7%	55.7%	206.3%
UMPI	6.4%	10.8%	17.6%	17.4%	14.8%	-15.3%	130.9%
USM	1.3%	1.1%	1.6%	1.7%	2.4%	38.6%	87.9%
Total	1.5%	1.8%	2.5%	2.7%	3.0%	14.3%	102.8%



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

Degree Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Associate	830	686	568	576	476	1.8%	-17.4%	-42.7%
Baccalaureate	20,126	19,749	19,595	19,549	19,171	70.6%	-1.9%	-4.7%
Non-Degree Undergraduate	2,515	2,801	2,987	3,238	3,443	12.7%	6.3%	36.9%
Graduate	2,662	2,767	2,913	3,034	3,161	11.6%	4.2%	18.7%
Non-Degree Graduate	620	737	717	778	658	2.4%	-15.4%	6.1%
Law	241	231	237	242	245	0.9%	1.2%	1.7%
Non-Degree Law	7	3	7	1	4	0.0%	300.0%	-42.9%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%

FTE by Degree Level

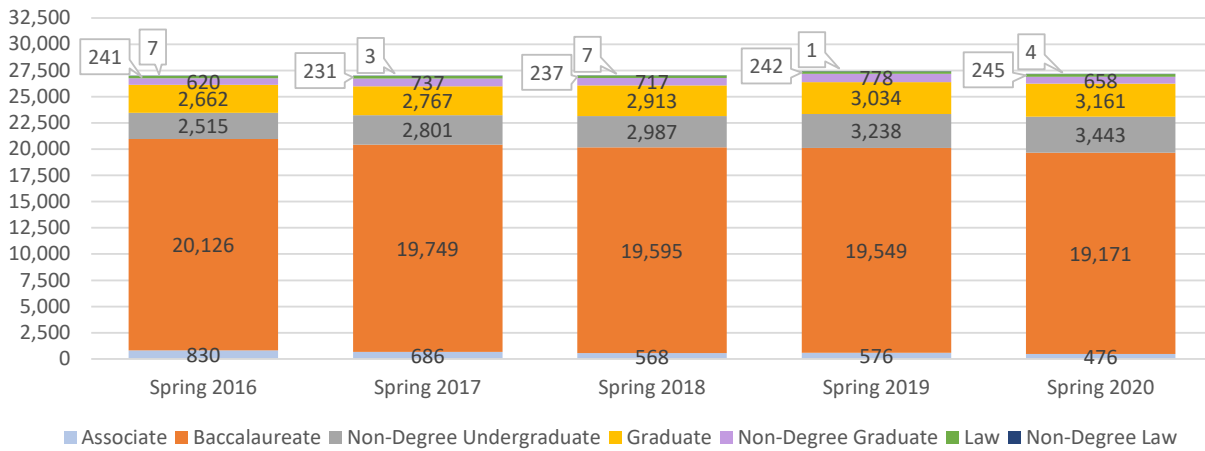
Degree Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Associate	530	435	359	355	296	1.5%	-16.5%	-44.1%
Baccalaureate	16,555	16,542	16,643	16,742	16,515	81.3%	-1.4%	-0.2%
Non-Degree Undergraduate	721	783	887	907	958	4.7%	5.6%	32.9%
Graduate	1,877	1,868	1,978	2,027	2,067	10.2%	2.0%	10.1%
Non-Degree Graduate	227	261	256	268	236	1.2%	-11.9%	4.2%
Law	219	214	225	234	230	1.1%	-1.6%	5.2%
Non-Degree Law	3	1	3	0	2	0.0%	2200.0%	-54.9%
Total	20,132	20,104	20,353	20,533	20,303	100.0%	-1.1%	0.8%

Credit Hours by Degree Level

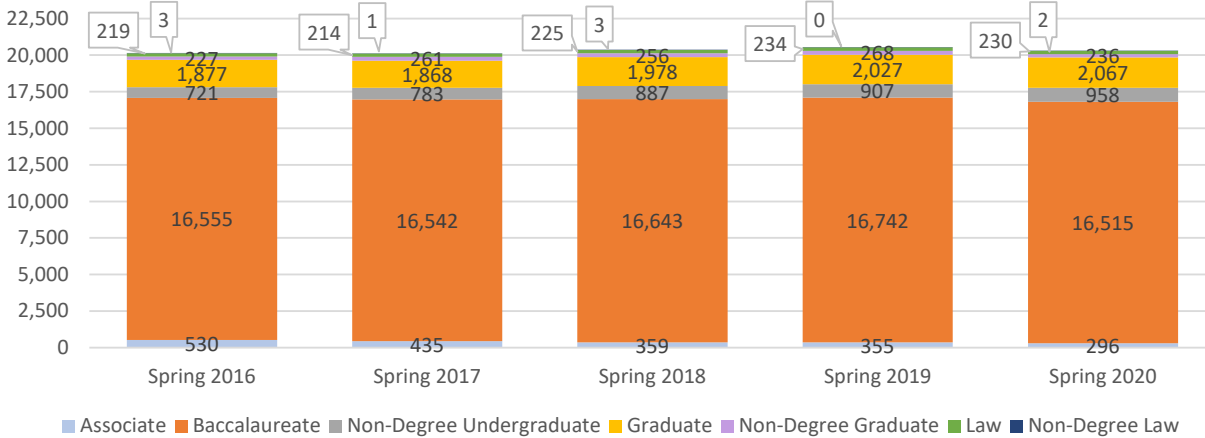
Degree Level	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Associate	7,954	6,533	5,382	5,324	4,443	1.5%	-16.5%	-44.1%
Baccalaureate	249,837	249,639	251,142	252,550	249,093	85.3%	-1.4%	-0.3%
Non-Degree Undergraduate	10,825	11,751	13,324	13,619	14,379	4.9%	5.6%	32.8%
Graduate	16,892	16,811	17,805	18,244	18,600	6.4%	2.0%	10.1%
Non-Degree Graduate	2,040	2,349	2,307	2,412	2,126	0.7%	-11.9%	4.2%
Law	3,286	3,218	3,379	3,511	3,456	1.2%	-1.6%	5.2%
Non-Degree Law	51	9	48	1	23	0.0%	2200.0%	-54.9%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

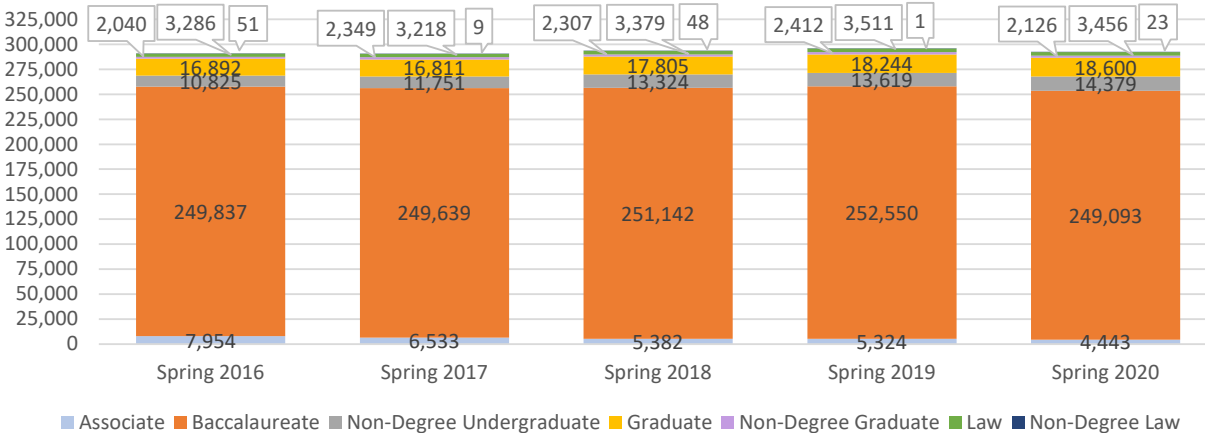
TOTAL HEADCOUNT BY DEGREE LEVEL



TOTAL FTE BY DEGREE LEVEL



TOTAL CREDIT HOURS BY DEGREE LEVEL



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND TUITION RESIDENCY

Undergraduate Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	19,738	19,185	18,528	18,444	18,018	78.0%	-2.3%	-8.7%
Out-of-State	2,936	3,254	3,827	4,152	4,212	18.2%	1.4%	43.5%
NEBHE	797	797	795	767	860	3.7%	12.1%	7.9%
Total	23,471	23,236	23,150	23,363	23,090	100.0%	-1.2%	-1.6%

Graduate Headcount by Tuition Residency

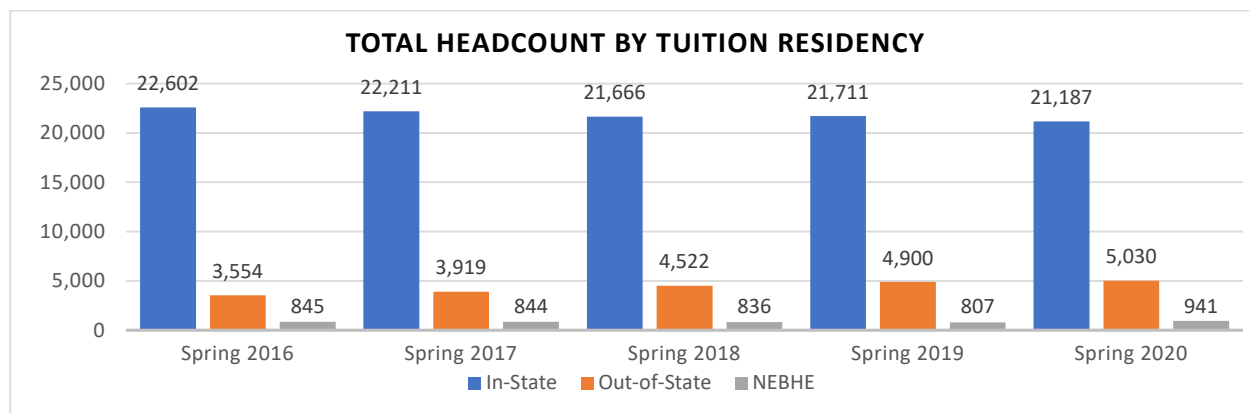
Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	2,672	2,857	2,960	3,095	2,984	78.1%	-3.6%	11.7%
Out-of-State	568	604	631	682	760	19.9%	11.4%	33.8%
NEBHE	42	43	39	35	75	2.0%	114.3%	78.6%
Total	3,282	3,504	3,630	3,812	3,819	100.0%	0.2%	16.4%

Law Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	192	169	178	172	185	74.3%	7.6%	-3.6%
Out-of-State	50	61	64	66	58	23.3%	-12.1%	16.0%
NEBHE	6	4	2	5	6	2.4%	20.0%	0.0%
Total	248	234	244	243	249	100.0%	2.5%	0.4%

Total Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	22,602	22,211	21,666	21,711	21,187	78.0%	-2.4%	-6.3%
Out-of-State	3,554	3,919	4,522	4,900	5,030	18.5%	2.7%	41.5%
NEBHE	845	844	836	807	941	3.5%	16.6%	11.4%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%



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

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HEADCOUNT BY TUITION RESIDENCY AND CAMPUS

In-State Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	7,430	7,317	6,962	7,060	6,985	33.0%	-1.1%	-6.0%
UMA	4,275	3,894	3,643	3,588	3,545	16.7%	-1.2%	-17.1%
UMF	1,621	1,624	1,686	1,600	1,518	7.2%	-5.1%	-6.4%
UMFK	1,250	1,327	1,304	1,213	1,105	5.2%	-8.9%	-11.6%
UMM	621	620	598	581	578	2.7%	-0.5%	-6.9%
UMPI	965	1,026	1,124	1,106	1,062	5.0%	-4.0%	10.1%
USM	6,248	6,234	6,171	6,391	6,209	29.3%	-2.8%	-0.6%
LAW	192	169	178	172	185	0.9%	7.6%	-3.6%
Total	22,602	22,211	21,666	21,711	21,187	100.0%	-2.4%	-6.3%

Out-Of-State Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	2,313	2,570	2,990	3,242	3,242	64.5%	0.0%	40.2%
UMA	157	136	163	206	261	5.2%	26.7%	66.2%
UMF	192	175	181	192	156	3.1%	-18.8%	-18.8%
UMFK	133	156	172	179	217	4.3%	21.2%	63.2%
UMM	71	75	56	56	93	1.8%	66.1%	31.0%
UMPI	72	90	131	131	165	3.3%	26.0%	129.2%
USM	566	656	765	828	838	16.7%	1.2%	48.1%
LAW	50	61	64	66	58	1.2%	-12.1%	16.0%
Total	3,554	3,919	4,522	4,900	5,030	100.0%	2.7%	41.5%

NEBHE Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	581	587	590	586	626	66.5%	6.8%	7.7%
UMA	11	11	14	17	28	3.0%	64.7%	154.5%
UMF	83	96	93	79	102	10.8%	29.1%	22.9%
UMFK	19	11	6	1	2	0.2%	100.0%	-89.5%
UMM	23	21	21	26	9	1.0%	-65.4%	-60.9%
UMPI	41	32	27	17	22	2.3%	29.4%	-46.3%
USM	81	82	83	76	146	15.5%	92.1%	80.2%
LAW	6	4	2	5	6	0.6%	20.0%	0.0%
Total	845	844	836	807	941	100.0%	16.6%	11.4%

Total Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	22,602	22,211	21,666	21,711	21,187	78.0%	-2.4%	-6.3%
Out-of-State	3,554	3,919	4,522	4,900	5,030	18.5%	2.7%	41.5%
NEBHE	845	844	836	807	941	3.5%	16.6%	11.4%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%

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CREDIT HOURS BY TUITION RESIDENCY AND CAMPUS

In-State Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	89,459	87,822	83,384	80,770	80,422	37.2%	-0.4%	-10.1%
UMA	35,523	31,326	29,385	29,207	28,410	13.1%	-2.7%	-20.0%
UMF	21,006	21,008	21,007	19,945	19,155	8.9%	-4.0%	-8.8%
UMFK	10,173	10,043	9,893	9,131	8,238	3.8%	-9.8%	-19.0%
UMM	5,744	5,542	5,594	5,356	4,930	2.3%	-7.9%	-14.2%
UMPI	9,188	9,199	9,892	9,840	9,251	4.3%	-6.0%	0.7%
USM	60,998	60,549	61,198	64,468	63,163	29.2%	-2.0%	3.6%
LAW	2,585	2,336	2,521	2,505	2,547	1.2%	1.7%	-1.5%
Total	234,675	227,825	222,873	221,221	216,115	100.0%	-2.3%	-7.9%

Out-Of-State Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	28,610	32,774	39,122	42,014	41,299	65.9%	-1.7%	44.4%
UMA	1,337	1,096	1,380	1,807	2,460	3.9%	36.1%	84.0%
UMF	2,873	2,679	2,687	2,872	2,310	3.7%	-19.6%	-19.6%
UMFK	1,846	2,304	2,352	2,386	2,443	3.9%	2.4%	32.3%
UMM	985	1,008	695	643	948	1.5%	47.4%	-3.8%
UMPI	949	1,201	1,721	1,665	2,055	3.3%	23.4%	116.5%
USM	7,126	8,622	10,041	10,718	10,329	16.5%	-3.6%	45.0%
LAW	661	835	882	926	843	1.3%	-9.0%	27.5%
Total	44,386	50,519	58,880	63,030	62,686	100.0%	-0.5%	41.2%

NEBHE Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,306	8,479	8,348	8,395	8,851	66.5%	5.4%	6.6%
UMA	80	82	123	146	259	1.9%	77.4%	223.8%
UMF	1,260	1,465	1,423	1,243	1,589	11.9%	27.8%	26.1%
UMFK	247	103	53	15	23	0.2%	53.3%	-90.7%
UMM	330	293	212	209	137	1.0%	-34.4%	-58.5%
UMPI	504	426	344	234	310	2.3%	32.5%	-38.5%
USM	1,005	1,061	1,106	1,087	2,060	15.5%	89.6%	105.0%
LAW	91	56	24	81	89	0.7%	9.9%	-2.2%
Total	11,823	11,965	11,633	11,410	13,318	100.0%	16.7%	12.6%

Total Credit Hours by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	234,675	227,825	222,873	221,221	216,115	74.0%	-2.3%	-7.9%
Out-of-State	44,386	50,519	58,880	63,030	62,686	21.5%	-0.5%	41.2%
NEBHE	11,823	11,965	11,633	11,410	13,318	4.6%	16.7%	12.6%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND GENDER

Undergraduate Headcount by Gender

Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	9,774	9,734	9,771	9,945	9,793	42.4%	-1.5%	0.2%
Women	13,697	13,502	13,379	13,418	13,297	57.6%	-0.9%	-2.9%
Total	23,471	23,236	23,150	23,363	23,090	100.0%	-1.2%	-1.6%

Graduate Headcount by Gender

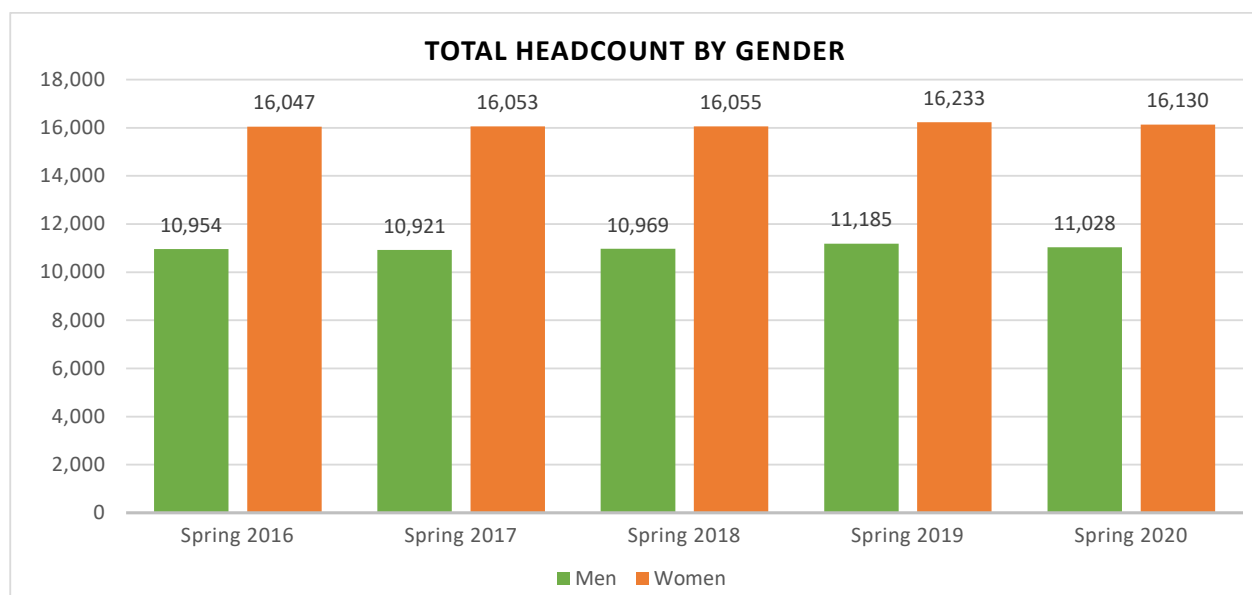
Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	1,060	1,076	1,081	1,129	1,114	29.2%	-1.3%	5.1%
Women	2,222	2,428	2,549	2,683	2,705	70.8%	0.8%	21.7%
Total	3,282	3,504	3,630	3,812	3,819	100.0%	0.2%	16.4%

Law Headcount by Gender

Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	120	111	117	111	121	48.6%	9.0%	0.8%
Women	128	123	127	132	128	51.4%	-3.0%	0.0%
Total	248	234	244	243	249	100.0%	2.5%	0.4%

Total Headcount by Gender

Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	10,954	10,921	10,969	11,185	11,028	40.6%	-1.4%	0.7%
Women	16,047	16,053	16,055	16,233	16,130	59.4%	-0.6%	0.5%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%



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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY GENDER AND CAMPUS

Headcount of Men by Campus

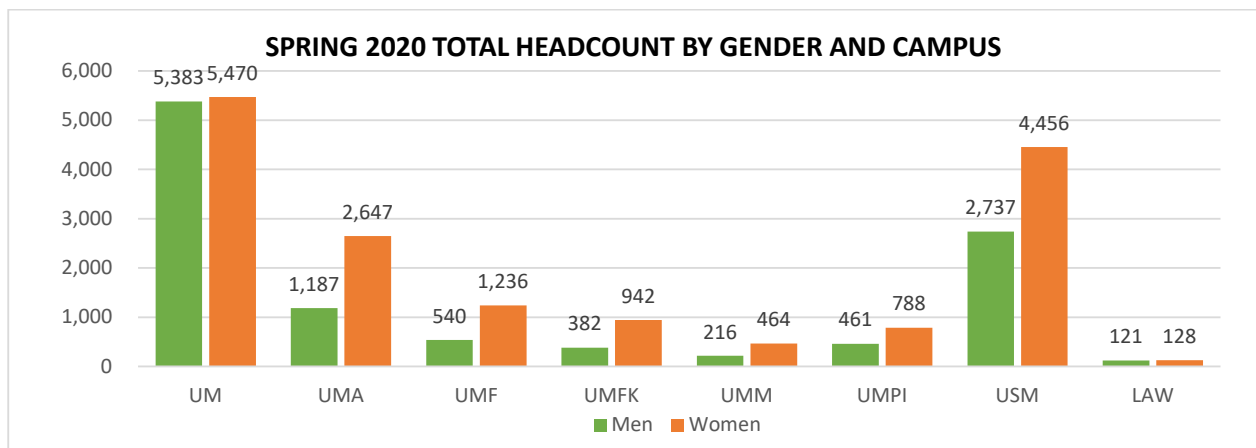
Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	5,206	5,244	5,259	5,416	5,383	48.8%	-0.6%	3.4%
UMA	1,188	1,146	1,136	1,157	1,187	10.8%	2.6%	-0.1%
UMF	627	629	605	599	540	4.9%	-9.8%	-13.9%
UMFK	410	437	406	386	382	3.5%	-1.0%	-6.8%
UMM	244	208	213	215	216	2.0%	0.5%	-11.5%
UMPI	379	400	485	473	461	4.2%	-2.5%	21.6%
USM	2,780	2,741	2,725	2,797	2,737	24.8%	-2.1%	-1.5%
LAW	120	111	117	111	121	1.1%	9.0%	0.8%
Total	10,954	10,916	10,946	11,154	11,027	100.0%	-1.1%	0.7%

Headcount of Women by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	5,118	5,230	5,283	5,472	5,470	33.9%	0.0%	6.9%
UMA	3,255	2,895	2,684	2,654	2,647	16.4%	-0.3%	-18.7%
UMF	1,269	1,266	1,355	1,272	1,236	7.7%	-2.8%	-2.6%
UMFK	992	1,057	1,076	1,007	942	5.8%	-6.5%	-5.0%
UMM	471	508	462	448	464	2.9%	3.6%	-1.5%
UMPI	699	748	797	781	788	4.9%	0.9%	12.7%
USM	4,115	4,231	4,294	4,498	4,456	27.6%	-0.9%	8.3%
LAW	128	123	127	132	128	0.8%	-3.0%	0.0%
Total	16,047	16,058	16,078	16,264	16,131	100.0%	-0.8%	0.5%

Total Headcount by Gender

Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	10,954	10,916	10,946	11,154	11,027	40.6%	-1.1%	0.7%
Women	16,047	16,058	16,078	16,264	16,131	59.4%	-0.8%	0.5%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

CREDIT HOURS BY GENDER AND CAMPUS

Credit Hours for Men by Campus

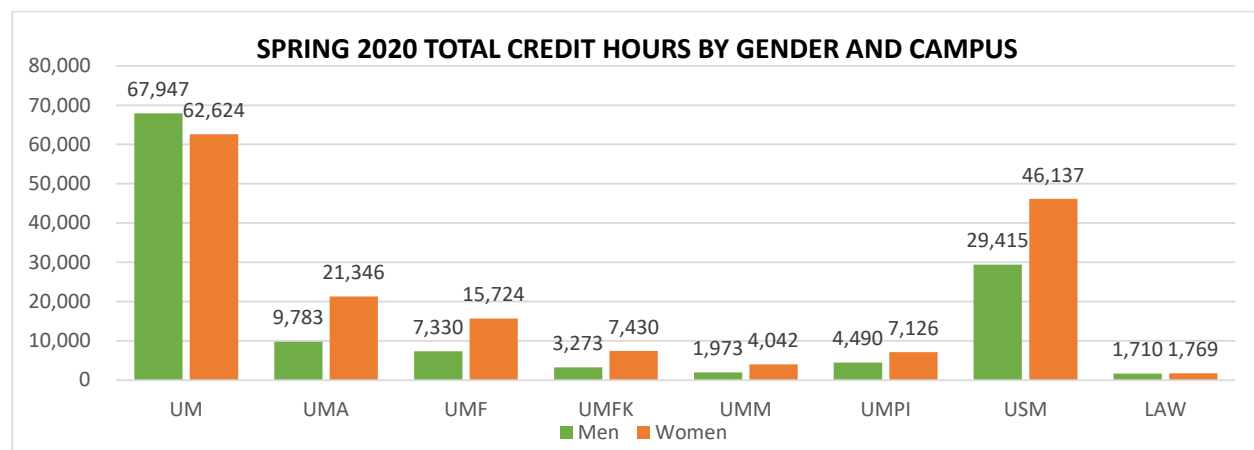
Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	66,115	67,179	68,093	67,927	67,947	54.0%	0.0%	2.8%
UMA	10,036	9,338	9,420	9,705	9,783	7.8%	0.8%	-2.5%
UMF	8,580	8,640	8,136	8,117	7,330	5.8%	-9.7%	-14.6%
UMFK	3,847	3,896	3,738	3,524	3,273	2.6%	-7.1%	-14.9%
UMM	2,402	2,109	2,122	2,092	1,973	1.6%	-5.7%	-17.9%
UMPI	4,076	3,967	4,746	4,566	4,490	3.6%	-1.7%	10.1%
USM	28,697	28,535	28,669	29,837	29,415	23.4%	-1.4%	2.5%
LAW	1,636	1,548	1,652	1,614	1,710	1.4%	5.9%	4.5%
Total	125,389	125,211	126,576	127,382	125,920	98.6%	-1.1%	0.4%

Credit Hours for Women by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	60,259	61,897	62,761	63,251	62,624	37.7%	-1.0%	3.9%
UMA	26,904	23,166	21,468	21,455	21,346	12.8%	-0.5%	-20.7%
UMF	16,559	16,512	16,981	15,943	15,724	9.5%	-1.4%	-5.0%
UMFK	8,419	8,554	8,560	8,008	7,430	4.5%	-7.2%	-11.7%
UMM	4,657	4,734	4,379	4,115	4,042	2.4%	-1.8%	-13.2%
UMPI	6,565	6,859	7,211	7,173	7,126	4.3%	-0.6%	8.6%
USM	40,431	41,697	43,676	46,435	46,137	27.8%	-0.6%	14.1%
LAW	1,701	1,679	1,775	1,898	1,769	1.1%	-6.8%	4.0%
Total	165,495	165,097	166,810	168,278	166,199	98.9%	-1.2%	0.4%

Total Credit Hours by Gender

Gender	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Men	125,389	125,211	126,576	127,382	125,920	43.1%	-1.1%	0.4%
Women	165,495	165,097	166,810	168,278	166,199	56.9%	-1.2%	0.4%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY STUDENT LEVEL AND STATUS

Undergraduate Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	15,447	15,253	15,420	15,373	15,209	65.9%	-1.1%	-1.5%
Part-Time	8,024	7,983	7,730	7,990	7,881	34.1%	-1.4%	-1.8%
Total	23,471	23,236	23,150	23,363	23,090	100.0%	-1.2%	-1.6%

Graduate Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	1,738	1,734	1,861	1,878	1,930	50.5%	2.8%	11.0%
Part-Time	1,544	1,770	1,769	1,934	1,889	49.5%	-2.3%	22.3%
Total	3,282	3,504	3,630	3,812	3,819	100.0%	0.2%	16.4%

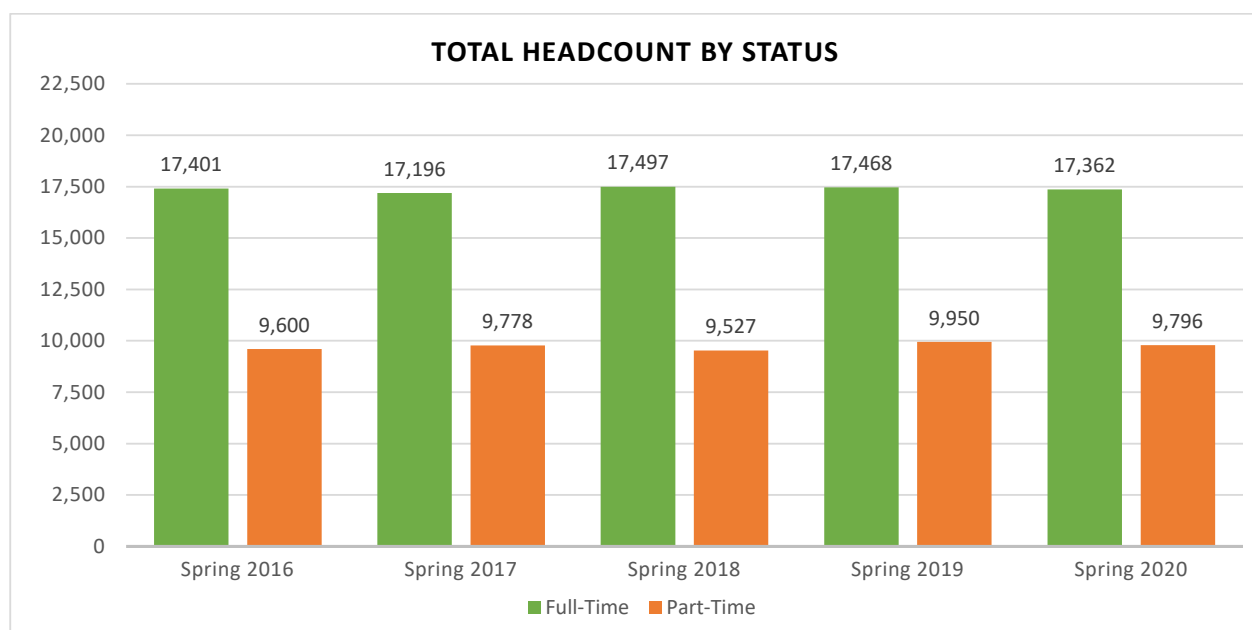
Law Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	216	209	216	217	223	89.6%	2.8%	3.2%
Part-Time	32	25	28	26	26	10.4%	0.0%	-18.8%
Total	248	234	244	243	249	100.0%	2.5%	0.4%

Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	17,401	17,196	17,497	17,468	17,362	63.9%	-0.6%	-0.2%
Part-Time	9,600	9,778	9,527	9,950	9,796	36.1%	-1.5%	2.0%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%

TOTAL HEADCOUNT BY STATUS



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

HEADCOUNT BY STATUS AND CAMPUS

Full-Time Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	8,382	8,379	8,486	8,400	8,363	48.2%	-0.4%	-0.2%
UMA	1,517	1,278	1,245	1,286	1,284	7.4%	-0.2%	-15.4%
UMF	1,583	1,564	1,557	1,502	1,428	8.2%	-4.9%	-9.8%
UMFK	515	523	524	485	467	2.7%	-3.7%	-9.3%
UMM	389	360	345	319	297	1.7%	-6.9%	-23.7%
UMPI	603	588	639	601	590	3.4%	-1.8%	-2.2%
USM	4,196	4,295	4,485	4,658	4,710	27.1%	1.1%	12.2%
LAW	216	209	216	217	223	1.3%	2.8%	3.2%
Total	17,401	17,196	17,497	17,468	17,362	100.0%	-0.6%	-0.2%

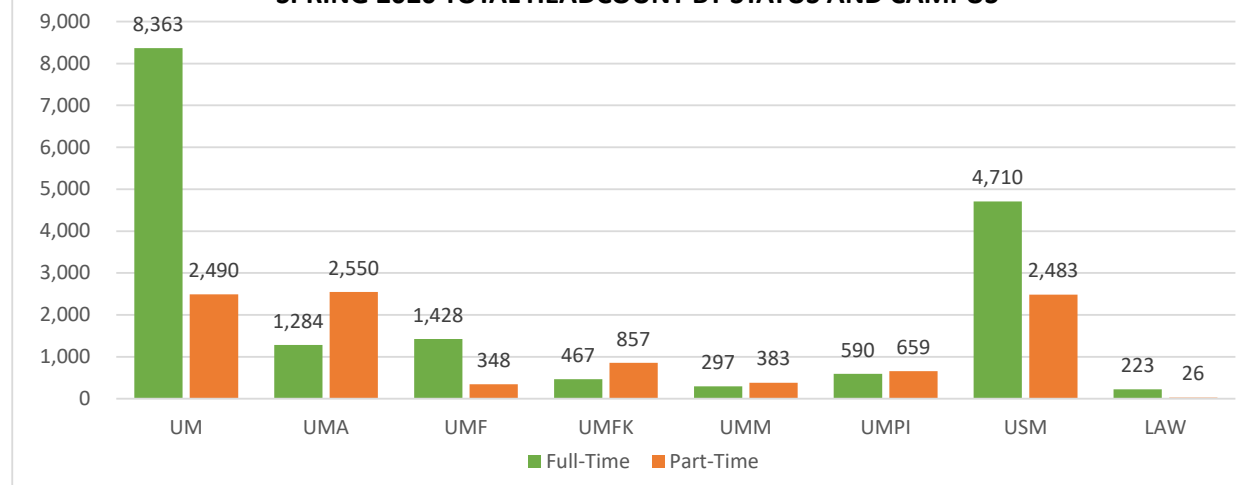
Part-Time Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	1,942	2,095	2,056	2,488	2,490	25.4%	0.1%	28.2%
UMA	2,926	2,763	2,575	2,525	2,550	26.0%	1.0%	-12.9%
UMF	313	331	403	369	348	3.6%	-5.7%	11.2%
UMFK	887	971	958	908	857	8.7%	-5.6%	-3.4%
UMM	326	356	330	344	383	3.9%	11.3%	17.5%
UMPI	475	560	643	653	659	6.7%	0.9%	38.7%
USM	2,699	2,677	2,534	2,637	2,483	25.3%	-5.8%	-8.0%
LAW	32	25	28	26	26	0.3%	0.0%	-18.8%
Total	9,600	9,778	9,527	9,950	9,796	100.0%	-1.5%	2.0%

Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	17,401	17,196	17,497	17,468	17,362	63.9%	-0.6%	-0.2%
Part-Time	9,600	9,778	9,527	9,950	9,796	36.1%	-1.5%	2.0%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%

SPRING 2020 TOTAL HEADCOUNT BY STATUS AND CAMPUS



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

CREDIT HOURS BY STATUS AND CAMPUS

Full-Time Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	117,087	119,622	121,337	120,018	119,432	49.1%	-0.5%	2.0%
UMA	19,304	16,297	16,044	16,775	16,838	6.9%	0.4%	-12.8%
UMF	23,785	23,801	23,550	22,639	21,690	8.9%	-4.2%	-8.8%
UMFK	7,719	7,779	7,508	6,923	6,610	2.7%	-4.5%	-14.4%
UMM	5,463	5,064	4,867	4,533	4,170	1.7%	-8.0%	-23.7%
UMPI	8,458	8,229	8,930	8,481	8,353	3.4%	-1.5%	-1.2%
USM	54,060	55,665	58,780	62,684	62,954	25.9%	0.4%	16.5%
LAW	3,073	3,022	3,194	3,280	3,280	1.3%	0.0%	6.7%
Total	238,949	239,479	244,209	245,333	243,327	100.0%	-0.8%	1.8%

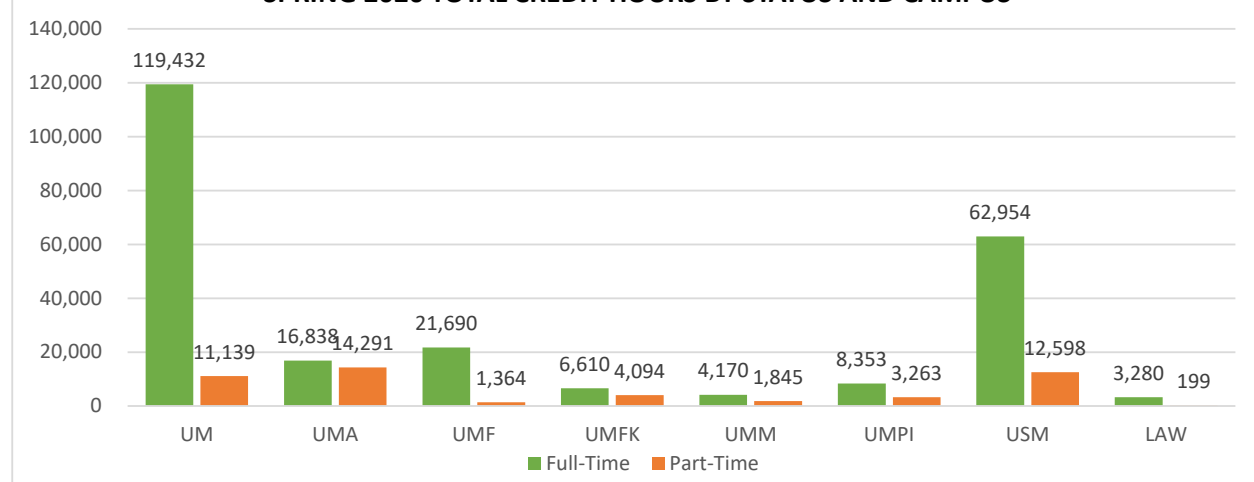
Part-Time Credit Hours by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	9,287	9,453	9,517	11,161	11,139	22.8%	-0.2%	19.9%
UMA	17,636	16,207	14,844	14,385	14,291	29.3%	-0.7%	-19.0%
UMF	1,354	1,351	1,567	1,421	1,364	2.8%	-4.0%	0.7%
UMFK	4,547	4,671	4,790	4,610	4,094	8.4%	-11.2%	-10.0%
UMM	1,596	1,779	1,635	1,675	1,845	3.8%	10.2%	15.6%
UMPI	2,183	2,597	3,027	3,258	3,263	6.7%	0.2%	49.5%
USM	15,068	14,567	13,565	13,588	12,598	25.8%	-7.3%	-16.4%
LAW	264	205	233	232	199	0.4%	-14.2%	-24.6%
Total	51,935	50,830	49,177	50,328	48,793	100.0%	-3.1%	-6.0%

Total Credit Hours by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-Time	238,949	239,479	244,209	245,333	243,327	83.3%	-0.8%	1.8%
Part-Time	51,935	50,830	49,177	50,328	48,793	16.7%	-3.1%	-6.0%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

SPRING 2020 TOTAL CREDIT HOURS BY STATUS AND CAMPUS



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	37	29	39	66	43	20.3%	-34.8%	16.2%
UMA	143	119	102	114	97	45.8%	-14.9%	-32.2%
UMF	9	13	6	13	11	5.2%	-15.4%	22.2%
UMFK	6	7	6	8	5	2.4%	-37.5%	-16.7%
UMM	8	7	3	9	11	5.2%	22.2%	37.5%
UMPI	10	8	19	8	12	5.7%	50.0%	20.0%
USM	39	49	32	45	33	15.6%	-26.7%	-15.4%
Total	252	232	207	263	212	100.0%	-19.4%	-15.9%

Transfer-In Undergraduate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	164	167	156	187	216	26.2%	15.5%	31.7%
UMA	271	208	212	211	218	26.5%	3.3%	-19.6%
UMF	41	37	39	41	39	4.7%	-4.9%	-4.9%
UMFK	44	43	58	53	58	7.0%	9.4%	31.8%
UMM	21	17	18	19	14	1.7%	-26.3%	-33.3%
UMPI	32	29	54	60	47	5.7%	-21.7%	46.9%
USM	268	301	269	278	231	28.1%	-16.9%	-13.8%
Total	841	802	806	849	823	100.0%	-3.1%	-2.1%

Readmitted Undergraduate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	139	124	90	129	119	50.6%	-7.8%	-14.4%
UMA	121	90	82	90	65	27.7%	-27.8%	-46.3%
UMF	11	4	4	6	5	2.1%	-16.7%	-54.5%
UMFK	8	6	8	3	1	0.4%	-66.7%	-87.5%
UMM	13	9	15	21	9	3.8%	-57.1%	-30.8%
UMPI	7	4	12	16	9	3.8%	-43.8%	28.6%
USM	24	32	34	24	27	11.5%	12.5%	12.5%
Total	323	269	245	289	235	100.0%	-18.7%	-27.2%

Entering Post-Baccalaureate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UMFK	0	0	2	3	0	0.0%	-100.0%	N/A
UMM	5	5	7	0	5	100.0%	N/A	0.0%
Total	5	5	9	3	5	100.0%	66.7%	0.0%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

Entering Graduate Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	104	100	117	120	142	51.3%	18.3%	36.5%
UMF	5	11	9	5	13	4.7%	160.0%	160.0%
USM	79	113	118	101	122	44.0%	20.8%	54.4%
Total	188	224	244	226	277	100.0%	22.6%	47.3%

Entering Law Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
USM	2	1	5	3	1	100.0%	-66.7%	-50.0%

Total Entering Degree/Certificate-Seeking Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	444	420	402	502	520	33.5%	3.6%	17.1%
UMA	535	417	396	415	380	24.5%	-8.4%	-29.0%
UMF	66	65	58	65	68	4.4%	4.6%	3.0%
UMFK	58	56	74	67	64	4.1%	-4.5%	10.3%
UMM	47	38	43	49	39	2.5%	-20.4%	-17.0%
UMPI	49	41	85	84	68	4.4%	-19.0%	38.8%
USM	410	495	453	448	413	26.6%	-7.8%	0.7%
LAW	2	1	5	3	1	0.1%	-66.7%	-50.0%
Total	1,611	1,533	1,516	1,633	1,553	100.0%	-4.9%	-3.6%

Total Entering Degree/Certificate-Seeking Headcount by Admit Type

Admit Type	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
First-Time	252	232	207	263	212	13.7%	-19.4%	-15.9%
Transfer	841	802	806	849	823	53.0%	-3.1%	-2.1%
Readmit	323	269	245	289	235	15.1%	-18.7%	-27.2%
Post-Baccalaureate	5	5	9	3	5	0.3%	66.7%	0.0%
Graduate	188	224	244	226	277	17.8%	22.6%	47.3%
Law	2	1	5	3	1	0.1%	-66.7%	-50.0%
Total	1,611	1,533	1,516	1,633	1,553	100.0%	-4.9%	-3.6%

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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

In-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	124	105	99	152	111	63.1%	-27.0%	-10.5%
Part-time	107	97	75	65	65	36.9%	0.0%	-39.3%
Total	231	202	174	217	176	100.0%	-18.9%	-23.8%

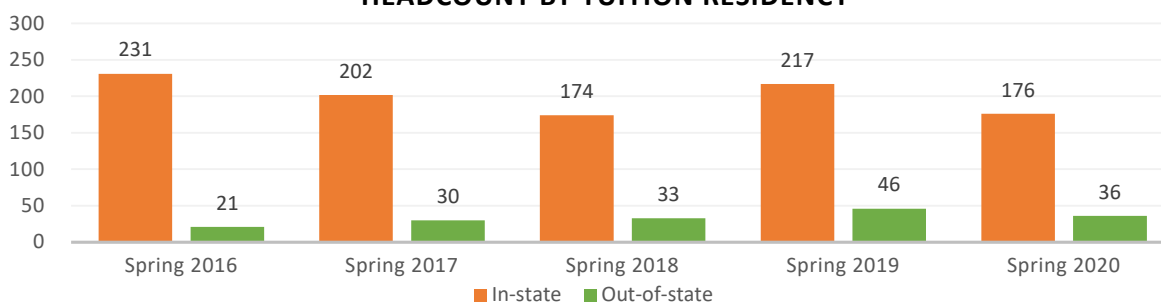
Out-Of-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	19	27	28	40	29	80.6%	-27.5%	52.6%
Part-time	2	3	5	6	7	19.4%	16.7%	250.0%
Total	21	30	33	46	36	100.0%	-21.7%	71.4%

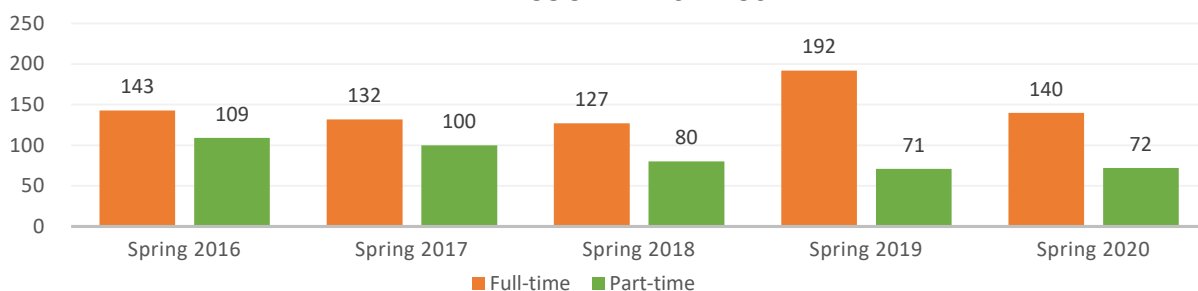
Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	143	132	127	192	140	66.0%	-27.1%	-2.1%
Part-time	109	100	80	71	72	34.0%	1.4%	-33.9%
Total	252	232	207	263	212	100.0%	-19.4%	-15.9%

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



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



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

FIRST-TIME, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT

BY TUITION RESIDENCY AND CAMPUS

In-State Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	31	21	25	41	31	17.5%	-24.4%	0.0%
UMA	142	115	97	106	94	53.1%	-11.3%	-33.8%
UMF	9	12	6	13	10	5.6%	-23.1%	11.1%
UMFK	3	5	3	5	4	2.3%	-20.0%	33.3%
UMM	8	7	3	7	7	4.0%	0.0%	-12.5%
UMPI	6	5	13	7	4	2.3%	-42.9%	-33.3%
USM	32	37	27	38	27	15.3%	-28.9%	-15.6%
Total	231	202	174	217	177	100.0%	-18.4%	-23.4%

Out-Of-State Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	6	5	11	23	10	31.3%	-56.5%	66.7%
UMA	1	4	5	8	3	9.4%	-62.5%	200.0%
UMF	0	1	0	0	1	3.1%	N/A	N/A
UMFK	3	2	3	3	1	3.1%	-66.7%	-66.7%
UMM	0	0	0	2	4	12.5%	100.0%	N/A
UMPI	4	3	6	1	8	25.0%	700.0%	100.0%
USM	7	12	4	6	5	15.6%	-16.7%	-28.6%
Total	21	27	29	43	32	100.0%	-25.6%	52.4%

NEBHE Headcount by Campus

Campus	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
UM	0	3	3	2	2	66.7%	0.0%	N/A
UMA	0	0	0	0	0	0.0%	N/A	N/A
UMF	0	0	0	0	0	0.0%	N/A	N/A
UMFK	0	0	0	0	0	0.0%	N/A	N/A
UMM	0	0	0	0	0	0.0%	N/A	N/A
UMPI	0	0	0	0	0	0.0%	N/A	N/A
USM	0	0	1	1	1	33.3%	0.0%	N/A
Total	0	3	4	3	3	100.0%	0.0%	N/A

Total Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	231	202	174	217	177	83.5%	-18.4%	-23.4%
Out-of-State	21	27	29	43	32	15.1%	-25.6%	52.4%
NEBHE	0	3	4	3	3	1.4%	0.0%	N/A
Total	252	232	207	263	212	100.0%	-19.4%	-15.9%

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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

In-State Headcount by Status

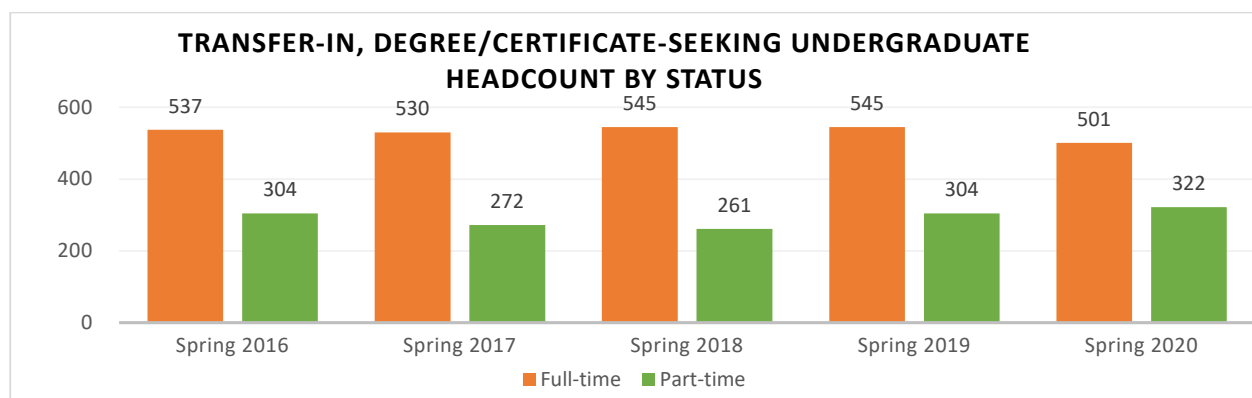
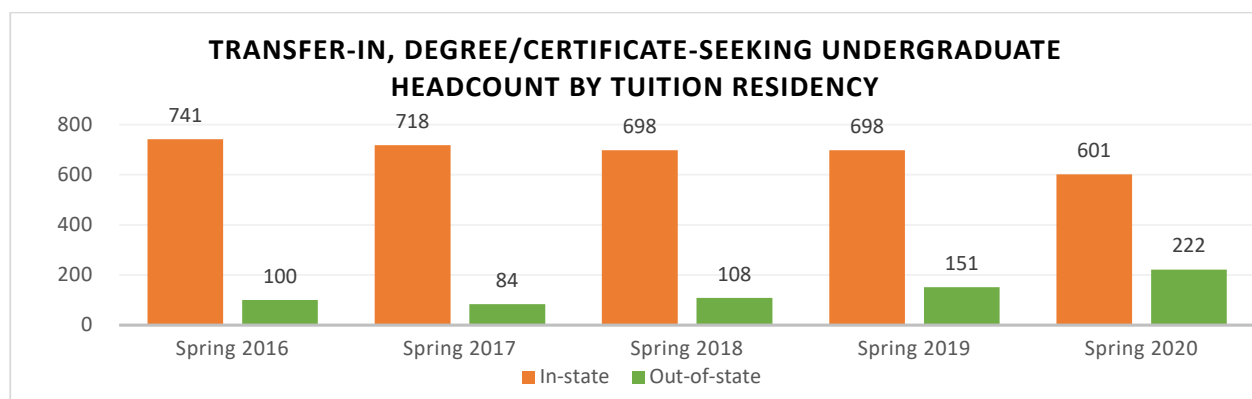
Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	460	460	457	444	380	63.2%	-14.4%	-17.4%
Part-time	281	258	241	254	221	36.8%	-13.0%	-21.4%
Total	741	718	698	698	601	100.0%	-13.9%	-18.9%

Out-Of-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	77	70	88	101	121	54.5%	19.8%	57.1%
Part-time	23	14	20	50	101	45.5%	102.0%	339.1%
Total	100	84	108	151	222	100.0%	47.0%	122.0%

Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	537	530	545	545	501	60.9%	-8.1%	-6.7%
Part-time	304	272	261	304	322	39.1%	5.9%	5.9%
Total	841	802	806	849	823	100.0%	-3.1%	-2.1%



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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

Internal (UMS) Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	179	153	134	138	145	91.8%	5.1%	-19.0%
Out-of-State	1	6	7	5	13	8.2%	160.0%	1200.0%
Total	180	159	141	143	158	100.0%	10.5%	-12.2%

Maine Community College System (MCCS) Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	246	260	239	261	210	84.3%	-19.5%	-14.6%
Out-of-State	5	5	2	5	39	15.7%	680.0%	680.0%
Total	251	265	241	266	249	100.0%	-6.4%	-0.8%

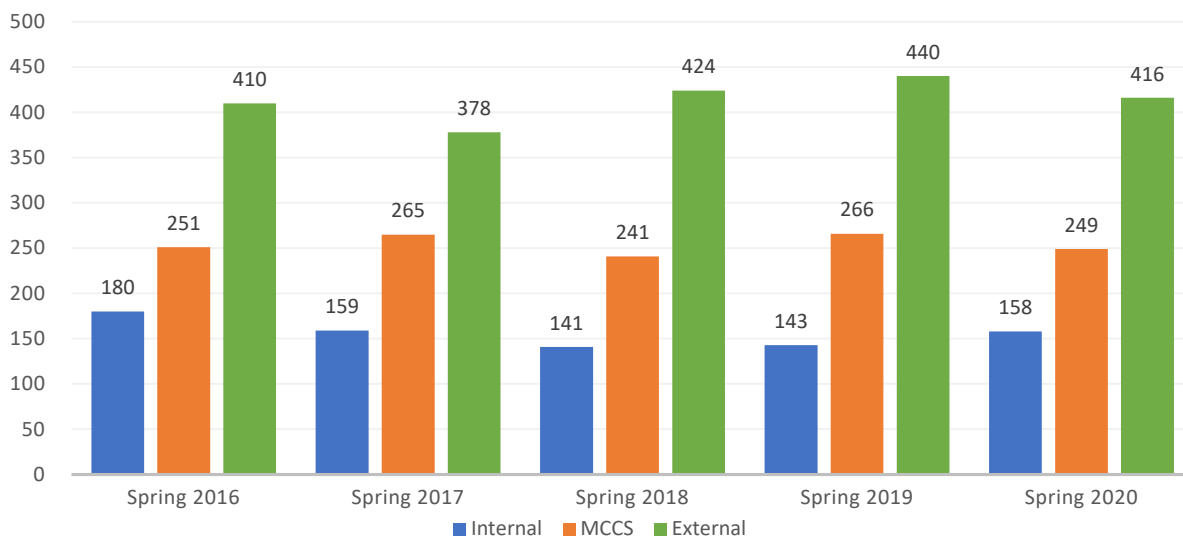
External (Excluding MCCS) Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	316	305	325	299	246	59.1%	-17.7%	-22.2%
Out-of-State	94	73	99	141	170	40.9%	20.6%	80.9%
Total	410	378	424	440	416	100.0%	-5.5%	1.5%

Total Headcount by Tuition Residency

Tuition Residency	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
In-State	741	718	698	698	601	73.0%	-13.9%	-18.9%
Out-of-State	100	84	108	151	222	27.0%	47.0%	122.0%
Total	841	802	806	849	823	100.0%	-3.1%	-2.1%

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



UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

SPRING 2020 TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TYPE OF INSTITUTION LAST ATTENDED, TUITION RESIDENCY, AND CAMPUS

Internal (UMS) Headcount by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	33	40	10	5	5	12	40	145
Out-of-State	3	3	0	3	1	1	2	13
Total	36	43	10	8	6	13	42	158

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

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	27	66	11	5	4	6	91	210
Out-of-State	1	1	1	20	0	5	11	39
Total	28	67	12	25	4	11	102	249

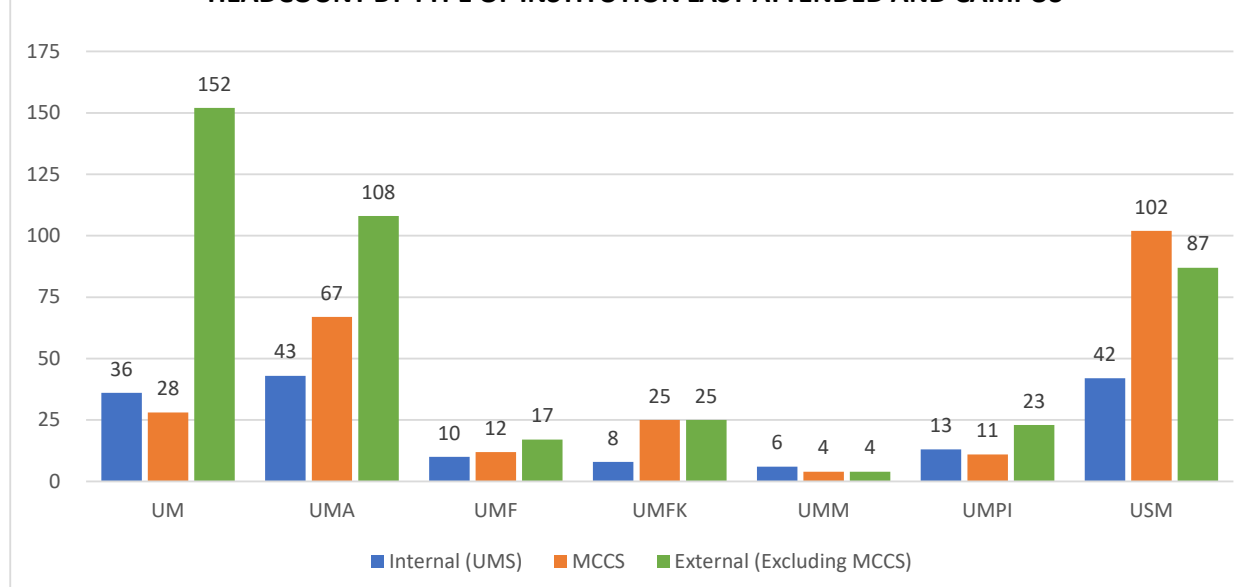
External (Excluding MCCS) Headcount by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	76	67	14	2	1	10	76	246
Out-of-State	76	41	3	23	3	13	11	170
Total	152	108	17	25	4	23	87	416

Total by Tuition Residency and Campus

Tuition Residency	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
In-State	136	173	35	12	10	28	207	601
Out-of-State	80	45	4	46	4	19	24	222
Total	216	218	39	58	14	47	231	823

SPRING 2020 TRANSFER-IN, DEGREE/CERTIFICATE-SEEKING UNDERGRADUATE HEADCOUNT BY TYPE OF INSTITUTION LAST ATTENDED AND CAMPUS



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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

In-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	100	95	71	83	85	43.6%	2.4%	-15.0%
Part-time	191	150	138	169	110	56.4%	-34.9%	-42.4%
Total	291	245	209	252	195	100.0%	-22.6%	-33.0%

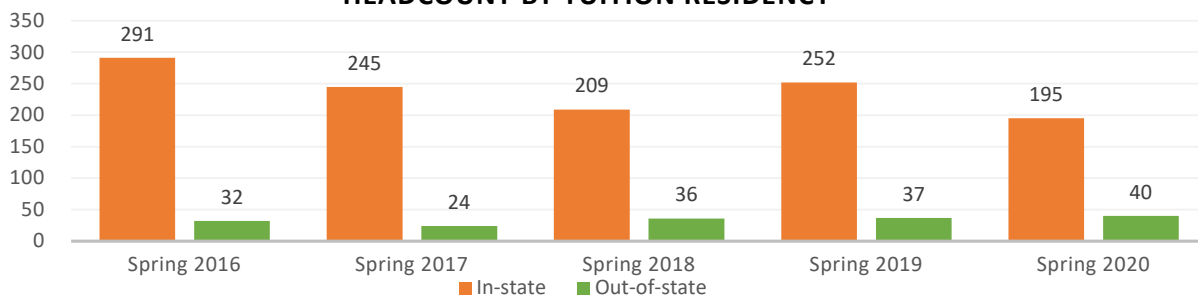
Out-Of-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	21	15	25	13	17	42.5%	30.8%	-19.0%
Part-time	11	9	11	24	23	57.5%	-4.2%	109.1%
Total	32	24	36	37	40	100.0%	8.1%	25.0%

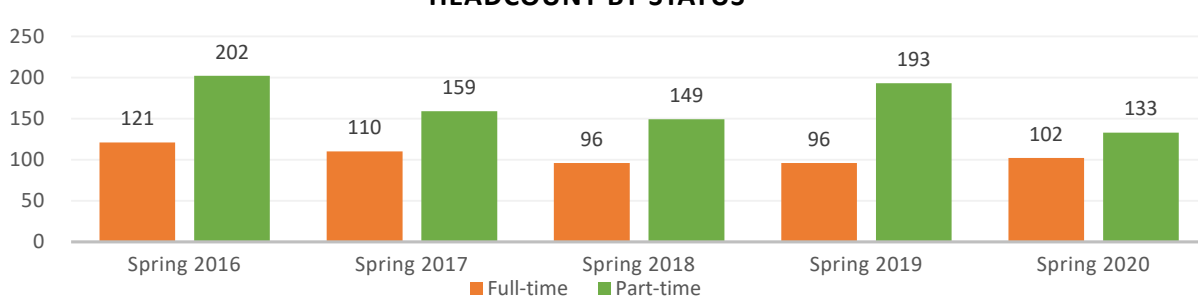
Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	121	110	96	96	102	43.4%	6.3%	-15.7%
Part-time	202	159	149	193	133	56.6%	-31.1%	-34.2%
Total	323	269	245	289	235	100.0%	-18.7%	-27.2%

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



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



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

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

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

In-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	94	86	98	89	85	46.4%	-4.5%	-9.6%
Part-time	57	95	99	81	98	53.6%	21.0%	71.9%
Total	151	181	197	170	183	100.0%	7.6%	21.2%

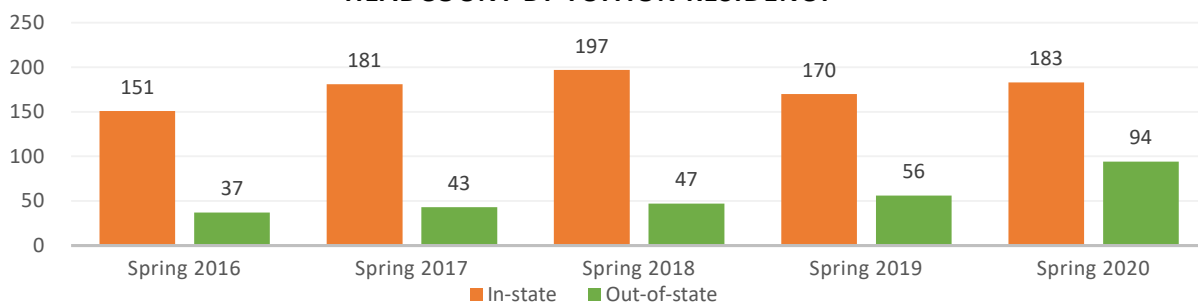
Out-Of-State Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	30	39	40	49	82	87.2%	67.3%	173.3%
Part-time	7	4	7	7	12	12.8%	71.4%	71.4%
Total	37	43	47	56	94	100.0%	67.9%	154.1%

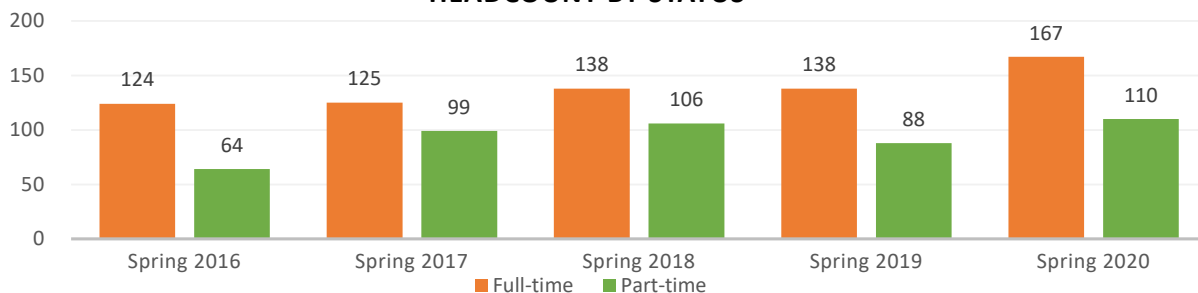
Total Headcount by Status

Status	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Full-time	124	125	138	138	167	60.3%	21.0%	34.7%
Part-time	64	99	106	88	110	39.7%	25.0%	71.9%
Total	188	224	244	226	277	100.0%	22.6%	47.3%

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



ENTERING GRADUATE, DEGREE/CERTIFICATE-SEEKING HEADCOUNT BY STATUS



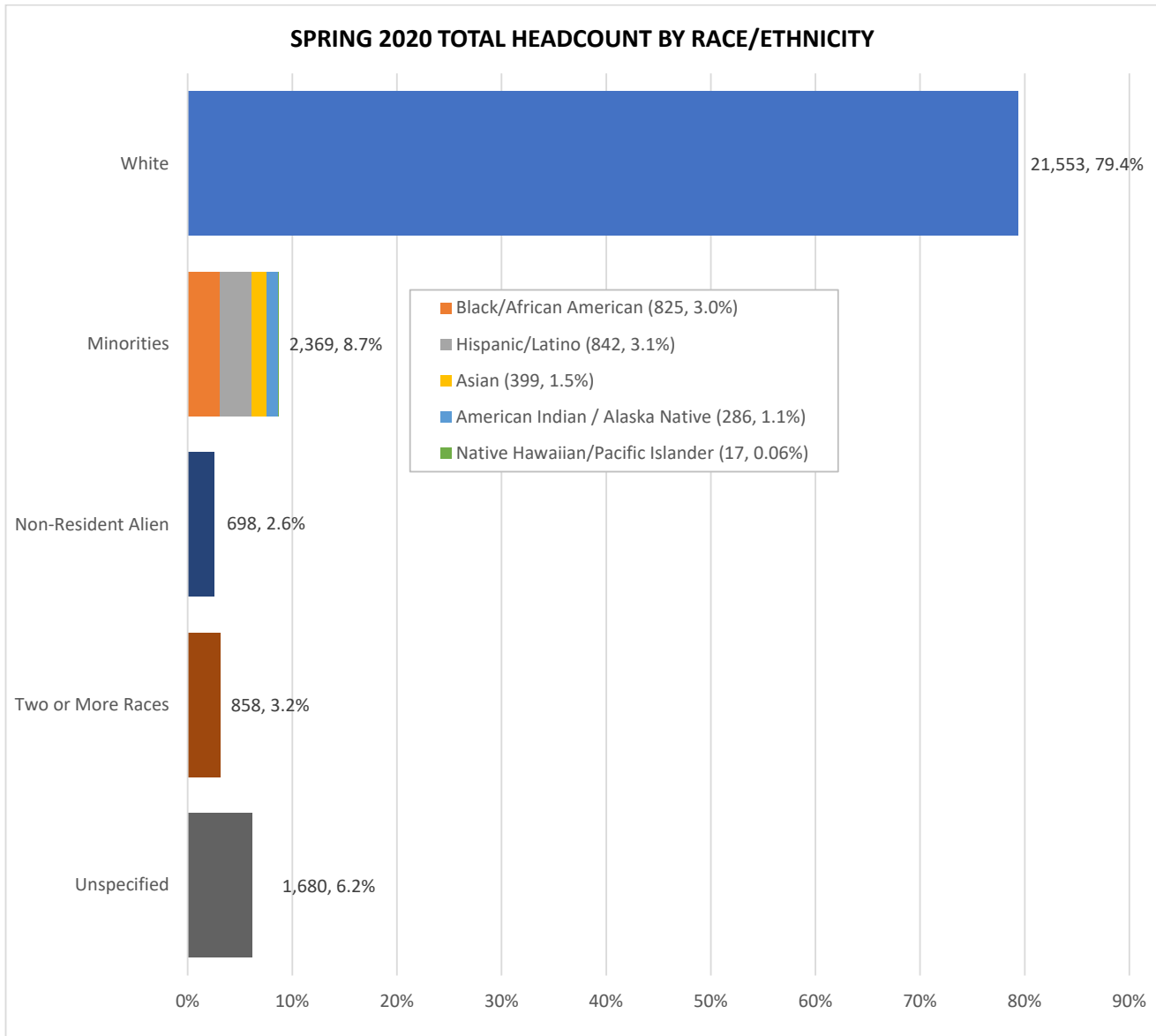
Notes: Graduate includes readmitted graduate students. Students with a tuition residency of non-resident/out-of-state online are included with the out-of-state category.

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

TOTAL HEADCOUNT BY RACE/ETHNICITY

Race/Ethnicity	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
White	21,411	21,514	21,391	21,497	21,553	79.4%	0.3%	0.7%
Black/African American	578	612	684	756	825	3.0%	9.1%	42.7%
Hispanic/Latino	575	640	742	816	842	3.1%	3.2%	46.4%
Asian	345	376	383	393	399	1.5%	1.5%	15.7%
American Indian/Alaska Native	326	300	294	277	286	1.1%	3.2%	-12.3%
Native Hawaiian/Pacific Islander	11	11	8	13	17	0.1%	30.8%	54.5%
Non-Resident Alien	785	698	690	638	698	2.6%	9.4%	-11.1%
Two or More Races	611	660	728	773	858	3.2%	11.0%	40.4%
Unspecified	2,359	2,163	2,104	2,255	1,680	6.2%	-25.5%	-28.8%
Total	27,001	26,974	27,024	27,418	27,158	100.0%	-0.9%	0.6%

SPRING 2020 TOTAL HEADCOUNT BY RACE/ETHNICITY

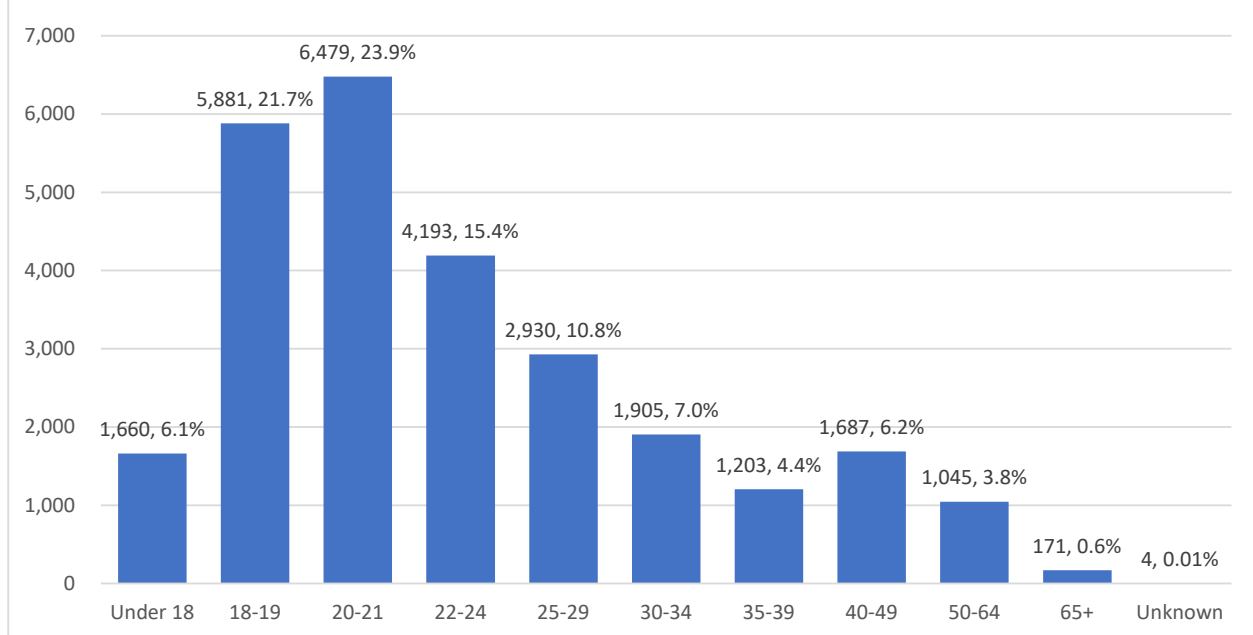


UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

TOTAL HEADCOUNT BY AGE RANGE

Age Range	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Under 18	733	959	1,231	1,366	1,660	6.1%	21.5%	126.5%
18-19	5,460	5,676	6,034	6,119	5,881	21.7%	-3.9%	7.7%
20-21	6,360	6,265	6,261	6,386	6,479	23.9%	1.5%	1.9%
22-24	4,597	4,460	4,221	4,261	4,193	15.4%	-1.6%	-8.8%
25-29	3,169	3,290	3,091	3,072	2,930	10.8%	-4.6%	-7.5%
30-34	1,931	1,928	1,856	1,894	1,905	7.0%	0.6%	-1.3%
35-39	1,402	1,344	1,323	1,277	1,203	4.4%	-5.8%	-14.2%
40-49	2,001	1,786	1,767	1,776	1,687	6.2%	-5.0%	-15.7%
50-64	1,199	1,129	1,090	1,081	1,045	3.8%	-3.3%	-12.8%
65+	144	128	148	182	171	0.6%	-6.0%	18.8%
Unknown	5	9	2	4	4	0.0%	0.0%	-20.0%
Total	27,001	26,974	27,024	27,418	27,158	100%	-0.9%	0.6%

SPRING 2020 TOTAL HEADCOUNT BY AGE RANGE



TOTAL HEADCOUNT BY SUMMARIZED AGE RANGE

Age Range	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Under 18	733	959	1,231	1,366	1,660	6.1%	21.5%	126.5%
18-24	16,417	16,401	16,516	16,766	16,553	61.0%	-1.3%	0.8%
25-39	6,502	6,562	6,270	6,243	6,038	22.2%	-3.3%	-7.1%
40-64	3,200	2,915	2,857	2,857	2,732	10.1%	-4.4%	-14.6%
65+	144	128	148	182	171	0.6%	-6.0%	18.8%
Unknown	5	9	2	4	4	0.0%	0.0%	-20.0%
Total	27,001	26,974	27,024	27,418	27,158	100%	-0.9%	0.6%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

SPRING 2020 TOTAL HEADCOUNT BY RESIDENCY (BASED ON ORIGINAL HOME ADDRESS)

In-State Headcount by County

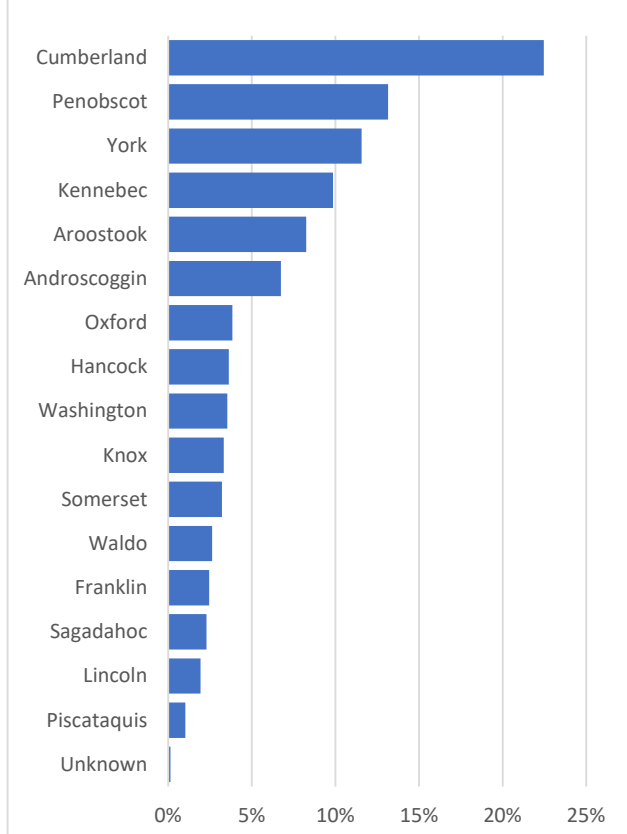
County	Headcount	% of Total
Cumberland	4,631	22.5%
Penobscot	2,710	13.1%
York	2,385	11.6%
Kennebec	2,031	9.9%
Aroostook	1,700	8.2%
Androscoggin	1,388	6.7%
Oxford	790	3.8%
Hancock	746	3.6%
Washington	730	3.5%
Knox	684	3.3%
Somerset	662	3.2%
Waldo	542	2.6%
Franklin	504	2.4%
Sagadahoc	470	2.3%
Lincoln	398	1.9%
Piscataquis	210	1.0%
Unknown	29	0.1%
Total	20,610	100.0%

Out-Of-State Headcount by State

State	Headcount	% of Total
Massachusetts	1,873	31.7%
Connecticut	627	10.6%
New Hampshire	585	9.9%
New Jersey	359	6.1%
New York	307	5.2%
Vermont	259	4.4%
Pennsylvania	191	3.2%
California	183	3.1%
Rhode Island	170	2.9%
Florida	157	2.7%
Other States	1,206	20.4%
Total	5,917	100.0%

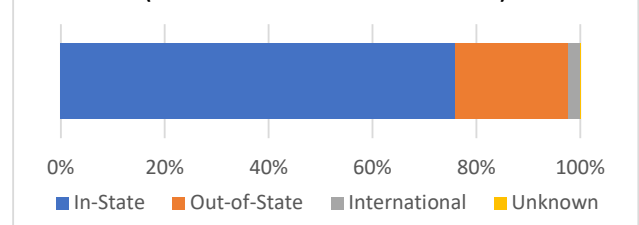
International Headcount by Country

Country	Headcount	% of Total
Canada	119	19.0%
China	55	8.8%
Nepal	41	6.5%
India	25	4.0%
Jamaica	23	3.7%
Iran	21	3.3%
Saudi Arabia	20	3.2%
United Kingdom	20	3.2%
Bangladesh	17	2.7%
France	16	2.6%
Ghana	15	2.4%
Other Countries	255	40.7%
Total	627	100.0%

PERCENTAGE OF IN-STATE STUDENTS
BY COUNTY

Total Headcount by Residency

Residency	Headcount	% of Total
In-State	20,610	75.9%
Out-of-State	5,917	21.8%
International	627	2.3%
Unknown	4	0.0%
Total	27,158	100.0%

SPRING 2020 TOTAL HEADCOUNT BY RESIDENCY
(BASED ON ORIGINAL HOME ADDRESS)

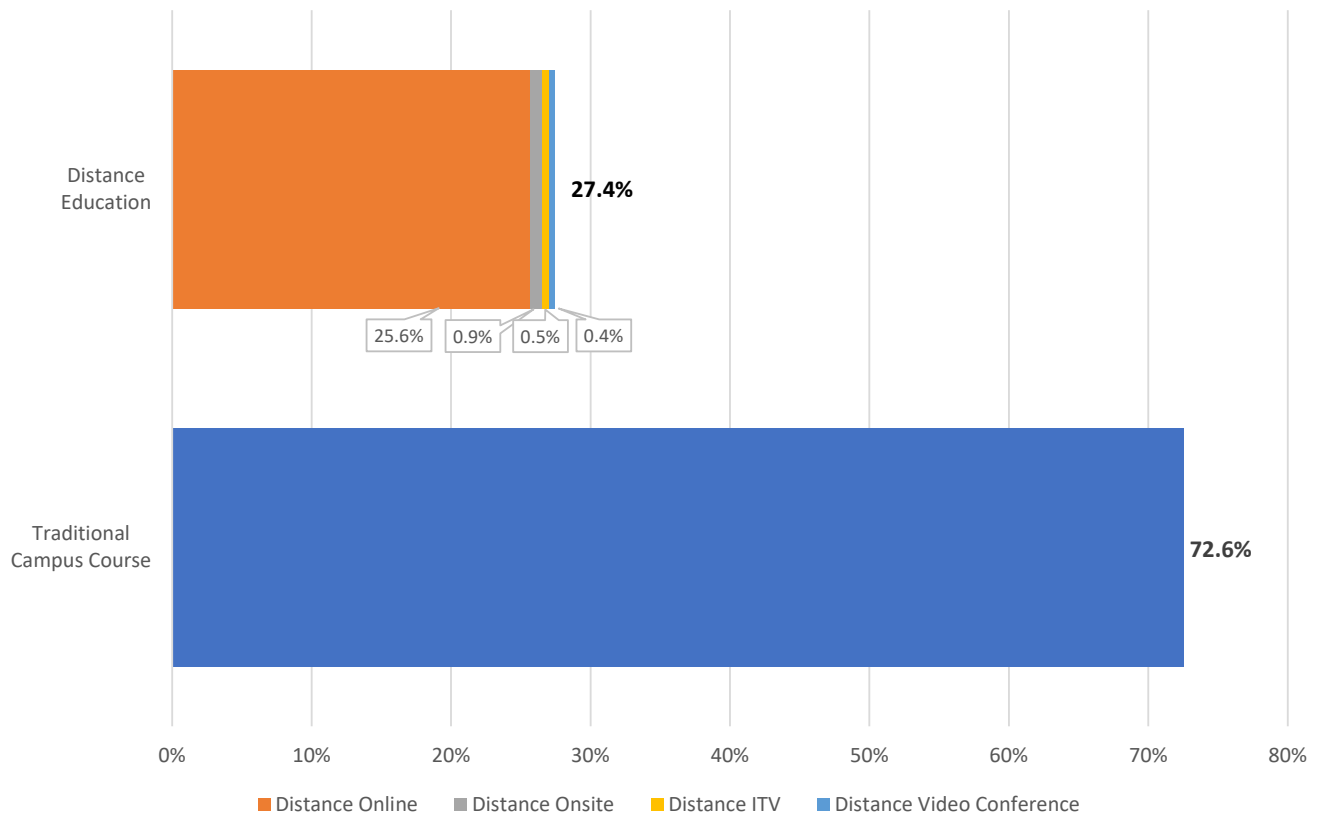
UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

TOTAL CREDIT HOURS BY MODE

Spring 2020 Total Credit Hours by Mode and Campus

Mode	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total	% of Total
Distance ITV	0	1,514	0	0	51	0	3	1,568	0.5%
Distance Online	21,315	19,693	1,194	5,235	2,794	4,209	20,433	74,873	25.6%
Distance Onsite	255	2,200	15	118	0	96	0	2,684	0.9%
Distance Video Conference	56	776	0	0	48	153	0	1,033	0.4%
Total Distance Education	21,626	24,183	1,209	5,353	2,893	4,458	20,436	80,158	27.4%
Traditional Campus Course	108,945	6,946	21,845	5,350	3,122	7,158	58,596	211,962	72.6%
Total	130,571	31,129	23,054	10,703	6,015	11,616	79,031	292,119	100.0%

SPRING 2020 PERCENTAGE OF TOTAL CREDIT HOURS BY MODE



Total Credit Hours by Mode

Mode	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	% of Total	1-year Change	5-year Change
Distance ITV	3,916	2,949	1,858	2,086	1,568	0.5%	-24.8%	-60.0%
Distance Online	56,877	58,967	63,666	70,335	74,873	25.6%	6.5%	31.6%
Distance Onsite	3,467	2,523	2,867	2,560	2,684	0.9%	4.8%	-22.6%
Distance Video Conference	2,425	1,408	1,294	1,046	1,033	0.4%	-1.2%	-57.4%
Total Distance Education	66,685	65,847	69,685	76,027	80,158	27.4%	5.4%	20.2%
Traditional Campus Course	224,199	224,462	223,701	219,634	211,962	72.6%	-3.5%	-5.5%
Total	290,884	290,308	293,386	295,661	292,119	100.0%	-1.2%	0.4%

UNIVERSITY OF MAINE SYSTEM – SPRING 2020 ENROLLMENT REPORT

SPRING 2020 DISTANCE EDUCATION CREDIT HOURS BY MODE AND DEGREE LEVEL

Distance ITV

Degree Level	Credit Hours	% of Total
Associate	240	15.3%
Baccalaureate	1,165	74.3%
Non-Degree Undergraduate	163	10.4%
Total	1,568	100.0%

Distance Video Conference

Degree Level	Credit Hours	% of Total
Associate	78	7.6%
Baccalaureate	794	76.9%
Non-Degree Undergraduate	105	10.2%
Graduate	38	3.7%
Non-Degree Graduate	18	1.7%
Total	1,033	100.0%

Distance Online

Degree Level	Credit Hours	% of Total
Associate	1,948	2.6%
Baccalaureate	59,515	79.5%
Non-Degree Undergraduate	6,076	8.1%
Graduate	6,125	8.2%
Non-Degree Graduate	1,206	1.6%
Law	3	0.0%
Total	74,873	100.0%

Total Distance Education by Degree Level

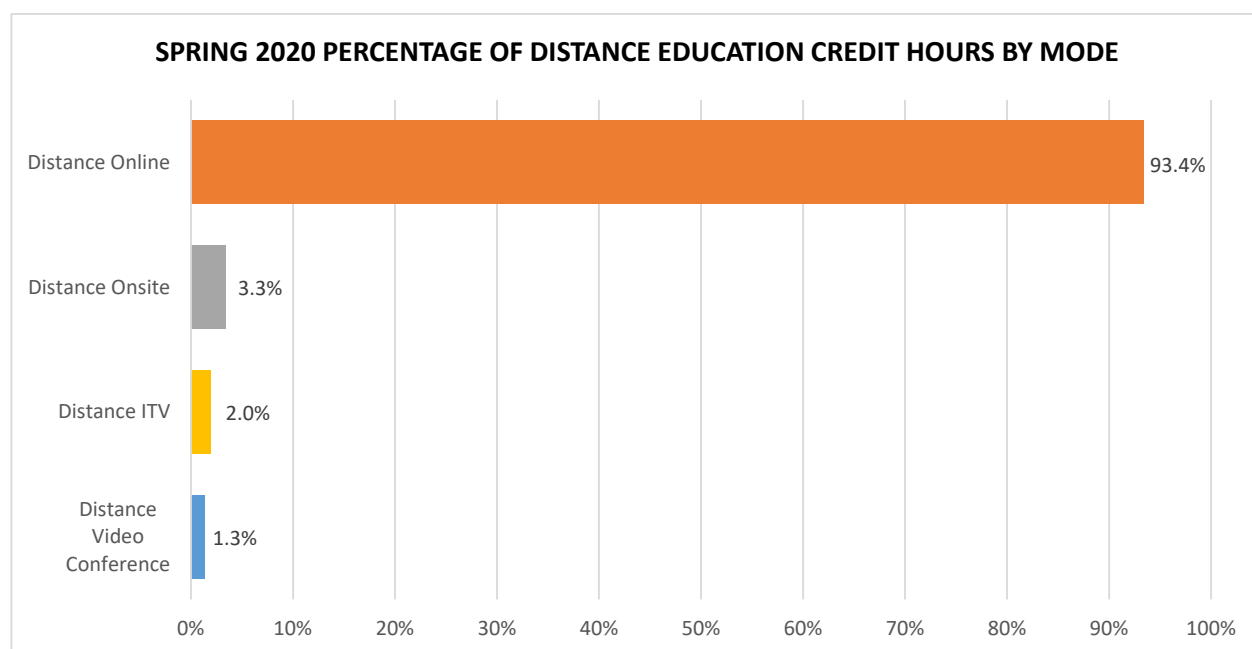
Degree Level	Credit Hours	% of Total
Associate	2,854	3.6%
Baccalaureate	62,404	77.9%
Non-Degree Undergraduate	7,351	9.2%
Graduate	6,322	7.9%
Non-Degree Graduate	1,224	1.5%
Law	3	0.0%
Total	80,158	100.0%

Distance Onsite

Degree Level	Credit Hours	% of Total
Associate	588	21.9%
Baccalaureate	930	34.6%
Non-Degree Undergraduate	1,007	37.5%
Graduate	159	5.9%
Total	2,684	100.0%

Total Distance Education by Mode

Degree Level	Credit Hours	% of Total
Distance ITV	1,568	2.0%
Distance Online	74,873	93.4%
Distance Onsite	2,684	3.3%
Distance Video Conference	1,033	1.3%
Total	80,158	100.0%





2018-19

Financial Aid Report

Robert Zuercher, UMS Senior Institutional Research & Planning Analyst
February 6, 2020

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

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UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

INTRODUCTION

The following financial aid report provides an overview of financial aid types and funding sources within the University of Maine System (UMS).

Notes:

1. As of 2013-14, all data is based on aid year for loans, scholarships, and grants and is based on fiscal year for tuition waivers and work study. Prior to 2013-14, all data was reconciled to the fiscal year. The UMS fiscal year runs from July 1 to June 30.
2. All figures exclude private loans.
3. Some totals may not appear to sum correctly due to rounding.

Data Source: PeopleSoft Database; the University of Maine System; 2/6/2020.

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

HIGHLIGHTS

- Total financial aid in the University of Maine System (UMS) was \$292.1 million in 2018-19. Financial aid increased \$2.3 million, or 0.8%, compared with the previous year. The total number of students receiving aid increased by 2.8%, or 669 students, from last year. The average aid award out of the 24,617 students receiving aid in the system was \$11,866, a -1.9% decrease from the prior year.

Overall

- Federal aid comprised 57.7% of total aid awarded in 2018-19, while institutional aid accounted for 34.6%, and state and private aid (scholarships) accounted for 3.6% and 4.1% respectively.
- From 2014-15, institutional aid grew by 42.9% or \$30.4 million, whereas state and private aid (scholarships) grew by 10.2% or \$1.0 million and 11.2% or \$1.2 million respectively. Federal funding declined each year over the past 5 years and declined by a total of -14.0% or \$27.4 million.
- Loans made up 40.9% of the total financial aid disbursements in 2018-19. Scholarships, grants, and waivers accounted for 57.3% of aid awarded, and work study constituted 1.8%.

Loans

- In 2018-19, loans totaled \$119.5 million, which is a decrease of -5.1% or \$6.5 million relative to last year and a decrease of -16.8% or \$24.2 million compared to five years ago.
- A total of 14,517 students participated in at least one loan program. Of those who received loans, the average loan package was \$8,230.
- Although average unsubsidized and subsidized loans have remained relatively flat over the past five years, the average PLUS loan has increased 19.1% from \$10,196 in 2014-15 to \$12,140 in 2018-19.

Scholarships, Grants, and Waivers

- Scholarships, grants, and waivers totaled \$167.3 million in 2018-19, an increase of 5.8% or \$9.2 million compared to the previous year and a 21.7% or \$29.9 million increase from 2014-15.
- Federal scholarships, grants, and waivers dropped from \$48.2 million in 2014-15 to \$45.2 million in 2018-19 (a decrease of -6.1%), while such awards from the state increased by 9.8% (from \$9.3 million to \$10.2 million) and from UMS institutions increased by 44.4% (from \$69.2 million to \$99.9 million) in the same time period.
- The average scholarship, grant, and waiver package increased every year over the past five years, going from \$6,679 in 2014-15 to \$7,551 in 2018-19 (a 13.0% increase).

Work Study

- In 2018-19, students received a total of \$5.3 million under the Federal Work Study program, \$4.2 million of which originated from the Federal Government and \$1.1 million in matching funds from UMS institutions.
- Although the number of participants in the Federal Work Study program dropped from 3,317 in 2014-15 to 2,761 in 2018-19 (a -16.8% drop), the average work study package increased from \$1,775 to \$1,917 (an 8.0% increase) in the same time period.

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

TOTAL FINANCIAL AID BY CAMPUS

Campus	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
UM	\$127,774,730	\$131,002,292	\$133,246,405	\$142,244,035	\$144,102,987	1.3%	12.8%
UMA	\$38,240,778	\$36,351,535	\$31,352,994	\$28,229,362	\$27,551,605	-2.4%	-28.0%
UMF	\$22,323,819	\$22,266,358	\$22,387,384	\$22,582,445	\$22,124,728	-2.0%	-0.9%
UMFK	\$7,943,252	\$8,033,922	\$8,149,119	\$8,183,557	\$8,177,508	-0.1%	2.9%
UMM	\$6,731,773	\$6,258,423	\$6,430,933	\$5,946,326	\$5,411,254	-9.0%	-19.6%
UMPI	\$8,052,645	\$8,280,394	\$7,761,213	\$7,701,738	\$7,968,967	3.5%	-1.0%
USM	\$75,936,315	\$73,282,907	\$74,103,851	\$74,877,691	\$76,777,669	2.5%	1.1%
Total	\$287,003,313	\$285,475,831	\$283,431,899	\$289,765,154	\$292,114,719	0.8%	1.8%

TOTAL HEADCOUNT OF FINANCIAL AID RECIPIENTS

Campus	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
UM	9,474	9,425	9,673	10,063	10,349	2.8%	9.2%
UMA	4,314	4,219	3,875	3,694	3,780	2.3%	-12.4%
UMF	1,771	1,827	1,806	1,823	1,847	1.3%	4.3%
UMFK	917	908	916	884	868	-1.8%	-5.3%
UMM	738	703	701	682	729	6.9%	-1.2%
UMPI	1,019	1,164	849	812	803	-1.1%	-21.2%
USM	6,178	5,862	6,026	5,990	6,241	4.2%	1.0%
Total	24,411	24,108	23,846	23,948	24,617	2.8%	0.8%

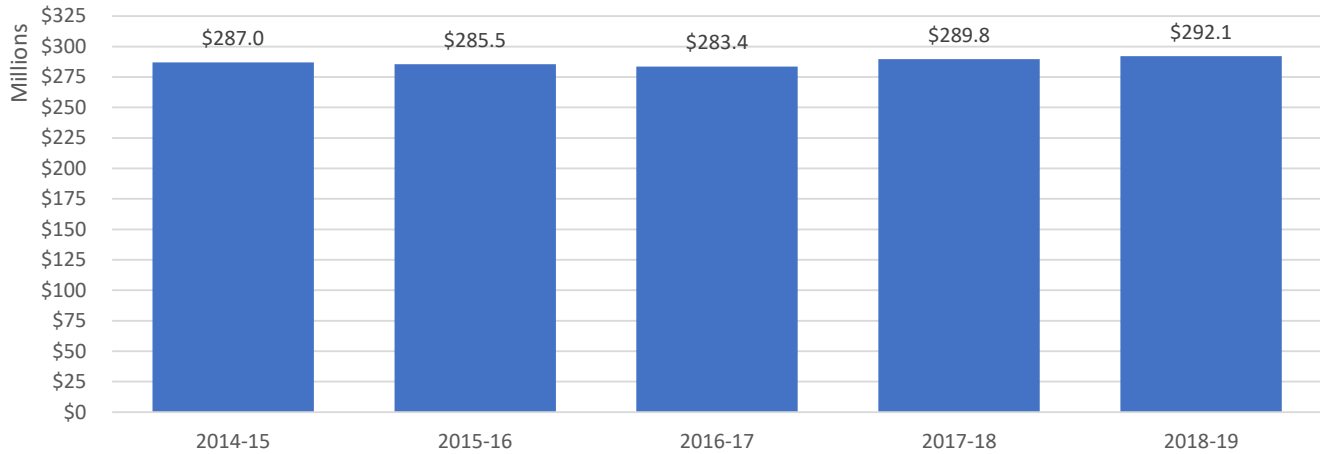
AVERAGE FINANCIAL AID AWARD PACKAGE PER STUDENT BY CAMPUS

Campus	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
UM	\$13,487	\$13,899	\$13,775	\$14,135	\$13,924	-1.5%	3.2%
UMA	\$8,864	\$8,616	\$8,091	\$7,642	\$7,289	-4.6%	-17.8%
UMF	\$12,605	\$12,187	\$12,396	\$12,388	\$11,979	-3.3%	-5.0%
UMFK	\$8,662	\$8,848	\$8,896	\$9,257	\$9,421	1.8%	8.8%
UMM	\$9,122	\$8,902	\$9,174	\$8,719	\$7,423	-14.9%	-18.6%
UMPI	\$7,903	\$7,114	\$9,142	\$9,485	\$9,924	4.6%	25.6%
USM	\$12,291	\$12,501	\$12,297	\$12,500	\$12,302	-1.6%	0.1%
Total*	\$11,757	\$11,842	\$11,886	\$12,100	\$11,866	-1.9%	0.9%

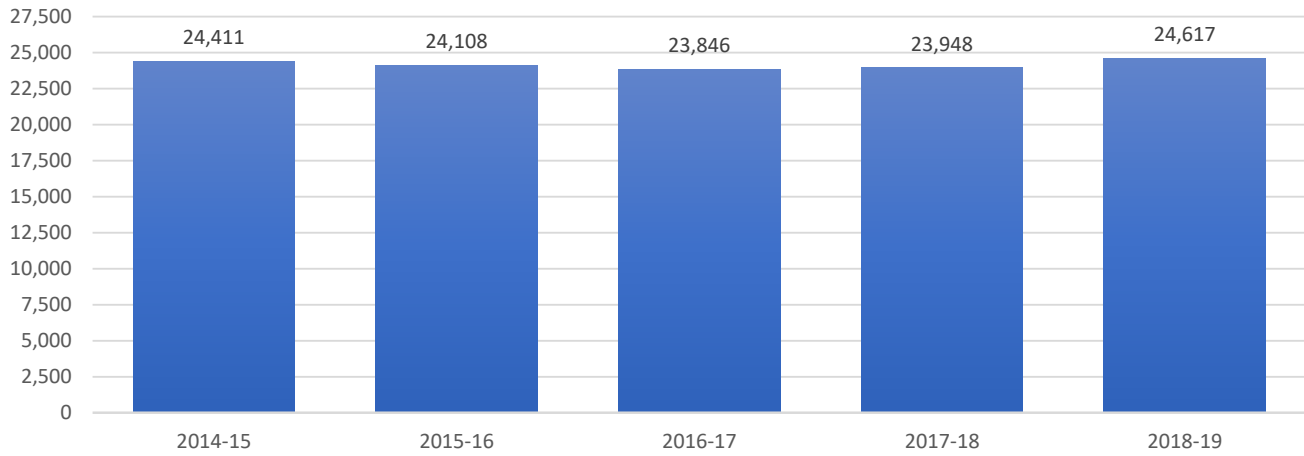
* Weighted average.

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

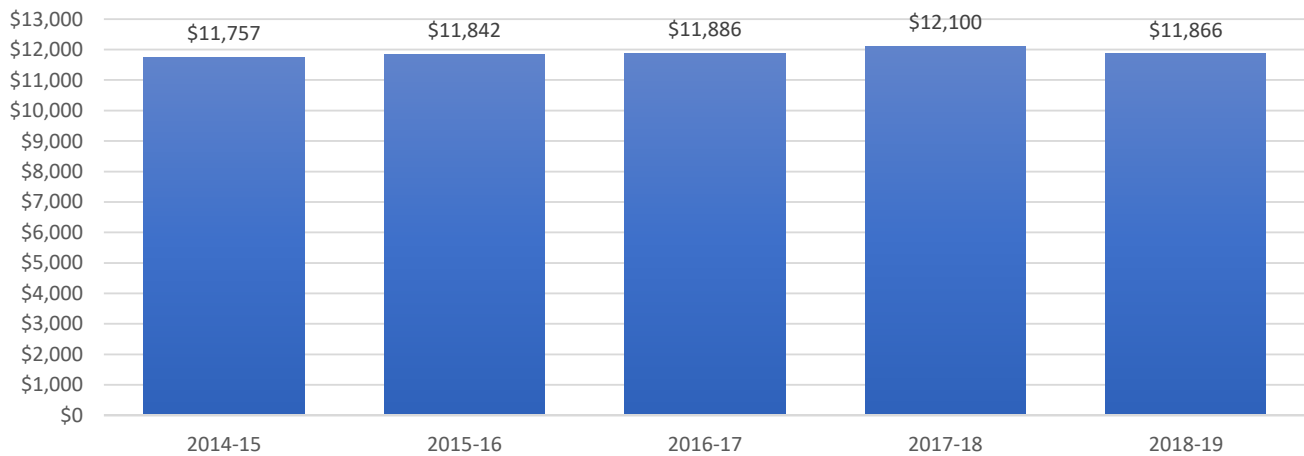
TOTAL FINANCIAL AID



TOTAL HEADCOUNT OF FINANCIAL AID RECIPIENTS



AVERAGE FINANCIAL AID AWARD PACKAGE PER STUDENT



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

SUMMARY OF FINANCIAL AID BY SOURCE AND TYPE

Federal Financial Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$143.3	\$134.5	\$131.4	\$125.7	\$119.2	70.7%	-5.2%	-16.9%
Scholarships, Grants, & Waivers	\$48.2	\$46.4	\$43.1	\$45.6	\$45.2	26.8%	-0.8%	-6.1%
Work Study	\$4.5	\$4.6	\$4.4	\$4.5	\$4.2	2.5%	-7.1%	-7.7%
Total	\$196.0	\$185.5	\$178.9	\$175.7	\$168.6	100.0%	-4.1%	-14.0%

State Financial Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$0.2	\$0.1	\$0.1	\$0.1	\$0.2	1.9%	19.8%	31.1%
Scholarships, Grants, & Waivers	\$9.3	\$11.3	\$11.4	\$9.8	\$10.2	98.1%	4.2%	9.8%
Total	\$9.4	\$11.5	\$11.5	\$9.9	\$10.4	100.0%	4.5%	10.2%

Institutional Financial Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$0.2	\$0.2	\$0.2	\$0.1	\$0.1	0.1%	-34.3%	-44.6%
Scholarships, Grants, & Waivers	\$69.2	\$75.9	\$79.4	\$91.7	\$99.9	98.8%	9.0%	44.4%
Work Study (Matching)	\$1.4	\$1.4	\$1.3	\$1.2	\$1.1	1.1%	-6.8%	-17.8%
Total	\$70.8	\$77.5	\$80.9	\$93.1	\$101.2	100.0%	8.7%	42.9%

Private Financial Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Scholarships, Grants, & Waivers	\$10.8	\$11.0	\$12.1	\$11.1	\$12.0	100.0%	8.6%	11.2%

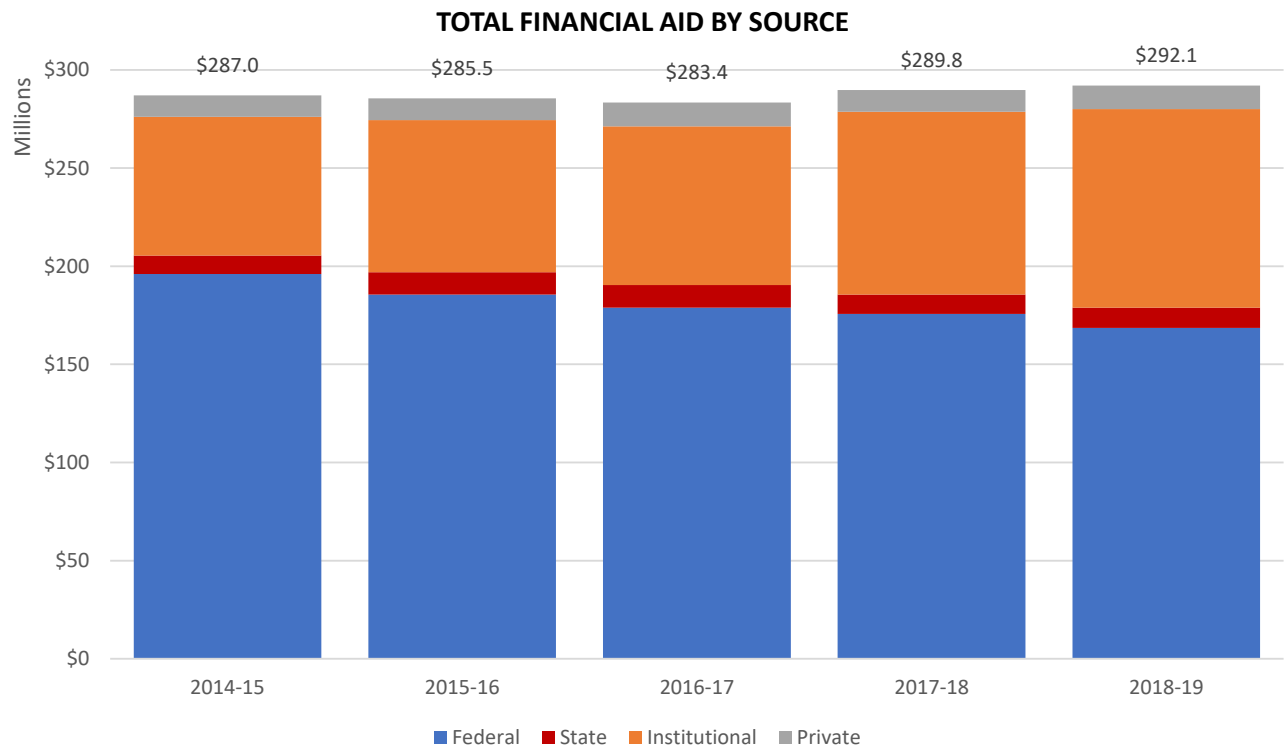
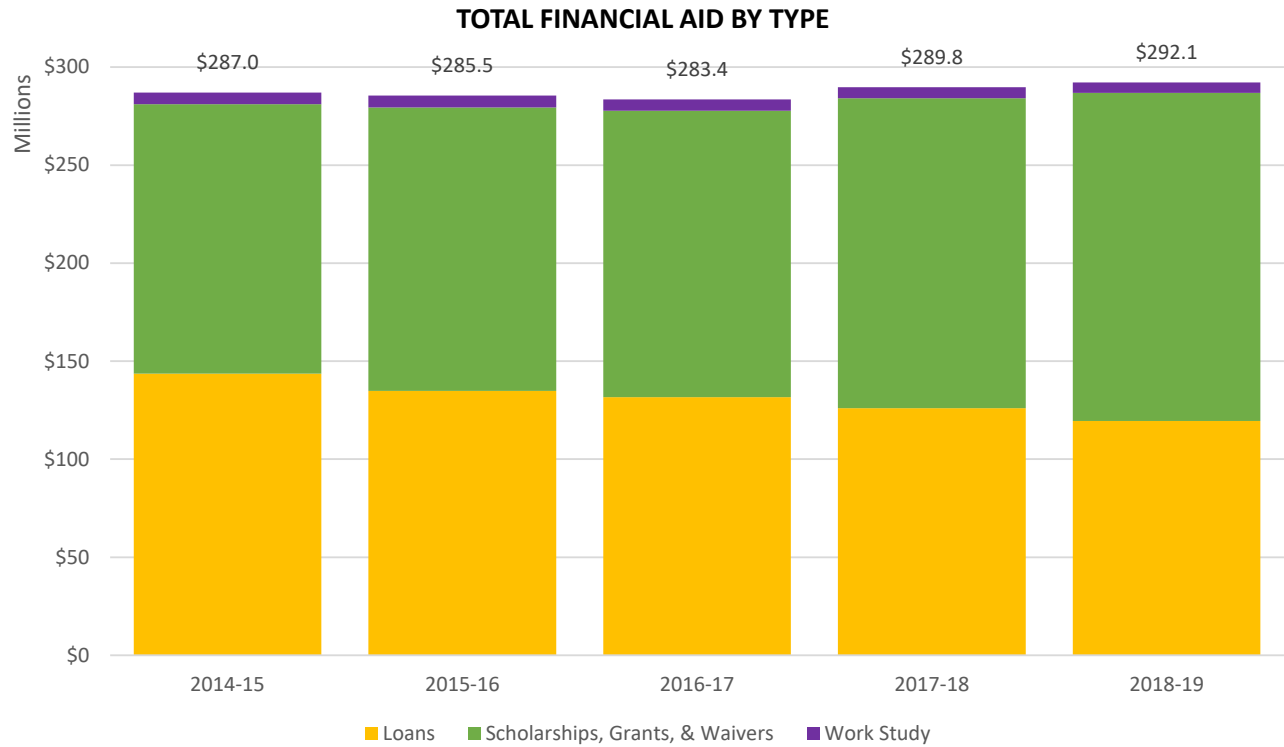
Total Financial Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$143.7	\$134.8	\$131.7	\$126.0	\$119.5	40.9%	-5.1%	-16.8%
Scholarships, Grants, & Waivers	\$137.5	\$144.7	\$146.1	\$158.1	\$167.3	57.3%	5.8%	21.7%
Work Study	\$5.9	\$6.0	\$5.7	\$5.7	\$5.3	1.8%	-7.0%	-10.1%
Total	\$287.0	\$285.5	\$283.4	\$289.8	\$292.1	100.0%	0.8%	1.8%

Total Financial Aid by Source (in Millions)

Source	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Federal	\$196.0	\$185.5	\$178.9	\$175.7	\$168.6	57.7%	-4.1%	-14.0%
State	\$9.4	\$11.5	\$11.5	\$9.9	\$10.4	3.6%	4.5%	10.2%
Institutional	\$70.8	\$77.5	\$80.9	\$93.1	\$101.2	34.6%	8.7%	42.9%
Private	\$10.8	\$11.0	\$12.1	\$11.1	\$12.0	4.1%	8.6%	11.2%
Total	\$287.0	\$285.5	\$283.4	\$289.8	\$292.1	100.0%	0.8%	1.8%

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

2018-19 FINANCIAL AID BY SOURCE, TYPE, AND CAMPUS

Federal Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$52,721,312	\$12,773,589	\$9,103,505	\$3,952,253	\$1,526,718	\$2,933,160	\$36,176,122	\$119,186,659
Scholarships, Grants, & Waivers	\$14,374,446	\$8,448,378	\$4,118,848	\$1,983,484	\$1,616,979	\$2,465,239	\$12,199,901	\$45,207,274
Work Study	\$1,644,541	\$259,142	\$381,532	\$111,653	\$165,374	\$443,179	\$1,151,558	\$4,156,979
Total	\$68,740,299	\$21,481,108	\$13,603,885	\$6,047,390	\$3,309,070	\$5,841,578	\$49,527,581	\$168,550,912

State Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$41,000	\$0	\$130,500	\$3,000	\$3,000	\$4,500	\$18,000	\$200,000
Scholarships, Grants, & Waivers	\$2,675,838	\$2,098,248	\$1,113,191	\$541,419	\$588,188	\$468,449	\$2,696,086	\$10,181,418
Total	\$2,716,838	\$2,098,248	\$1,243,691	\$544,419	\$591,188	\$472,949	\$2,714,086	\$10,381,418

Institutional Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$91,150	\$0	\$0	\$0	\$0	\$0	\$0	\$91,150
Scholarships, Grants, & Waivers	\$66,673,305	\$3,276,642	\$5,961,786	\$1,281,776	\$1,158,936	\$1,238,562	\$20,336,105	\$99,927,112
Work Study	\$600,617	\$8,939	\$123,598	\$0	\$223	\$13,257	\$390,104	\$1,136,738
Total	\$67,365,071	\$3,285,582	\$6,085,385	\$1,281,776	\$1,159,159	\$1,251,820	\$20,726,208	\$101,155,001

Private Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Scholarships, Grants, & Waivers	\$5,280,779	\$686,668	\$1,191,767	\$303,923	\$351,837	\$402,620	\$3,809,794	\$12,027,388

Total Financial Aid by Type and Campus

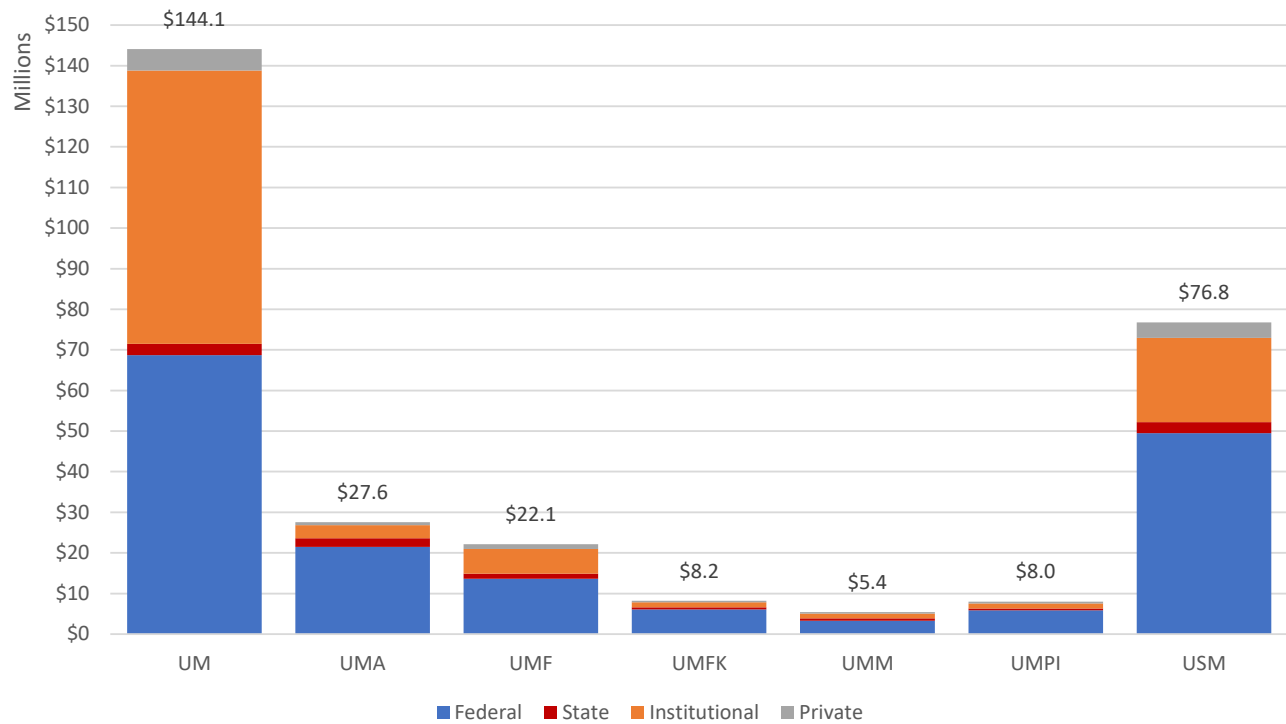
Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$52,853,462	\$12,773,589	\$9,234,005	\$3,955,253	\$1,529,718	\$2,937,660	\$36,194,122	\$119,477,809
Scholarships, Grants, & Waivers	\$89,004,367	\$14,509,935	\$12,385,593	\$4,110,602	\$3,715,940	\$4,574,870	\$39,041,886	\$167,343,193
Work Study	\$2,245,158	\$268,081	\$505,130	\$111,653	\$165,596	\$456,437	\$1,541,662	\$5,293,717
Total	\$144,102,987	\$27,551,605	\$22,124,728	\$8,177,508	\$5,411,254	\$7,968,967	\$76,777,669	\$292,114,719

Total Financial Aid by Source and Campus

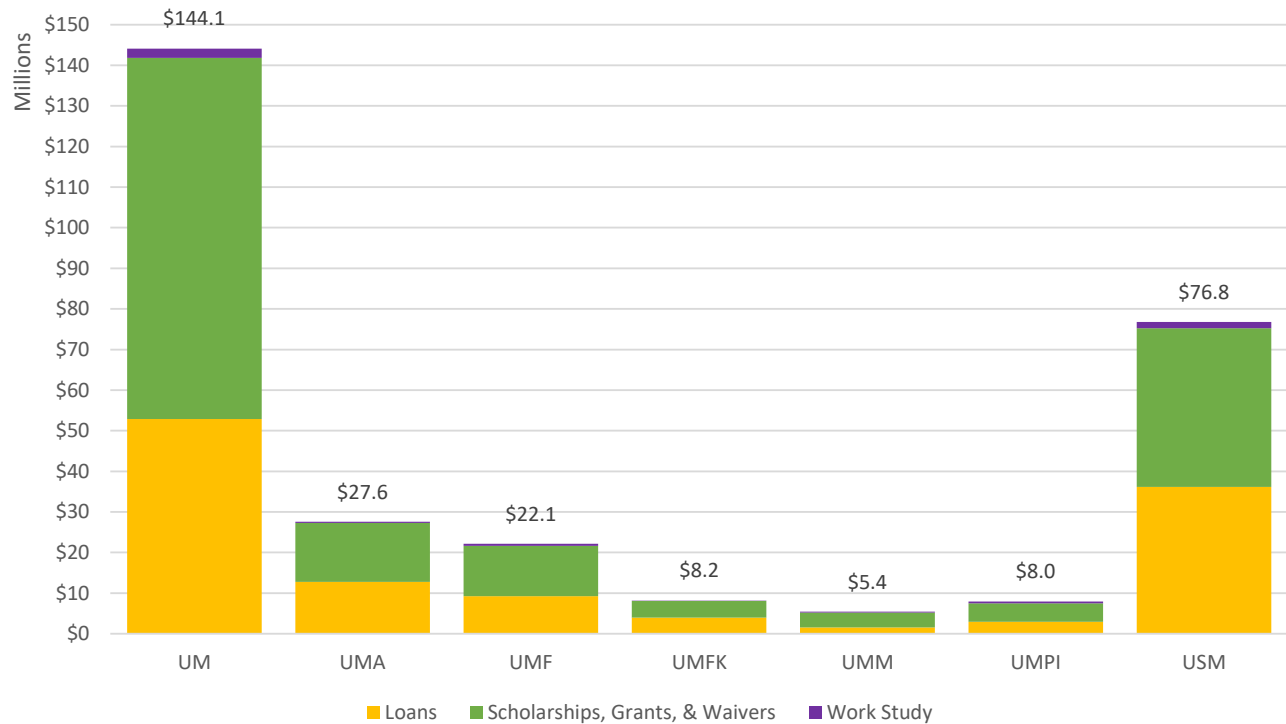
Source	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Federal	\$68,740,299	\$21,481,108	\$13,603,885	\$6,047,390	\$3,309,070	\$5,841,578	\$49,527,581	\$168,550,912
State	\$2,716,838	\$2,098,248	\$1,243,691	\$544,419	\$591,188	\$472,949	\$2,714,086	\$10,381,418
Institutional	\$67,365,071	\$3,285,582	\$6,085,385	\$1,281,776	\$1,159,159	\$1,251,820	\$20,726,208	\$101,155,001
Private	\$5,280,779	\$686,668	\$1,191,767	\$303,923	\$351,837	\$402,620	\$3,809,794	\$12,027,388
Total	\$144,102,987	\$27,551,605	\$22,124,728	\$8,177,508	\$5,411,254	\$7,968,967	\$76,777,669	\$292,114,719

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

2018-19 TOTAL FINANCIAL AID BY SOURCE AND CAMPUS



2018-19 TOTAL FINANCIAL AID BY TYPE AND CAMPUS



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

FEDERAL FINANCIAL AID BY TYPE AND PROGRAM

Federal Loans by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Nursing	\$0.4	\$0.4	\$0.4	\$0.7	\$0.4	0.3%	-46.0%	-12.1%
Perkins	\$4.6	\$4.4	\$4.8	\$2.9	--	--	--	--
PLUS	\$14.3	\$15.9	\$18.4	\$18.9	\$19.0	15.9%	0.3%	32.8%
Subsidized	\$51.6	\$47.2	\$44.4	\$42.6	\$40.6	34.1%	-4.7%	-21.3%
Unsubsidized	\$72.4	\$66.5	\$63.4	\$60.5	\$59.2	49.7%	-2.1%	-18.3%
Total	\$143.3	\$134.5	\$131.4	\$125.7	\$119.2	16.3%	-5.2%	-16.9%

Federal Scholarships, Grants, and Waivers by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Pell	\$43.1	\$41.5	\$38.2	\$40.2	\$40.1	88.6%	-0.4%	-7.0%
SEOG	\$4.1	\$4.2	\$4.2	\$4.7	\$4.4	9.8%	-6.0%	7.1%
Other	\$0.9	\$0.7	\$0.7	\$0.6	\$0.7	1.6%	15.7%	-22.6%
Total	\$48.2	\$46.4	\$43.1	\$45.6	\$45.2	100.0%	-0.8%	-6.1%

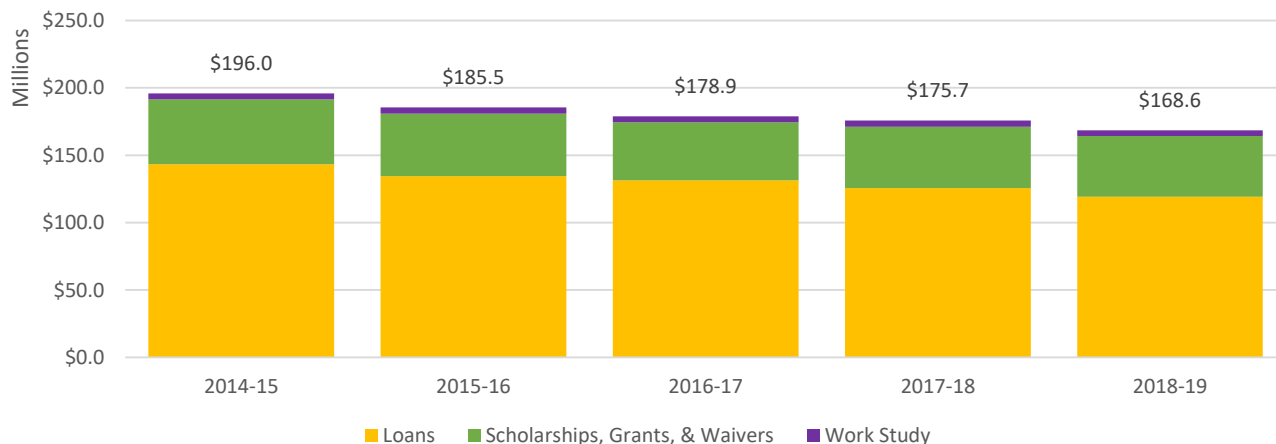
Federal Work Study (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Work Study	\$4.5	\$4.6	\$4.4	\$4.5	\$4.2	2.5%	-7.1%	-7.7%

Total Federal Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$143.3	\$134.5	\$131.4	\$125.7	\$119.2	70.7%	-5.2%	-16.9%
Scholarships, Grants, & Waivers	\$48.2	\$46.4	\$43.1	\$45.6	\$45.2	26.8%	-0.8%	-6.1%
Work Study	\$4.5	\$4.6	\$4.4	\$4.5	\$4.2	2.5%	-7.1%	-7.7%
Total	\$196.0	\$185.5	\$178.9	\$175.7	\$168.6	100.0%	-4.1%	-14.0%

TOTAL FEDERAL AID BY TYPE



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

2018-19 FEDERAL FINANCIAL AID BY TYPE, PROGRAM, AND CAMPUS
Federal Loans by Program and Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Nursing	\$0	\$0	\$0	\$0	\$0	\$0	\$380,002	\$380,002
PLUS	\$12,479,848	\$160,726	\$1,170,963	\$101,318	\$65,695	\$168,160	\$4,852,291	\$18,999,001
Subsidized	\$17,035,661	\$5,826,250	\$4,233,903	\$1,799,445	\$732,497	\$1,320,336	\$9,667,807	\$40,615,899
Unsubsidized	\$23,205,803	\$6,786,613	\$3,698,639	\$2,051,490	\$728,526	\$1,444,664	\$21,276,022	\$59,191,757
Total	\$52,721,312	\$12,773,589	\$9,103,505	\$3,952,253	\$1,526,718	\$2,933,160	\$36,176,122	\$119,186,659

Federal Scholarships, Grants, and Waivers by Program and Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Pell	\$12,243,743	\$8,225,936	\$3,844,655	\$1,835,920	\$1,404,532	\$1,979,206	\$10,521,302	\$40,055,294
SEOG	\$1,516,846	\$212,602	\$248,068	\$110,064	\$212,447	\$462,033	\$1,678,599	\$4,440,658
Other	\$613,857	\$9,840	\$26,126	\$37,500	\$0	\$24,000	\$0	\$711,322
Total	\$14,374,446	\$8,448,378	\$4,118,848	\$1,983,484	\$1,616,979	\$2,465,239	\$12,199,901	\$45,207,274

Federal Work Study by Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Work Study	\$1,644,541	\$259,142	\$381,532	\$111,653	\$165,374	\$443,179	\$1,151,558	\$4,156,979

Total Federal Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$52,721,312	\$12,773,589	\$9,103,505	\$3,952,253	\$1,526,718	\$2,933,160	\$36,176,122	\$119,186,659
Scholarships, Grants, & Waivers	\$14,374,446	\$8,448,378	\$4,118,848	\$1,983,484	\$1,616,979	\$2,465,239	\$12,199,901	\$45,207,274
Work Study	\$1,644,541	\$259,142	\$381,532	\$111,653	\$165,374	\$443,179	\$1,151,558	\$4,156,979
Total	\$68,740,299	\$21,481,108	\$13,603,885	\$6,047,390	\$3,309,070	\$5,841,578	\$49,527,581	\$168,550,912

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

STATE FINANCIAL AID BY TYPE AND PROGRAM

State Loans by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Educators for Maine	\$0.2	\$0.1	\$0.1	\$0.2	\$0.2	100.0%	58.7%	31.1%

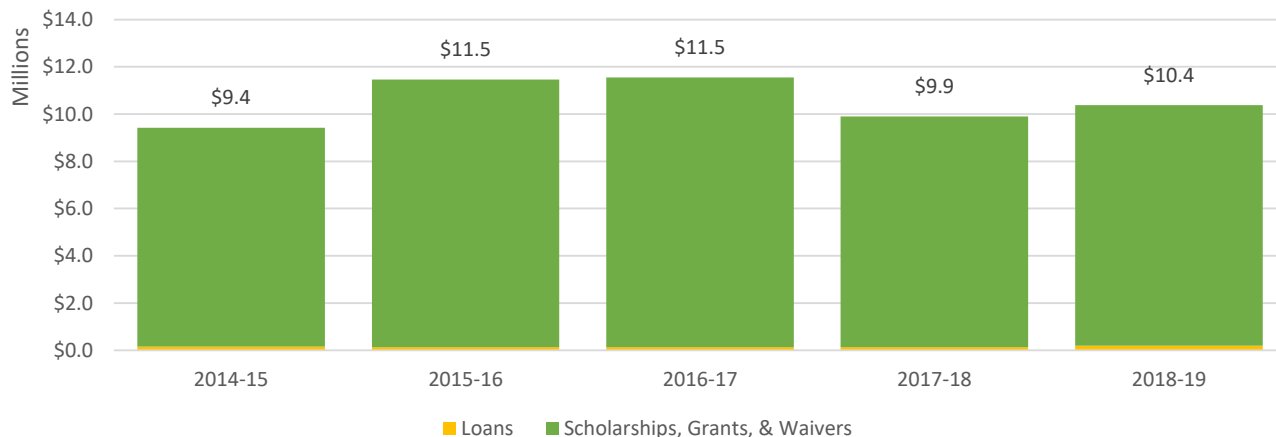
State Scholarships, Grants, and Waivers by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Racino	\$1.5	\$1.3	\$1.2	\$1.6	\$1.7	16.7%	4.7%	12.8%
State of Maine Grant	\$7.1	\$9.4	\$9.6	\$7.5	\$7.8	76.3%	3.5%	9.1%
UMS License Plate	\$0.07	\$0.05	\$0.05	\$0.05	\$0.04	0.4%	-26.6%	-51.4%
Other	\$0.6	\$0.6	\$0.6	\$0.6	\$0.7	6.6%	13.9%	19.2%
Total	\$9.3	\$11.3	\$11.4	\$9.8	\$10.2	100.0%	4.2%	9.8%

Total State Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$0.2	\$0.1	\$0.1	\$0.2	\$0.2	1.9%	58.7%	31.1%
Scholarships, Grants, & Waivers	\$9.3	\$11.3	\$11.4	\$9.8	\$10.2	98.1%	4.2%	9.8%
Total	\$9.4	\$11.5	\$11.5	\$9.9	\$10.4	100.0%	4.9%	10.2%

TOTAL STATE AID BY TYPE



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

2018-19 STATE FINANCIAL AID BY TYPE, PROGRAM, AND CAMPUS
State Loans by Program and Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Educators for Maine	\$41,000	\$0	\$130,500	\$3,000	\$3,000	\$4,500	\$18,000	\$200,000

State Scholarships, Grants, and Waivers by Program and Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Racino	\$0	\$512,396	\$223,797	\$72,543	\$320,978	\$51,280	\$522,889	\$1,703,883
State of Maine Grant	\$2,410,431	\$1,371,522	\$869,808	\$346,753	\$258,649	\$362,669	\$2,150,960	\$7,770,792
UMS License Plate	\$0	\$300	\$8,086	\$2,625	\$0	\$3,000	\$22,237	\$36,248
Other	\$265,407	\$214,030	\$11,500	\$119,498	\$8,561	\$51,500	\$0	\$670,495
Total	\$2,675,838	\$2,098,248	\$1,113,191	\$541,419	\$588,188	\$468,449	\$2,696,086	\$10,181,418

Total State Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$41,000	\$0	\$130,500	\$3,000	\$3,000	\$4,500	\$18,000	\$200,000
Scholarships, Grants, & Waivers	\$2,675,838	\$2,098,248	\$1,113,191	\$541,419	\$588,188	\$468,449	\$2,696,086	\$10,181,418
Total	\$2,716,838	\$2,098,248	\$1,243,691	\$544,419	\$591,188	\$472,949	\$2,714,086	\$10,381,418

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

INSTITUTIONAL FINANCIAL AID BY TYPE AND PROGRAM

Institutional Loans by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Institutional Loans	\$0.2	\$0.2	\$0.2	\$0.1	\$0.1	100.0%	-34.3%	-44.6%

Institutional Scholarships, Grants, and Waivers by Program (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Black Bear License Plate	\$0.1	\$0.1	\$0.1	\$0.1	\$0.1	0.11%	-1.8%	14.0%
Fire Fighter/Law Enforcement Waiver	\$0.01	\$0.02	\$0.02	\$0.01	\$0.01	0.01%	-31.7%	12.5%
Foster Care Waiver	\$0.4	\$0.4	\$0.4	\$0.4	\$0.4	0.4%	16.4%	17.1%
High School Waiver	\$0.5	\$0.8	\$0.6	\$0.8	\$1.2	1.2%	55.3%	146.7%
Inst. Scholarships (Restricted)	\$8.6	\$8.9	\$7.4	\$7.5	\$8.8	8.8%	17.7%	2.2%
Inst. Scholarships (Unrestricted)	\$52.2	\$58.5	\$64.0	\$75.4	\$81.6	81.7%	8.3%	56.4%
Native American R&B Scholarship	\$3.4	\$3.2	\$3.0	\$3.2	\$3.0	3.0%	-5.2%	-10.9%
Native American Waiver	\$0.3	\$0.3	\$0.3	\$0.3	\$0.3	0.3%	-3.0%	-23.0%
Racino Scholarship	\$0.8	\$0.8	\$0.6	\$0.6	\$0.7	0.7%	4.2%	-13.1%
Senior Citizens Waiver	\$0.3	\$0.4	\$0.4	\$0.4	\$0.5	0.5%	27.4%	64.3%
SEOG Institutional Matching	\$1.1	\$1.2	\$1.2	\$1.3	\$1.2	1.2%	-8.0%	6.1%
Veteran's Dependent Waiver	\$1.5	\$1.5	\$1.5	\$1.8	\$2.0	2.0%	14.4%	37.3%
Total	\$69.2	\$75.9	\$79.4	\$91.7	\$99.9	100.0%	9.0%	44.4%

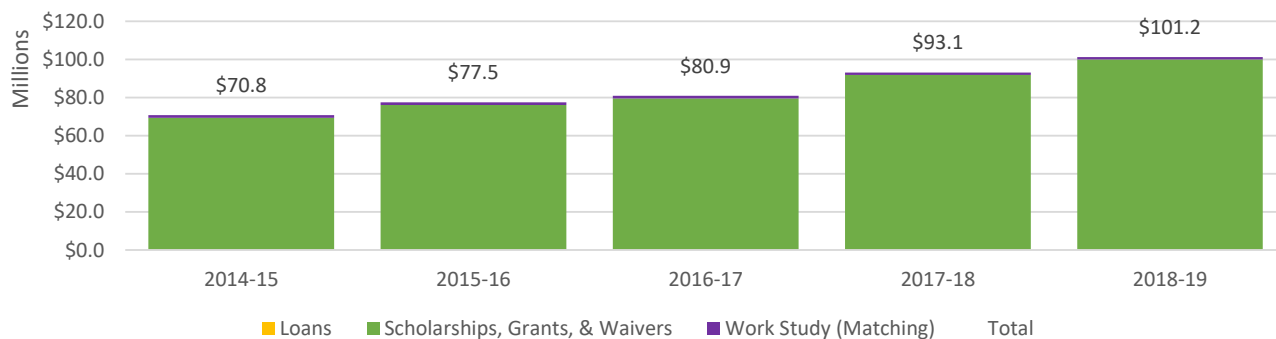
Institutional Work Study (Matching) (in Millions)

Program	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Work Study (Matching)	\$1.4	\$1.4	\$1.3	\$1.2	\$1.1	100.0%	-6.8%	-17.8%

Total Institutional Aid by Type (in Millions)

Type	2014-15	2015-16	2016-17	2017-18	2018-19	% of Total	1-year Change	5-year Change
Loans	\$0.2	\$0.2	\$0.2	\$0.1	\$0.1	0.1%	-34.3%	-44.6%
Scholarships, Grants, & Waivers	\$69.2	\$75.9	\$79.4	\$91.7	\$99.9	98.8%	9.0%	44.4%
Work Study (Matching)	\$1.4	\$1.4	\$1.3	\$1.2	\$1.1	1.1%	-6.8%	-17.8%
Total	\$70.8	\$77.5	\$80.9	\$93.1	\$101.2	100.0%	8.7%	42.9%

TOTAL INSTITUTIONAL AID BY TYPE



UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

2018-19 INSTITUTIONAL FINANCIAL AID BY TYPE, PROGRAM, AND CAMPUS

Institutional Loans by Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$91,150	\$0	\$0	\$0	\$0	\$0	\$0	\$91,150

Institutional Scholarships, Grants, and Waivers by Program and Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Black Bear License Plate	\$104,986	\$0	\$0	\$0	\$0	\$0	\$0	\$104,986
Fire Fighter/Law Enforcement Waiver	\$8,790	\$0	\$0	\$0	\$0	\$0	\$0	\$8,790
Foster Care Waiver	\$130,385	\$24,232	\$82,474	\$22,601	\$10,019	\$20,504	\$127,506	\$417,221
High School Waiver	\$296,710	\$399,817	\$206,419	\$0	\$105,112	\$0	\$202,622	\$1,210,680
Inst. Scholarships (Restricted)	\$6,087,264	\$111,238	\$548,067	\$128,136	\$77,949	\$134,931	\$1,711,583	\$8,799,167
Inst. Scholarships (Unrestricted)	\$56,444,158	\$1,760,875	\$4,752,593	\$964,456	\$695,522	\$825,981	\$16,199,971	\$81,643,556
Native American R&B Scholarship	\$1,351,809	\$509,291	\$124,324	\$77,062	\$98,347	\$129,972	\$723,009	\$3,013,814
Native American Waiver	\$145,491	\$0	\$11,370	\$5,574	\$13,083	\$7,874	\$84,392	\$267,784
Racino Scholarship	\$660,801	\$0	\$0	\$0	\$0	\$0	\$0	\$660,801
Senior Citizens Waiver	\$144,990	\$106,091	\$31,583	\$7,663	\$17,833	\$36,088	\$194,827	\$539,074
SEOG Institutional Matching	\$501,637	\$0	\$82,689	\$0	\$70,816	\$0	\$559,533	\$1,214,675
Veteran's Dependent Waiver	\$796,284	\$365,100	\$122,267	\$76,284	\$70,255	\$83,213	\$532,662	\$2,046,064
Total	\$66,673,305	\$3,276,642	\$5,961,786	\$1,281,776	\$1,158,936	\$1,238,562	\$20,336,105	\$99,927,112

Institutional Work-Study (Matching) by Campus

Program	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Work Study (Matching)	\$600,617	\$8,939	\$123,598	\$0	\$223	\$13,257	\$390,104	\$1,136,738

Total Institutional Financial Aid by Type and Campus

Type	UM	UMA	UMF	UMFK	UMM	UMPI	USM	Total
Loans	\$91,150	\$0	\$0	\$0	\$0	\$0	\$0	\$91,150
Scholarships, Grants, & Waivers	\$66,673,305	\$3,276,642	\$5,961,786	\$1,281,776	\$1,158,936	\$1,238,562	\$20,336,105	\$99,927,112
Work Study (Matching)	\$600,617	\$8,939	\$123,598	\$0	\$223	\$13,257	\$390,104	\$1,136,738
Total	\$67,365,071	\$3,285,582	\$6,085,385	\$1,281,776	\$1,159,159	\$1,251,820	\$20,726,208	\$101,155,001

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

LOANS BY PROGRAM

Average Loan Amount by Program

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Educators for Maine	\$2,877	\$2,891	\$2,864	\$2,831	\$2,857	0.9%	-0.7%
Institutional Loans	\$2,937	\$2,673	\$3,141	\$2,774	\$2,681	-3.4%	-8.7%
Nursing	\$2,573	\$2,712	\$2,962	\$3,520	\$2,857	-18.8%	11.0%
Perkins	\$1,595	\$1,696	\$1,710	\$1,576	--	--	--
PLUS	\$10,196	\$10,075	\$11,195	\$11,654	\$12,140	4.2%	19.1%
Subsidized	\$3,806	\$3,790	\$3,796	\$3,826	\$3,852	0.7%	1.2%
Unsubsidized	\$4,888	\$4,787	\$4,766	\$4,751	\$4,832	1.7%	-1.2%
<i>Average Loan Package</i>	\$8,134	\$8,134	\$8,299	\$8,310	\$8,230	-1.0%	1.2%

Number of Loan Recipients by Program

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Educators for Maine	53	46	44	59	70	18.6%	32.1%
Institutional Loans	56	60	48	50	34	-32.0%	-39.3%
Nursing	168	156	123	200	133	-33.5%	-20.8%
Perkins	2,855	2,595	2,780	1,844	--	--	--
PLUS	1,403	1,576	1,648	1,625	1,565	-3.7%	11.5%
Subsidized	13,560	12,465	11,701	11,139	10,543	-5.4%	-22.2%
Unsubsidized	14,818	13,897	13,308	12,732	12,250	-3.8%	-17.3%
<i>Unduplicated Total</i>	17,661	16,568	15,868	15,159	14,517	-4.2%	-17.8%

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

SCHOLARSHIPS, GRANTS, & WAIVERS BY PROGRAM

Average Scholarship, Grant, & Waiver Amount by Program

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Black Bear License Plate	\$4,605	\$2,818	\$3,122	\$713	\$1,207	69.3%	-73.8%
Fire Fighter/Law Enforcement Waiver	\$7,812	\$5,270	\$7,533	\$6,435	\$8,790	36.6%	12.5%
Foster Care Waiver	\$6,371	\$6,129	\$6,350	\$6,293	\$7,202	14.4%	13.0%
High School Waiver	\$607	\$725	\$583	\$672	\$695	3.3%	14.4%
Institutional Scholarships (Restricted)	\$2,108	\$2,155	\$1,937	\$1,970	\$2,083	5.7%	-1.2%
Institutional Scholarships (Unrestricted)	\$4,596	\$4,709	\$4,788	\$5,258	\$5,308	0.9%	15.5%
Native American R&B Scholarship	\$3,953	\$3,840	\$4,086	\$3,888	\$4,057	4.4%	2.6%
Native American Waiver	\$6,228	\$6,335	\$6,218	\$6,691	\$6,609	-1.2%	6.1%
Other Federal Grants	\$2,316	\$2,074	\$2,382	\$2,142	\$2,230	4.1%	-3.7%
Other State Grants	\$1,506	\$2,487	\$2,601	\$2,681	\$2,579	-3.8%	71.2%
Pell	\$3,828	\$3,854	\$3,845	\$4,067	\$4,196	3.2%	9.6%
Private Scholarships	\$2,690	\$2,742	\$2,851	\$2,811	\$3,045	8.3%	13.2%
Racino	\$656	\$703	\$858	\$824	\$823	-0.1%	25.3%
Senior Citizen Waiver	\$1,505	\$1,572	\$1,623	\$1,713	\$1,706	-0.4%	13.4%
SEOG	\$808	\$816	\$1,003	\$1,045	\$1,114	6.6%	37.9%
Maine State Grant	\$811	\$1,219	\$1,388	\$1,216	\$1,233	1.4%	52.0%
UMS License Plate	\$724	\$990	\$857	\$1,074	\$1,450	35.0%	100.4%
Veteran's Dependent Waiver	\$7,307	\$6,939	\$6,873	\$7,779	\$7,930	2.0%	8.5%
Average Scholarship, Grant, & Waiver Package	\$6,679	\$7,035	\$7,074	\$7,465	\$7,551	1.1%	13.0%

Number of Scholarship, Grant, & Waiver Recipients by Program

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Black Bear License Plate	20	34	37	150	87	-42.0%	335.0%
Fire Fighter/Law Enforcement Waiver	1	3	2	2	1	-50.0%	0.0%
Foster Care Waiver	56	58	56	57	58	1.8%	3.6%
High School Waiver	808	1,093	981	1,159	1,743	50.4%	115.7%
Institutional Scholarships (Restricted)	4,085	4,119	3,814	3,791	4,222	11.4%	3.4%
Institutional Scholarships (Unrestricted)	11,361	12,416	13,362	14,330	15,381	7.3%	35.4%
Native American R&B Scholarship	88	83	80	71	66	-7.0%	-25.0%
Native American Waiver	543	511	484	475	456	-4.0%	-16.0%
Other Federal Grants	397	328	293	287	319	11.1%	-19.6%
Other State Grants	469	242	227	228	260	14.0%	-44.6%
Pell	11,256	10,779	9,934	9,887	9,546	-3.4%	-15.2%
Private Scholarships	4,019	4,017	4,246	3,942	3,950	0.2%	-1.7%
Racino	3,240	2,900	2,162	2,717	2,874	5.8%	-11.3%
Senior Citizen Waiver	218	235	226	247	316	27.9%	45.0%
SEOG	6,554	6,553	5,354	5,790	5,081	-12.2%	-22.5%
State of Maine Grant	8,781	7,717	6,896	6,174	6,304	2.1%	-28.2%
UMS License Plate	103	53	56	46	25	-45.7%	-75.7%
Veteran's Dependent Waiver	204	214	218	230	258	12.2%	26.5%
Unduplicated Total	20,580	20,570	20,646	21,179	22,163	4.6%	7.7%

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

WORK STUDY BY PROGRAM**Average Work Study Amount by Program**

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Federal Work Study	\$1,410	\$1,452	\$1,464	\$1,518	\$1,536	1.2%	8.9%
Institutional Work Study (Matching)	\$500	\$498	\$549	\$516	\$526	2.0%	5.1%
<i>Average Work Study Package</i>	<i>\$1,775</i>	<i>\$1,842</i>	<i>\$1,858</i>	<i>\$1,882</i>	<i>\$1,917</i>	<i>1.9%</i>	<i>8.0%</i>

Number of Work Study Recipients by Program

Program	2014-15	2015-16	2016-17	2017-18	2018-19	1-year Change	5-year Change
Federal Work Study	3,194	3,199	2,991	2,948	2,707	-8.2%	-15.2%
Institutional Work Study (Matching)	2,766	2,735	2,394	2,365	2,162	-8.6%	-21.8%
<i>Unduplicated Total</i>	<i>3,317</i>	<i>3,262</i>	<i>3,065</i>	<i>3,026</i>	<i>2,761</i>	<i>-8.8%</i>	<i>-16.8%</i>

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

GLOSSARY OF STUDENT AID PROGRAMS
Federal

Direct Student Loan - The U.S. Department of Education's federal student loan program is the William D. Ford Federal Direct Loan (Direct Loan) Program. Under this program, the U.S. Department of Education is your lender. There are four types of Direct Loans available:

1. *Direct Subsidized Loans* - loans made to eligible undergraduate students who demonstrate financial need to help cover the costs of higher education at a college or career school.
2. *Direct Unsubsidized Loans* - loans made to eligible undergraduate, graduate, and professional students, but eligibility is not based on financial need.
3. *Direct PLUS Loans* - loans made to graduate or professional students and parents of dependent undergraduate students to help pay for education expenses not covered by other financial aid. Eligibility is not based on financial need, but a credit check is required.
4. *Direct Consolidation Loans* - allow students to combine all their eligible federal student loans into a single loan with a single loan servicer.

Nursing Student Loan - The Nursing Student Loan Program is similar to the Perkins Loan Program except that only nursing students are eligible borrowers. The institution administers the program.

Perkins Loan - The Perkins Loan Program was a low-interest federal loan program for undergraduate or graduate students with exceptional financial need. Both interest and principal repayments are deferred during time of attendance (assuming at least half-time status while enrolled). Repayment begins nine months after graduation or last attendance. The institution administers the program. Note: the authority for schools to make new Perkins Loans ended September 30, 2017. Final disbursements were permitted through June 30, 2018. Students can no longer receive Perkins Loans.

Pell Grant - The Pell Grant is the basic program of federal grant assistance to undergraduate students of exceptional financial need. The Federal government administers the program. Grant amounts vary according to institutional costs, number of credits taken, and individual eligibility determinations. The maximum Pell Grant award was \$6,095 for 2018-19.

Supplemental Educational Opportunity Grants (SEOG) - SEOG is a program of grant assistance for undergraduate students of exceptional financial need. The institution administers the program. Federal funding is dependent upon an institutional application to the Department of Education. The current institutional match is 25%.

Federal Work Study (FWS) - FWS is a program to provide part-time employment to full-time and part-time undergraduate, graduate, and professional students with financial need. Jobs may be on-campus or with off-campus public or private not-for-profit agencies. This program promotes community service work and employment related to the student's field of study. The institution administers the program. Federal funding is dependent upon an institutional application to the Department of Education.

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

State

Educators for Maine Program - The Educators for Maine Program is designed to provide low interest loans to Maine students who intend to teach in Maine. These loans may be forgiven by teaching in a Maine public elementary or secondary school upon graduation. If the loan recipient does not meet the service requirements, however, the loan must be repaid with interest. The program is administered by the Education Division of the Finance Authority of Maine (FAME). More information is available here:

https://www.famemaine.com/maine_grants_loans/educators-for-maine-program-2/

State of Maine Grant - The State of Maine Grant Programs are designed to promote an educational opportunity for Maine students attending postsecondary institutions. The program is administered by the Maine Education Assistance Division under the Finance Authority of Maine (FAME). Determination of awards to students is based on rules and regulations established by the State that have been adapted to include applicable Federal guidelines. For the 2018-19 academic year, the maximum grant award amount is \$1,500. More information is available here: https://www.famemaine.com/maine_grants_loans/state-of-maine-grant-program/

Racino Scholarship - Two to four percent of the net slot machine income will be credited to the UMS scholarship fund which will be used for Maine residents who demonstrate financial need.

UMS License Plate - UMS license plates provide a way for vehicle owners to show support for the UMS Scholarship fund. The UMS Scholarship fund receives \$14 from each UMS plate purchased (purchase price: \$20). More information is available here: <https://www.maine.gov/sos/bmv/registration/umplate.html>

Institutional

Institutional Loans - The University maintains several loan programs which include funds established by individual contributors. Loans are made to students based on the restrictions established by the source of capital for the program. The loan programs are a continuing source of aid to students based on a revolving fund basis (e.g., as funds are repaid by students, new loans are made).

Black Bear License Plate - Black Bear specialty vehicle plates help support UMaine students with financial need. The Maine Black Bear Scholarship Fund receives \$10 for each registration purchased or renewed. More information is available here: <https://umainefoundation.org/voucher/>

Fire Fighter/Law Enforcement Waiver – Tuition waiver for children of firefighters and law enforcement officers killed in the line of duty. Per Maine law, tuition will be waived for eligible students but will be limited to undergraduate degree programs and shall be limited to the earlier of not more than five years of full-time enrollment or its equivalent, or receipt of a Baccalaureate Degree. A person desiring a tuition waiver should apply to the Department of Education for determination of eligibility. More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

Foster Care Waiver - Tuition Waiver for Persons in Foster Care, subsidized adoptive care, or minor wards of a subsidized permanency guardian upon graduating from high school or successfully completing a GED examination. Tuition will be waived for eligible Maine students who have applied for federal student financial aid. These students must be enrolled in an undergraduate or certificate program of at least one year and not been enrolled full-time for more than five years or the equivalent. A person desiring a tuition waiver should apply to the Finance Authority of Maine for determination of eligibility. More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

High School Waiver - In situations where State funding is not sufficient to cover one-half the tuition for all eligible students as outlined in the High School Aspirations Incentive Program, the University of Maine System will still waive one-half the tuition for the first three (3) credit hours taken each semester (fall and spring only). More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

Institutional Scholarships (Restricted) - These scholarships are restricted by the donor and can be need-based or non-need-based. They are funded from income earned by the University endowment fund or other restricted sources and do not represent an expense to the E & G budget.

Institutional Scholarships (Unrestricted) - All scholarships funded from unrestricted revenues (excluding Native American Scholarships) are used to provide aid to students in need of financial assistance or in recognition of talent and/or academic excellence.

Native American Room and Board (R&B) Scholarship - This need-based grant is for qualified Native American students living in a residence hall of the campus where they are matriculating. Students must meet the requirements for the Native American Waiver and Educational Program, as well as other requirements outlined here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

Native American Waiver - The purpose of this programs is to encourage Native American students to participate in public higher education in Maine. The goal is to provide sustained support for all UMS Native American students who wish to pursue post-secondary study and, in particular, those who wish to obtain a certificate and/or an associate, baccalaureate, or graduate degree or some other appropriate credential that will serve them personally and professionally as they plan for the future. This program covers tuition and mandatory fees. Tuition and mandatory fees will be waived for qualified students, both matriculated and non-matriculated, who are enrolled in academic, credit-bearing courses at the undergraduate, graduate, or continuing education level at the campuses of the University of Maine System. More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

Senior Citizens Waiver - For the purpose of administering this waiver, “senior citizens” are defined as Maine residents who are, or will become, 65 years of age during the semester for which they are requesting the waiver. The Board of Trustees authorizes the waiver of tuition and Board-approved mandatory fees for senior citizens who register for undergraduate courses on a credit or audit basis at any university of the University of Maine System. Enrollment will be subject to space availability. More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

Veteran’s Dependent Waiver - Per Maine law, tuition and mandatory fees and lab fees will be waived for eligible orphans, widows & widowers of veterans as well as spouses and children of veterans who are disabled, missing in action, etc. Initial eligibility is determined by the Veterans Affairs Office of the State of Maine. Students must be enrolled in an associate’s, bachelor’s or master’s degree program. More information is available here: <https://www.maine.edu/apls/wp-content/uploads/sites/42/2019/11/IX-G-Tuition-Waivers.pdf>

UNIVERSITY OF MAINE SYSTEM – 2018-19 FINANCIAL AID REPORT

NOTE: The following are considered as part of an employee’s “benefit” package and, therefore, are not included in this financial aid report but it should be noted that tuition is waived for employees and their dependents as follows:

Employee Tuition Benefit - The University of Maine System encourages the full participation of all of its members in its educational mission by offering tuition waivers for eligible employees and their dependents. Employees should consult the appropriate collective bargaining agreement or the employee handbook (non-represented employees) for more information on tuition waiver benefits. Visit the IRS website for information on how waivers may be taxed. Generally, eligible full-time employees are allowed a maximum of two tuition-free courses per semester or summer session, not to exceed a total of eight credit hours. Eligible part-time employees are allowed a maximum of one tuition-free course per semester or summer session, not to exceed a total of four credit hours.

Dependent Tuition Benefit - The spouse, domestic partner, or dependent children of eligible full-time employees are eligible for a 50% tuition waiver provided the spouse, domestic partner, or dependent children are attending the University of Maine System as a full-time or part-time matriculated student. The spouse, domestic partner, or dependent children of eligible part-time employees are eligible for a 25% tuition waiver provided the spouse, domestic partner, or dependent children are attending the University of Maine System as a full-time or part-time matriculated student.

Capital Project & Bond Project Status Report

Executive Summary

Capital Project Status Overview:

Attached is the Capital Project Status Report for the February 26, 2020 meeting of the Finance, Facilities and Technology Committee. The report reflects a total of 22 projects; two projects were removed as reported in January; four projects were added and one major update occurred as a result of approvals at the January meetings. The new projects include: USM's Nursing Simulation Lab (6100327), Brooks Dining Patio renovation (6200255), Wishcamper Parking Lot expansion (6100330) and UMA's Augusta welcome center (1100077). The major update involved updating the student success center project at USM from schematic design to approval for both the residence hall (6100338) and student success center (6100325) and with enhanced approval to proceed.

Four projects are noted on the report with a completion date of 2019. These projects are complete and only minor punch list or final closeout billing and paperwork remain. These will be removed from the list once the final paperwork is completed.

Bond Project Status Report:

The special portion of this report calling out only bond projects now reflects twenty-seven (27) projects. The total number of projects is reduced this period because of a change in funding allocation in particular at the UMA campus. Three projects were removed and will be funded through campus funds rather than bond funds. Also, one new project was added: UM's Neville Hall Renovation project (5100534).

These projects are currently estimated to account for approximately \$32 million of the \$49 million in voter approved general obligation bond funding and just under \$4.5 million of that has been expended. Supplemental funding is being leveraged for some of these projects and the total estimated project value across all funds currently stands at approximately \$48.3 million, including the bond funding and other project resources.

Nine (9) of these bond projects also appear (or appeared) on the Capital Project Status Report with approved budgets above the board threshold. Four (4) projects are expected to be brought to the board for additional authorization as design progresses, but are currently in design and pre-design phases with budgets below the board approval threshold. One of those projects is part of today's agenda: UMFK's Enrollment and Advancement Center (3100042). The remaining fourteen (14) bond projects do not have budgets that meet the threshold for Board of Trustees consideration, and are therefore not present on the Capital Projects Status Report. One project is complete, however will remain on this report for documenting purposes until all Bond Projects are completed.

Future reports will be updated to reflect additional active Bond projects as the information becomes available.

System P3 Projects Update:

As reported and approved in January, the University of Southern Maine is pursuing several public-private partnerships or P3 projects.

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The largest and most advanced at this time is the Student Career and Success Center and Residence Hall projects on the Portland campus where the University is pursuing the newly authorized per-development agreement. Design, planning and due diligence continue in earnest. Financial authorization related to bonding for the project is being requested at this meeting and additional updates will be provided at the next meeting.

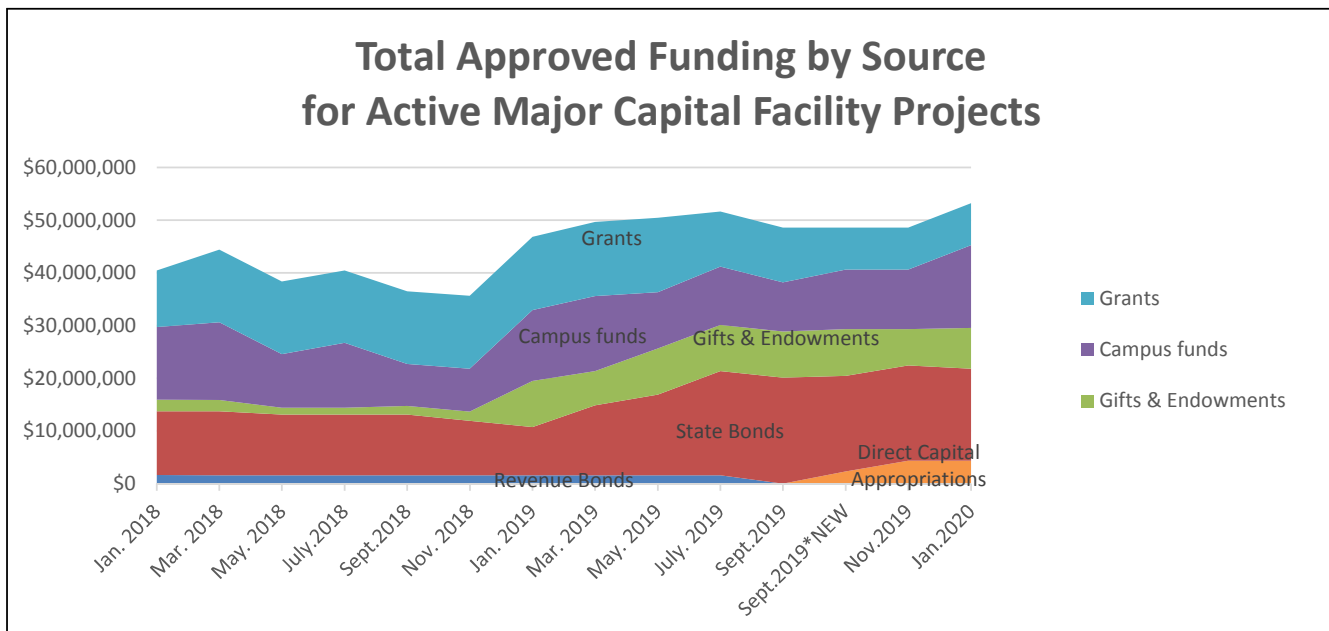
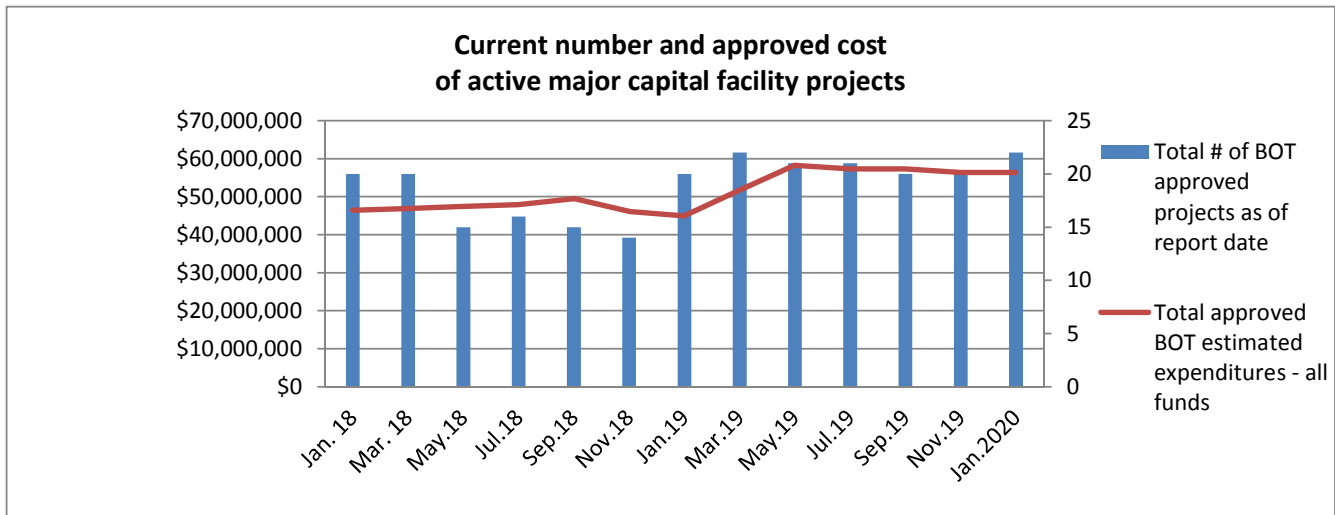
Other campuses, including UMF, UM and UMPI are also considering P3 projects at this time. The campuses are all under contract with Brailsford & Dunlavey, the consultant for P3 services who was selected through a competitive process in 2018. The UMF and UMPI projects are focused on residential-related P3 opportunities while the UM project is focused on the potential renovation and repurposing of existing Historic buildings.

Lewiston Auburn College potential relocation

Trustees were last updated about the University's reimagining of Lewiston Auburn College in October 2019. Data gathering and planning have continued since that time regarding the potential future relocation and updated academic vision for Lewiston Auburn College. In particular: a. USM has obtained a formal opinion of value for the existing facility at an estimated \$2.4 to \$2.7 million; and, b. UMA and USM have deepened their dialogue about greater partnership and a new academic vision and are working closely together on the potential relocation to downtown Lewiston Auburn. The emerging updated academic vision aligns with Maine state workforce needs and the hospitals and health care facilities in Lewiston and Central Maine. USM expect to come forward in the near future with a full informational update, including: a. a current sequence of project milestones (i.e. listing the property, publishing an RFP for new space in the downtown area, target launch dates of academic programs tied to the new academic vision for LAC) which could, if approved by Trustees, permit a relocation as soon as 2022; b. A multi-year cost analysis of relocation in terms of operating costs and the net fiscal impact of a move; and, c. enrollment and revenue data and projections.

University of Maine Energy Center Project

The University is continuing to seek an agreement with Honeywell Inc. regarding a preliminary project development agreement with a value of up to \$5.7 million as authorized by the Trustees to construct an energy center on the University of Maine Campus to provide primary thermal energy and potentially some electricity to the campus. While much progress has been made in these detailed discussions and the remaining issues are believed to be few, no agreement has yet been finalized or executed between the parties. Trustees granted the authority to make this attempt in March 2019. With discussions now approaching a year in duration, this is longer than the University anticipated. Efforts are under way to bring the matter to a resolution.



*Direct Capital Appropriations funds consist of capital appropriations in anticipation of revenue bonding, as well as MEIF funds.

**Please note that the graph reflecting Total Approved Funding by Source for Active Major Capital Facility Projects, two sets of data for the month of September are captured to reflect a change in methodology. The new methodology does not reflect any change in resources but does reflect a refinement in how those resources are categorized. Following months will return to a single set of data for each month.

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Capital Project Status Report
Board Approved Projects
February 2020 - Finance, Facilities and Technology Committee
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UMA								
**Handley Hall HVAC System Upgrade (1200029)	2018 State Bond (77%), Campus E&G Funds (23%)	Design in Progress	2020	2021	\$575,000	\$575,000	4%	Board approved \$575K in September, 2019.
*Augusta Welcome Center (1100077)	2018 State Bond (100%)	Design in Progress	2021	2021	\$6,850,000	\$6,850,000	1%	Board approved \$6.85M in January 2020.
UM								
**Advanced Structures and Composites Center Expansion/ASCC Equip W2-Thermoplastics Lab/ASCC Equip W2 Tow Carriage (5100316, 5100414, 5100432)	2010 State Bond (49%), Grants (44%), Gifts (7%), Campus E&G Funds (0%)	Project 5100316 is Complete, Project 5100414 Design in Progress, Project 5100432 is Complete	2014	2020	\$6,400,000	\$10,400,000	92%	Board approved \$6.4M in November, 2012. Board approved \$1.6M in March 2014. Board approved increase of \$871,000 in March 2015. BOT approved additional \$1.5M in May 2016 for equipment project.
Cooperative Extension Diagnostic & Research Lab (5100387)	2014 State Bond (84%), Grants (5%), Campus E&G Funds (11%)	Complete	2016	2019	\$9,000,000	\$9,600,000	99%	BOT approved \$9M in July, 2015. Board approved increase of \$400,000 in July 2017. Chancellor approved additional increase of \$200,000 in February, 2019.
Aquatic Animal Health Facility (5100440)	Grants (40%), Campus E&G Funds (60%)	Complete	2017	2019	\$2,300,000	\$2,870,000	100%	Board approved \$2.3M in January, 2017. Board approved increase of \$500,000 in November, 2017. Chancellor approved additional increase of \$70,000 in February 2019.
**Darling Marine Center Waterfront Infrastructure (5100459, 5100460, 5100461)	Grants (69%), Campus E&G Funds (31%)	Bidding	2017	2021	\$3,000,000	\$5,200,000	7%	Board approved \$3M in July, 2017. Board approved increase of \$2.2M in September, 2019.
Engineering Education and Design Center (5100458, 5100493, 5200604)	Gifts (35%), Campus Funds (9%), Campus Operating Reserves (11%), Direct Capital Appropriations (45%)	Design in Progress	2024	2024	\$1,000,000	\$9,000,000	69%	Board approved \$1M in September, 2017. Board approved additional \$8M in May, 2018. Initial occupancy of this facility is expected in 2022; final completion in 2024.
Wells Commons Generator (5100433)	Campus Auxiliary Operating (64%) Campus Auxiliary Reserves (36%)	Substantially Complete	2019	2020	\$525,000	\$525,000	61%	Board approved \$525,000 January, 2018.
CCAR EDA Hatchery Building Roof Replacement (5100456)	Campus E&G Funds (100%)	Substantially Complete	2019	2020	\$562,000	\$562,000	78%	Board approved \$562,000 in June, 2018.
Hilltop Commons Servery Updates (5100489)	Campus Auxiliary Operating (38%) Campus Auxiliary Reserves (62%)	Substantially Complete	2019	2020	\$925,000	\$925,000	72%	Board approved \$925,000 January, 2019.
York Hall Kitchen Hood Replacement (5100490)	Campus Auxiliary Operating (22%) Campus Auxiliary Reserves (78%)	Substantially Complete	2019	2020	\$550,000	\$950,000	74%	Board approved \$550,000 January, 2019. Board approved additional \$400K in May, 2019.
**UM Energy Center Phase II (5100516, 5100517)	Campus Operating (36%) Campus Reserves (64%)	Pre-Design in Progress	2023	2023	\$5,700,000	\$5,700,000	4%	Board approved \$5.7M March, 2019.
UMF								
Dearborn Gym HW Upgrades (2100087)	2018 State Bond (100%)	Substantially Complete	2019	2020	\$600,000	\$850,000	89%	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.

Capital Project Status Report
Board Approved Projects
February 2020 - Finance, Facilities and Technology Committee
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
USM								
USM Center for the Arts (6100300)	Gifts (100%)	Pre-Design in Progress	2022	2023	\$1,000,000	\$1,000,000	12%	Board approved \$1M in January, 2018.
Ricci Lecture Hall Renovation (6100308)	2018 State Bond (29%), Gifts (42%), Campus E&G Funds (29%)	Substantially Complete	2019	2020	\$500,000	\$680,000	75%	Board approved \$500,000 in January, 2019. Board approved additional \$180K in May, 2019.
Brooks Student Center Generator & Switchgear Installation (6100315)	Campus E&G Funds (100%)	Complete	2019	2019	\$675,000	\$675,000	96%	Board approved \$675,000 in January, 2019.
**Career and Student Success Center and *Portland Residence Hall (6100325, 6100338)	2018 State Bond (35%), Campus E&G (65%)	Design in Progress	2020	2022	\$1,000,000	\$5,700,000	1%	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined for the two projects in January 2020. The total project cost remains under development and subject to change.
**Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323)	2018 State Bond (8%), Campus E&G Funds (92%)	Project 6100316 is Construction in progress, Project 6100323 is Complete	2019	2021	\$2,580,000	\$4,388,000	20%	Board approved \$2.58M in January, 2019. Board approved \$1.808M in January 2020.
*USM Nursing Simulation Lab (6100327)	2018 State Bond (100%)	Pre-Design in Progress	2021	2021	\$1,500,000	\$1,500,000	3%	Board approved \$1.5M in January 2020.
*Brooks Patio Renovations (6200255)	Campus E&G Funds (100%)	Pre-Design in Progress	2020	2020	\$650,000	\$650,000	3%	Board approved \$650,000 in January 2020.
*Wishcamper Parking Lot (6100330)	Campus E&G Funds (100%), Capital Reserves (0%)	Pre-Design in Progress	2020	2020	\$1,710,000	\$1,710,000	1%	Board approved \$1.71M in January, 2020.
UMPI								
UMPI Greenhouse (7100010)	Bond (9%), Direct Capital Appropriations (38%), Gifts (53%)	Substantially Complete	2018	2019	\$850,000	\$935,000	92%	Board approved \$850K in September, 2018. Board approved additional \$85,000 in January, 2019.
Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. *** This project has been completed since the last report and is not expected to appear on the next report.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.					Percentage expended reflects total expended as of January 31, 2020 as a percentage of the current approved project estimate.	

Bond Project Status Report
Active Bond Projects
February 2020 - Finance, Facilities, and Technology Committee
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMA								
**Augusta Campus Welcome Center (1100077) Project Manager: Ann Vashon/Walter Shannon	Design in Progress	2021	2021	Bond (100%), Campus E&G Funds (0%)	\$2,885,000	\$45,781	\$6,850,000	Board approved \$6.85M in January 2020.
**Handley Hall A/C Replacement (1200029) Project Manager: James Kauppila/Keenan Farwell	Design in Progress	2020	2021	Bond (77%), Campus E&G Funds (23%)	\$450,000	\$18,215	\$575,000	Board approved budget of \$575,000 in September, 2019
Total Bond for Campus					\$3,335,000	\$63,996	\$7,425,000	
UMF								
Dearborn Gym Hot Water Upgrades (2100087) Project Manager: Keenan Farwell	Substantially Complete	2019	2020	Bond (100%)	\$850,000	\$792,884	\$850,000	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.
274 Front St Acquisition (2100089) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$855,000	\$850,820	\$855,000	Board approved \$855K in January, 2019.
Scott Hall Renovations (2100092) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$171,950	\$200,000	
Dakin Hall Shower Renovations (2100093) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$40,987	\$200,000	
Lockwood Hall Shower Renovations (2100094) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$73,965	\$200,000	
Stone Hall Shower Renovations (2100095) Project Manager: Keenan Farwell	Construction in Progress	2019	2020	Bond (100%)	\$200,000	\$25,961	\$200,000	
UMF Campus Paving (2100097) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$200,000	\$97,338	\$200,000	
274 Front St Renovation (2100096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2020	Bond (100%)	\$450,000	\$18,744	\$1,000,000	Approved budget of \$450,000, as it remains in study/design phase.
FRC Floor Renovation (2100098) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$200,000	\$200,729	\$200,000	
Exterior Painting Merrill Hall (2200096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2020	Bond (0%)	\$40,000	\$0	\$40,000	
Olsen Center Walk-In Replacement (2100090) Project Manager: Keenan Farwell	Construction in Progress	2020	2020	Bond (0%)	\$100,453	\$0	\$291,453	
Total Bond for Campus					\$3,495,453	\$2,273,379	\$4,236,453	
UM								
*Neville Hall Renovation (5100534) Project Manager: Art Bottie	Design in Progress	2021	2021	Bond (0%), Campus E&G (0%)	\$300,000	\$0	\$1,500,000	Approved budget of \$300,000 as it remains in study/design phase.
Total Bond for Campus					\$300,000	\$0	\$1,500,000	

Bond Project Status Report
Active Bond Projects
February 2020 - Finance, Facilities, and Technology Committee
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMFK								
UMFK Enrollment/Advancement Center (3100042) Project Manager: Jacob Olsen	Design in Progress	2022	2022	Bond (0%), Campus E&G (100%)	\$300,000	\$0	\$2,900,000	Approved budget of \$320,000 as it remains in study/design phase.
Total Bond for Campus					\$300,000	\$0	\$2,900,000	
UMM								
UMM Science Building Roof Replacement (4100042) Project Manager: Art Bottie	Substantially Complete	2020	2020	Bond (100%)	\$325,000	\$266,331	\$325,000	
UMM Dorward Hall Roof Replacement (4100043) Project Manager: Art Bottie	Substantially Complete	2020	2019	Bond (100%)	\$300,000	\$255,907	\$300,000	
UMM Sennett Roof Replacement (4100044) Project Manager: Art Bottie	Design in Progress	2020	2020	Bond (100%)	\$150,000	\$9,800	\$150,000	
UMM Reynolds Center Roof Repair (4200044) Project Manager: Art Bottie	Substantially Complete	2020	2020	Bond (100%)	\$164,000	\$149,380	\$164,000	
**UMM Site Work (4200045) Project Manager: Joshua Burke	Substantially Complete	2020	2020	Bond (100%)	\$60,000	\$50,195	\$60,000	
Total Bond for Campus					\$999,000	\$731,613	\$999,000	
USM								
**Woodward Hall Renovations (6100301) Project Manager: Carol Potter	Complete	2019	2019	Bond (86%), Campus E&G Funds (14%)	\$1,500,000	\$1,008,395	\$1,172,840	Board approved \$1.8M in January, 2019. Remaining Bond Funding to be moved to a new project.
Ricci Lecture Hall Renovations (6100308) Project Manager: Ann Vashon	Substantially Complete	2019	2020	Bond (29%), Gifts (42%), Campus E&G Funds (29%)	\$150,000	\$150,000	\$680,000	Board approved \$500,000 in January, 2019. Board approved additional \$180K in May, 2019.
**Career and Student Success Center (6100325, 6100338) Project Manager: Ann Vashon	Pre-Design in Progress	2020	2022	Bond (35%), Campus E&G Funds (65%)	\$19,000,000	\$27,013	\$19,000,000	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined with the residence hall project in January 2020. The total project cost remains under development and subject to change.
**Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323) Project Manager: Joe Gallant	Project 6100316 is Out to Bid, Project 6100323 is Complete	2019	2021	Bond (8%), Campus E&G Funds (92%)	\$1,460,000	\$43,267	\$4,388,000	Board approved \$2.58M in January, 2019. Board approved additional \$1.808M in January, 2020.
**USM Nursing Simulation Lab Science (6100327) Project Manager: Joe Gallant	Design in Progress	2021	2020	Bond (100%)	\$1,500,000	\$100,448	\$1,500,000	Board approved \$1.5M in January, 2020.
Total Bond for Campus					\$23,610,000	\$1,329,122	\$26,740,840	

Bond Project Status Report
Active Bond Projects
February 2020 - Finance, Facilities, and Technology Committee
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMPI								
Wieden Renovation Bond (7100025) Project Manager: Joseph Moir	Design in Progress	2020	2020	Bond (0%)	\$125,000	\$32,167	\$4,000,000	Approved budget of \$125,000, as it remains in study/design phase.
Folsom Renovation Bond (7100026) Project Manager: Joseph Moir	Design in Progress	2020	2020	Bond (100%)	\$100,000	\$1,283	\$478,000	approved budget of \$100,000, as it remains in study/design phase.
Total Bond for Campus					\$225,000	\$33,449	\$4,478,000	
Totals:					\$32,264,453	\$4,431,559	\$48,279,293	
Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.						Percentage expended reflects total expended as of January 31, 2020 as a percentage of the current approved project estimate.

Giordan (Sightlines) Annual Facilities Report

Executive Summary

A key metric formally adopted by Trustees – density, as a measure of the intensity or efficiency of the use of our space – has stabilized and started trending upward against an overall, longer-term downward trend. This is illustrated on Slide 10 in the slide numbering sequence. This indicates the Trustee’s commitment to constrain space combined with the stabilizing and slightly strengthening user population of students, staff and faculty is making a difference. That commitment to space constraint is continuing in the current fiscal year with a new round of space reductions in process. Combined with a change in Sightlines methodology several years ago which had the effect of lifting UMS’s baseline density, UMS has now attained the interim density goal, though UMS remains far less dense than public higher education overall and has a significant way to go to reach the established long term goal.

Beyond density, the Sightlines data continues to reflect a challenging situation in which the condition of the University’s facilities as measured by renovation age and net asset value have continued to decline. Half of all University space this year has reached a renovation age of 50 years old or older, and the University is on pace to see that grow to 55 percent by 2024. This is illustrated on Slide 19 in the slide numbering sequence.

The measures of condition or quality of the University’s facilities such as renovation age and net asset value are not expected to measurably improve overall until and unless substantially more financial investment is consistently made in existing facilities each year. For more than a decade, the University generally has invested \$20 million +/- in its existing facilities each year. The current Sightlines target would have the University investing at least twice that amount annually in existing facilities.

For a visual representation of this challenge, please see slide 48 (using the deck slide numbers) of the Sightlines deck. Corresponding slides showing the campus view of this investment challenge are being included in this year’s Fiscal Year 21 budget presentations to illustrate the challenge at each campus.

To help address this, the University has continued its focus on removing space and constraining the growth of space. The University also has been seeking new and novel sources of investment. Revenue bonds, public-private partnerships, potential new state support, energy services company agreements and other revenue sources are all being pursued or are in progress above and beyond more traditional E&G, grant or general obligation bond resources.

Additional slides of potential particular interest may include:

- Slide 8 shows the reduction of space as tracked by Sightlines since FY12.
- Slide 10 shows the slightly increasing and stabilizing density, which has met the Trustees interim goal. UMS remains well below the Public Higher Education average for density.
- Slides 14 and 15 show the continued increase in renovation age of the UMS portfolio, another measure of condition and investment. Half of all UMS facility space now has a renovation age of 50 years old or greater.

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- Slides 48 and 49 illustrates the ongoing gap between current investment levels and the levels that would be needed to stabilize and improve the net asset value of existing facilities.
- Slide 54 illustrates the long-term trend of deteriorating facility condition.
- The appendix contains an annual accounting of key performance indicators previously identified by Trustees in this area.

3/5/2020



The University of Maine System FY19 Facilities Benchmarking & Analysis Final

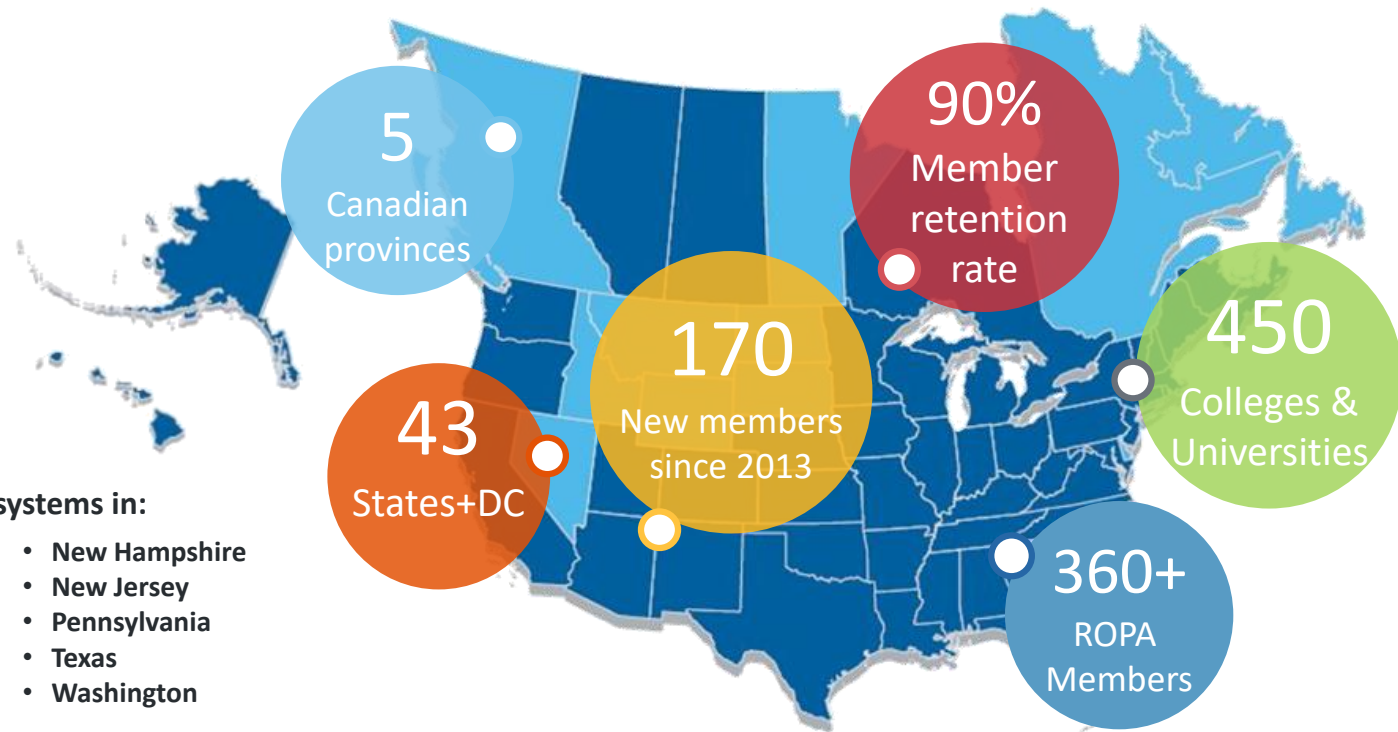
February 2020

University of the Sciences in Philadelphia
University of Toledo
University of Vermont
University of Washington
University of West Florida
University of Wisconsin - Madison
Vanderbilt University
Virginia Commonwealth University
Wake Forest University
Washburn University
Washington State University
Washington State University - Tri-Cities Campus
Washington State University - Vancouver
Washington University in St. Louis
Wayne State University
Wellesley College
Wesleyan University
West Chester University
West Virginia Health Science Center
West Virginia University
Western Oregon University
Westfield State University
Widener University
Williams College
Worcester Polytechnic Institute



Sightlines by the Numbers

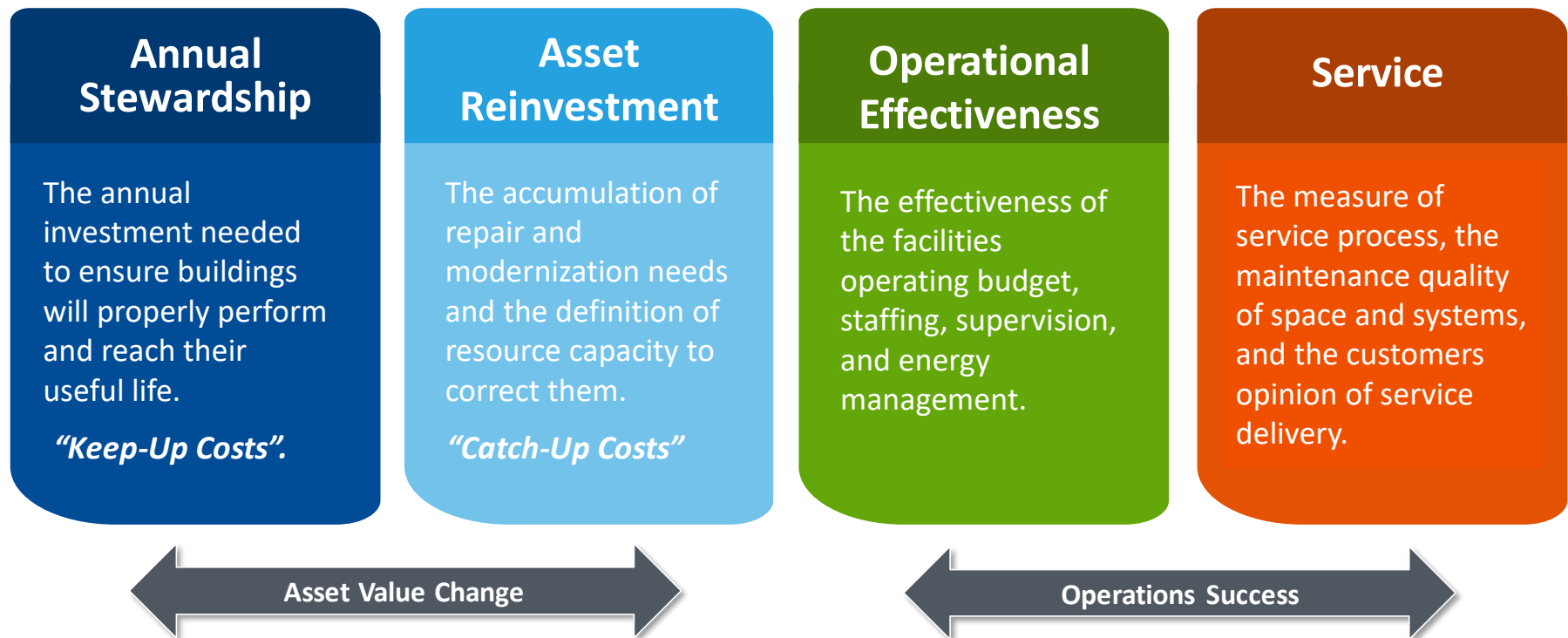
Robust membership includes colleges, universities, consortiums and state systems



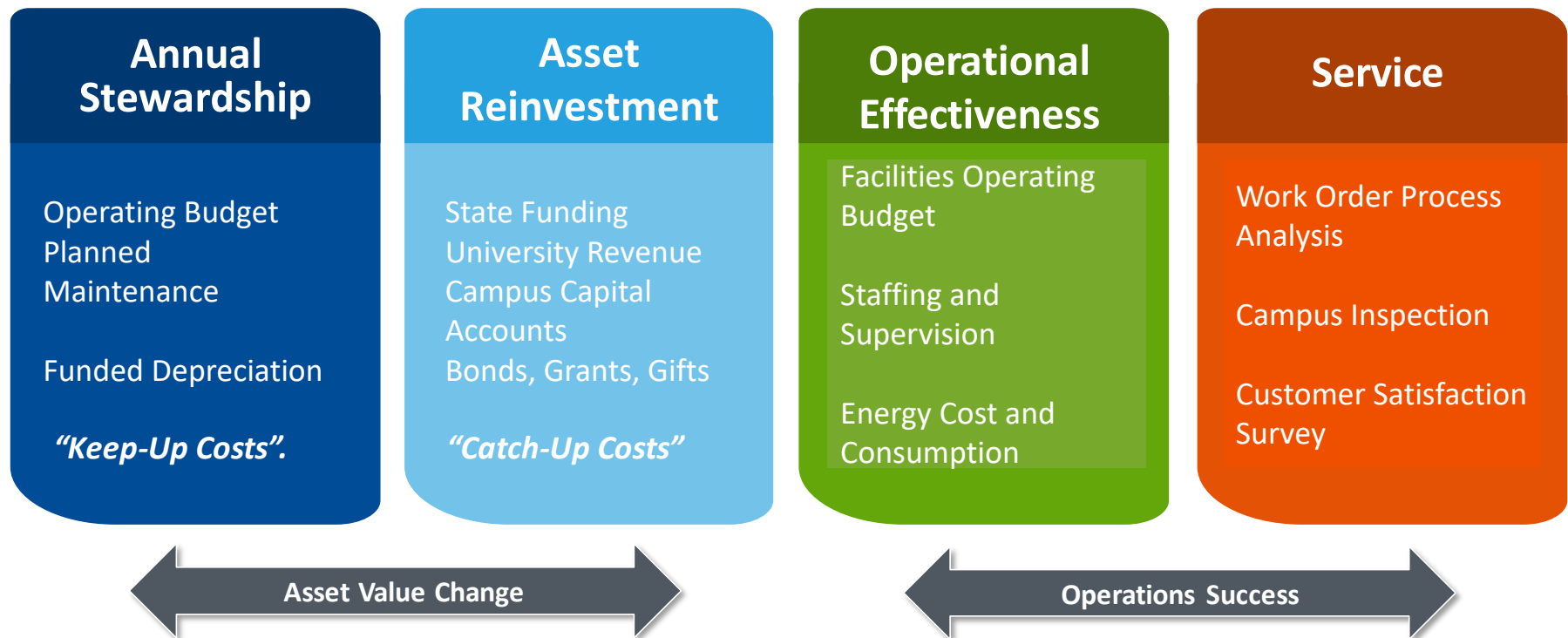
Sightlines has advised state systems in:

- Alaska
- California
- Florida
- Hawaii
- Maine
- Massachusetts
- Minnesota
- Mississippi
- Missouri
- Nebraska
- Ohio
- New Hampshire
- New Jersey
- Pennsylvania
- Texas
- Washington

Vocabulary for Facilities Measurement, Benchmarking & Analysis



Vocabulary for Facilities Measurement, Benchmarking & Analysis



Peer System Comparisons

State System Comparisons

Massachusetts State Universities

Mississippi Institutions of Higher Learning

Oregon University System

Pennsylvania State System of Higher Education

University of Alaska System

University of Missouri System

University of New Hampshire System



Comparative Considerations

Size, technical complexity, region, geographic location, and setting are all factors included in the selection of peer institutions

Integrated Campus Stewardship



Space: *Understanding your largest asset*

- Density factor increased slightly from FY18 to FY19 due to increased enrollment and no major changes in GSF across the System.
- System GSF remains consistent over a three year period.



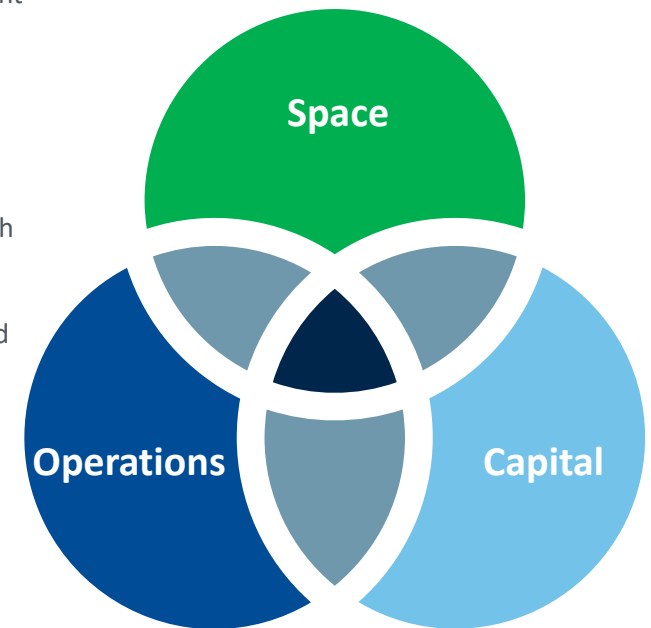
Capital: *Investment planning to align mission and risk*

- Total capital investments in FY19 were the second lowest for the analysis, with only FY10 investments being lower.
- Project selection is evenly split between space/programming investments and the higher ROI envelope/mechanical projects in FY19.
- The majority of current and upcoming needs fall into mechanical systems.



Operations: *Improve effectiveness and lower overhead*

- Planned maintenance investments continues to grow at all campuses.
- Energy consumption increases from FY18 to FY19.



sightlines
a **GORDIAN** company



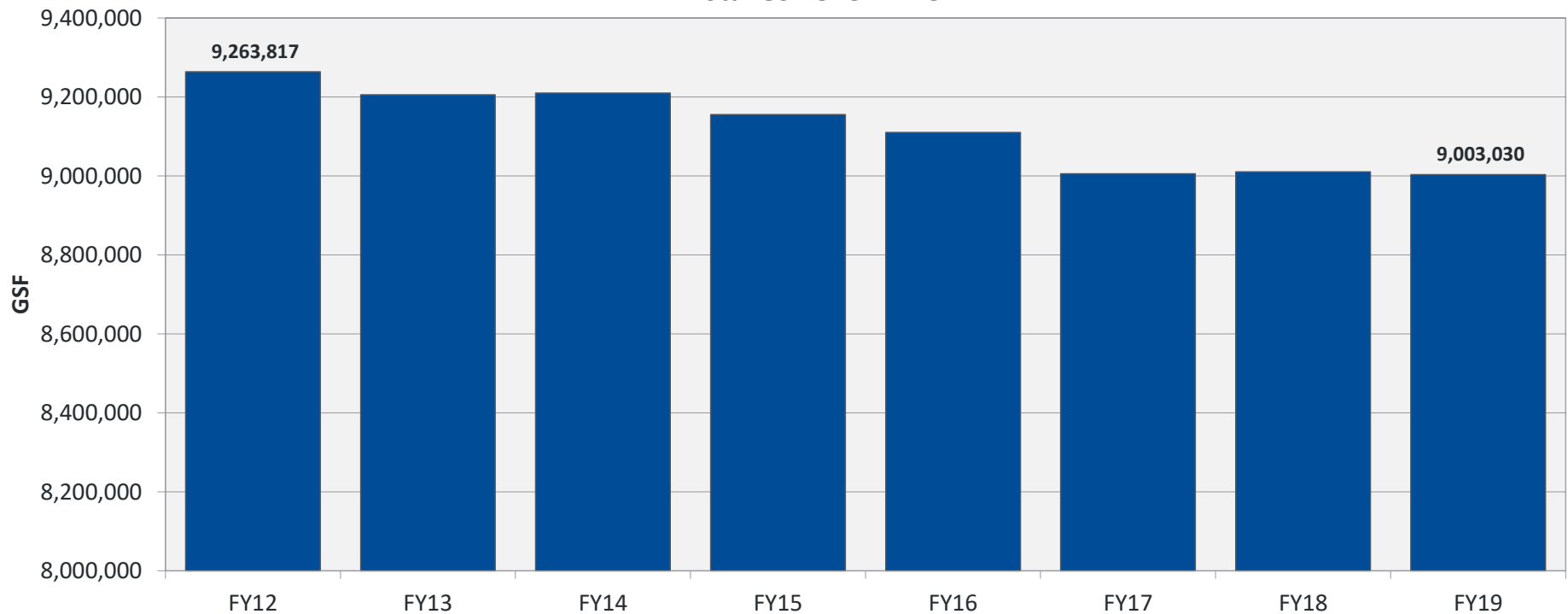
Space Profile



UMS GSF Declined 2.9% Over the Past 8 Years

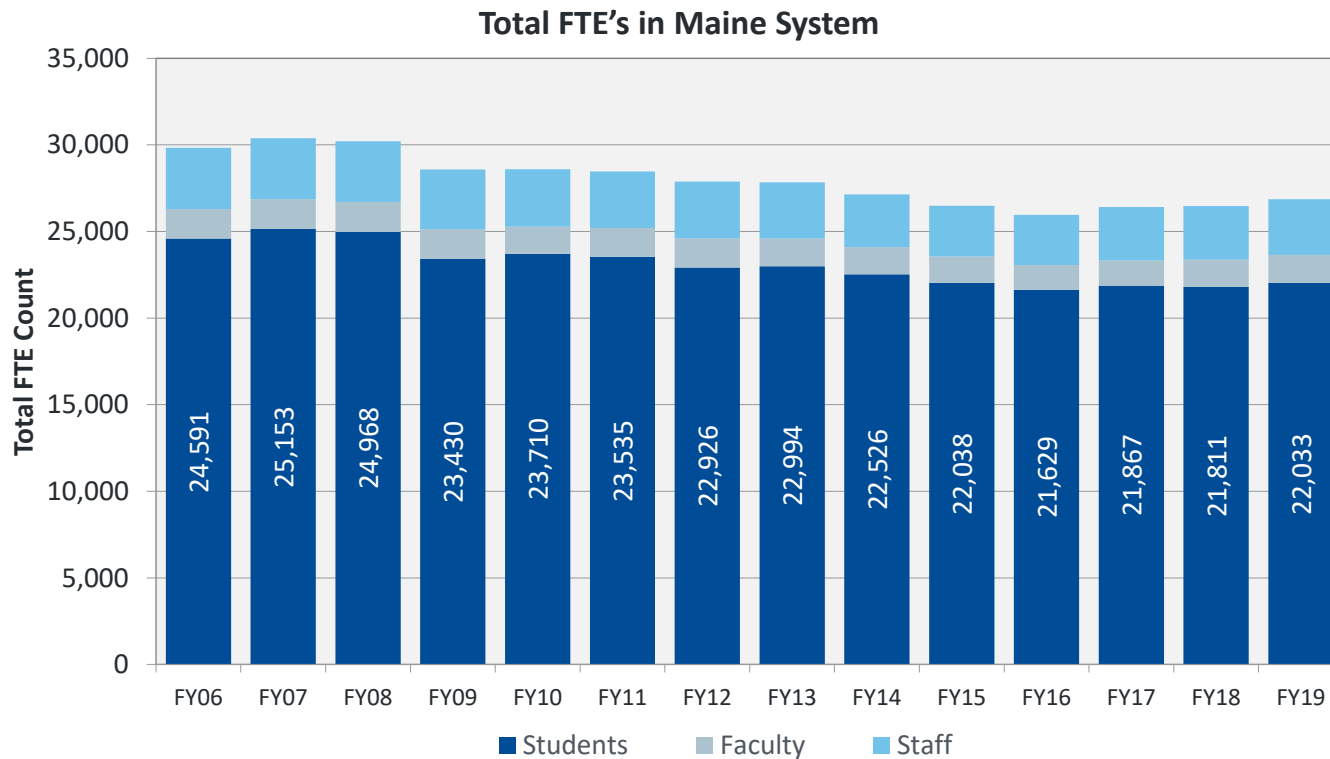
System GSF decreased by 258K GSF from FY12 to FY19

Total GSF Over Time



FY19 Student Enrollment is Highest in Last 4 Years

Student enrollment has decreased 12% since FY06



Density: Measures number of users per 100,000 GSF

Users include all student, faculty, and staff FTEs

Measures campus building usage on a daily basis

Density Affects:

Capital Investment Need

Staffing Levels

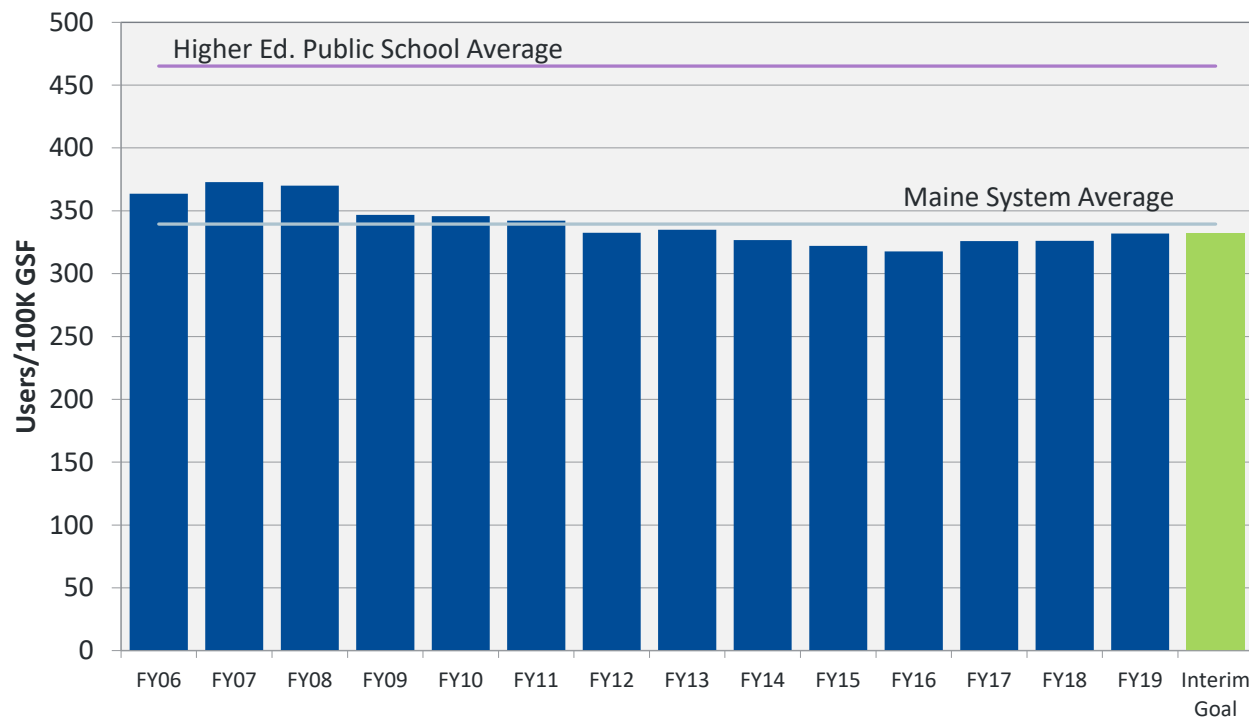
Materials and Supplies

Wear and Tear on Facilities

Maine System Density Meets Interim Goal in FY19

Density has increased to 332 users/100K GSF in FY19

Density at Maine System Level



Density: Measures number of users per 100,000 GSF

Users include all student, faculty, and staff FTEs

Measures campus building usage on a daily basis

Density Affects:

Capital Investment Need

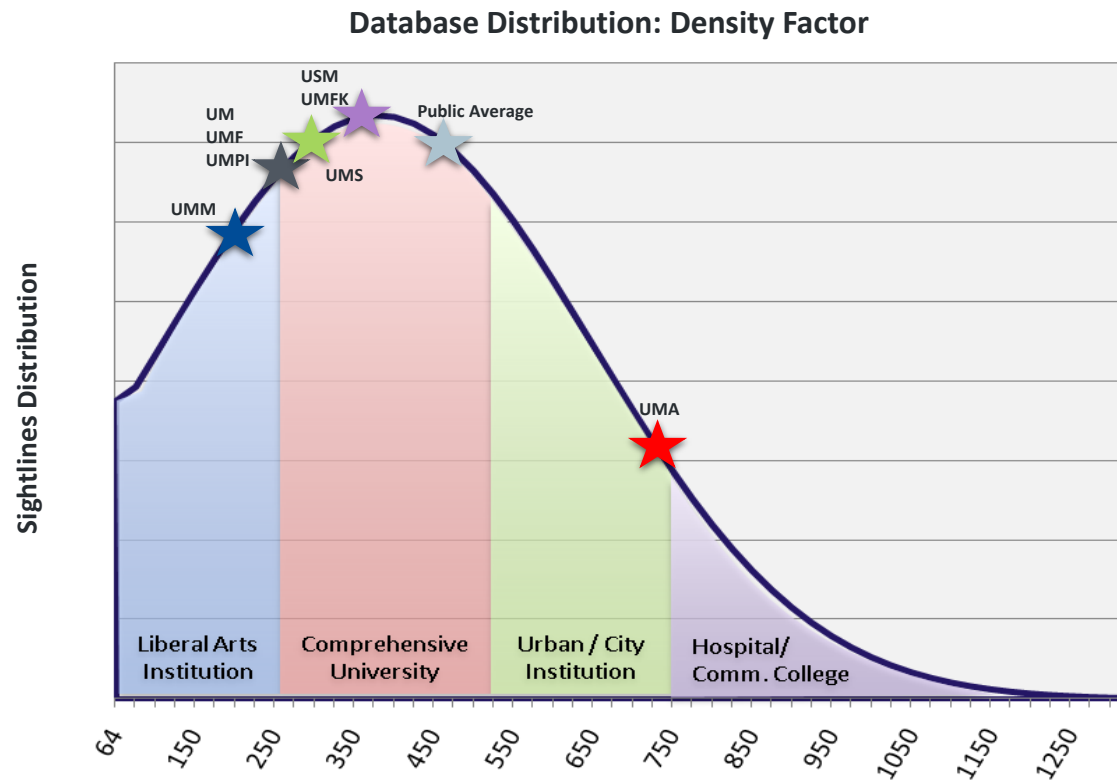
Staffing Levels

Materials and Supplies

Wear and Tear on Facilities

Density Across the System is Variable

UMA is only institution above Sightlines' public school average



Density: Measures number of users per 100,000 GSF

Users include all student, faculty, and staff FTEs

Measures campus building usage on a daily basis

Density Affects:

Capital Investment Need

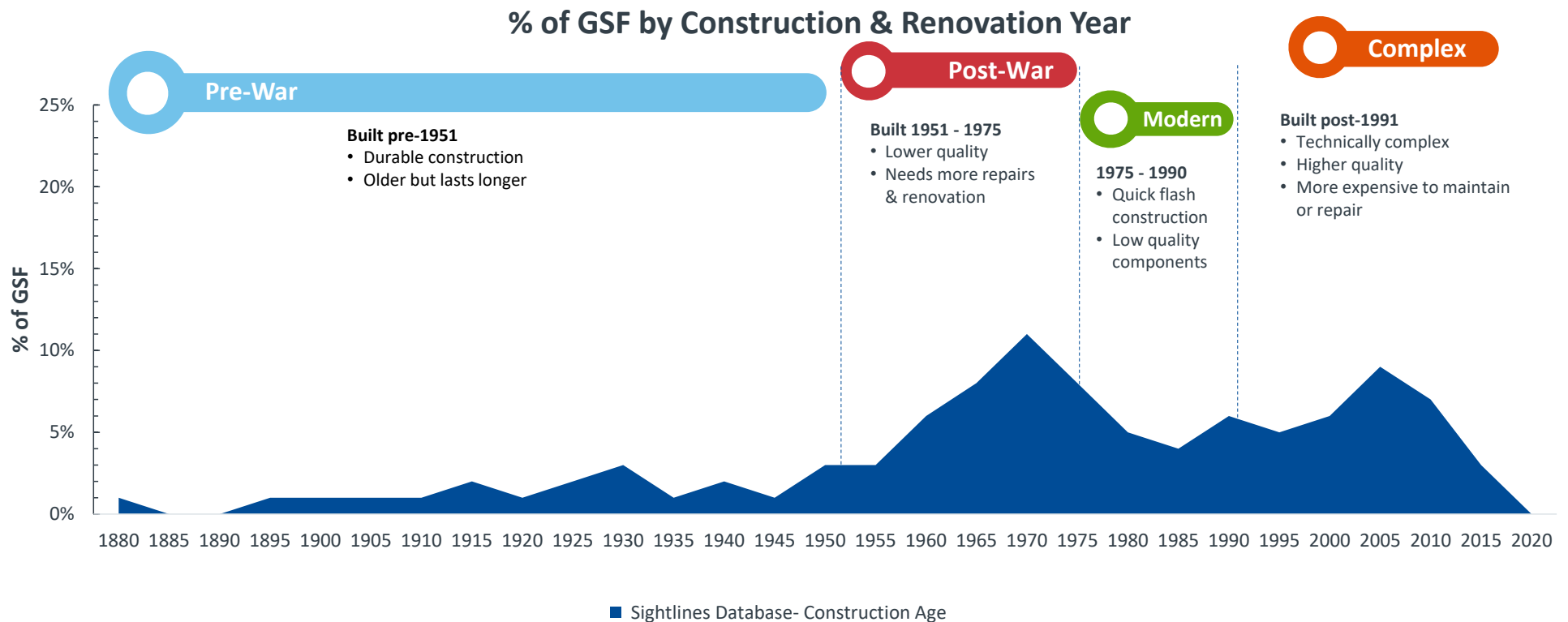
Staffing Levels

Materials and Supplies

Wear and Tear on Facilities

National Construction Trending in Higher Education

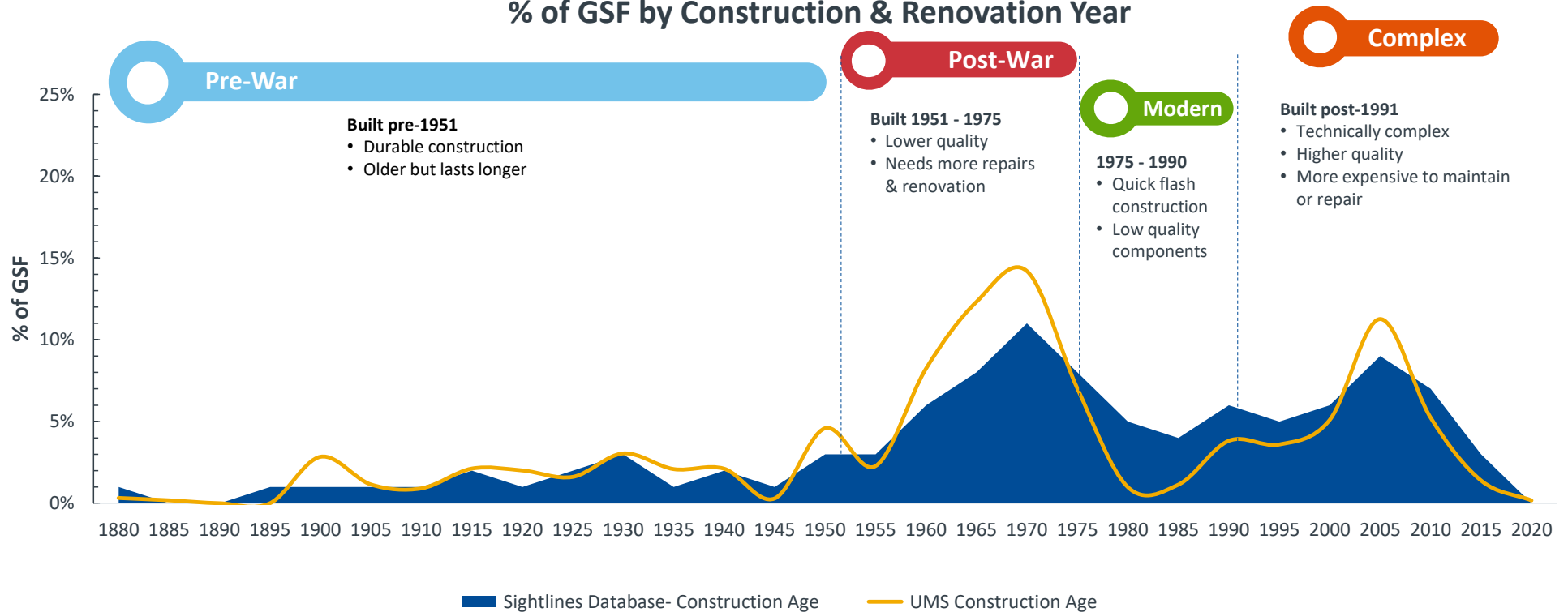
Funding sources should be allocated based on age and condition of the buildings



50% of Space Built in Post-War and Modern Eras

Funding sources should be allocated based on age and condition of the buildings

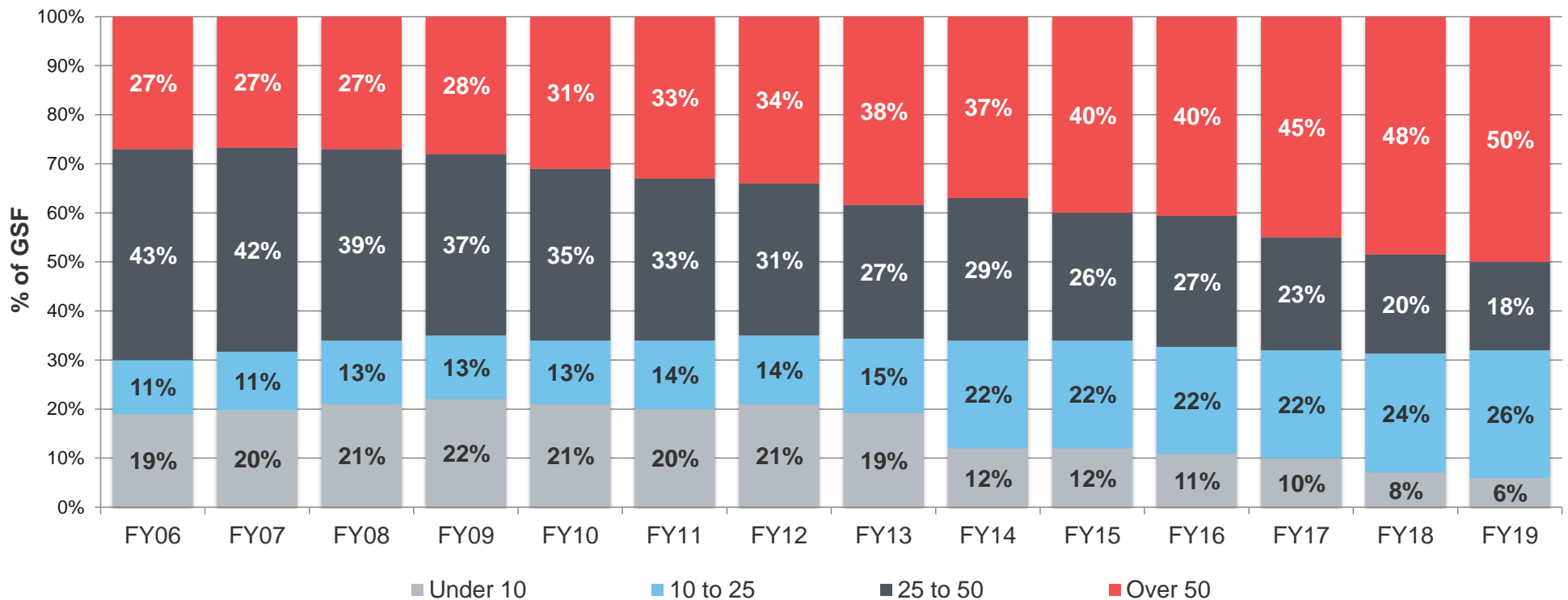
% of GSF by Construction & Renovation Year



Maine System Continues to Age Over Time

Half of space has reached over 50 years old in FY19

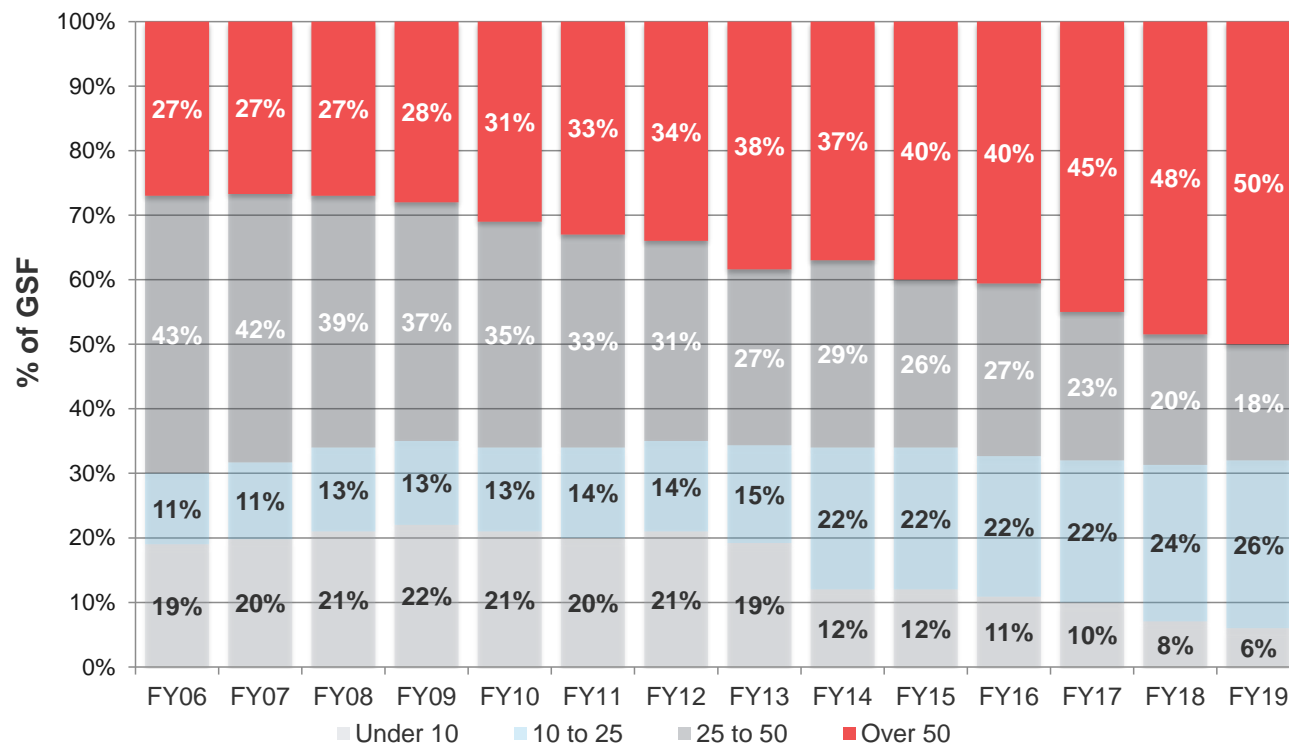
Campus Renovation Age Distribution Over Time



Space Over 50 is Growing

Consistent distribution of high risk space over the years

Campus Renovation Age Distribution Over Time



Buildings Over 50

Life cycles of major building components are past due. Failures are possible. Core modernization cycles are missed.

Highest risk

Buildings 25 to 50

Major envelope and mechanical life cycles come due. Functional obsolescence prevalent.

Higher Risk

Buildings 10 to 25

Short life-cycle needs; primarily space renewal.

Medium Risk

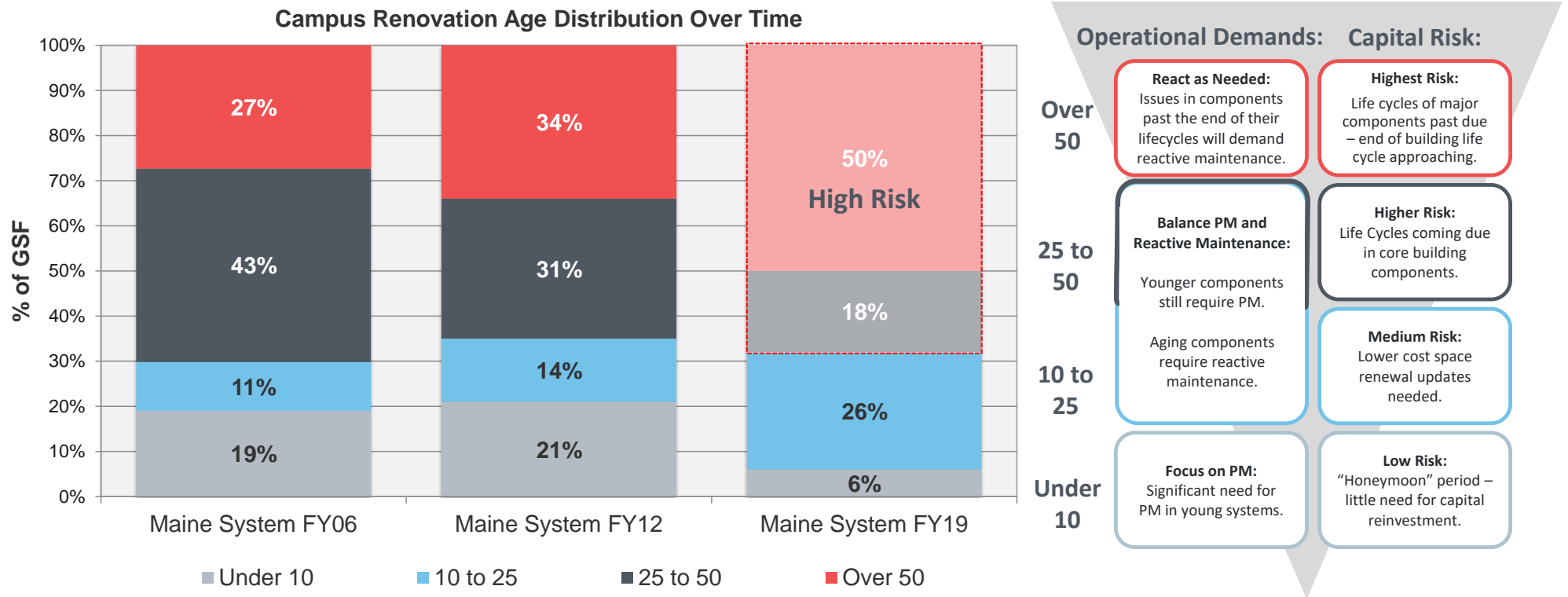
Buildings Under 10

Little work. "Honeymoon" period.

Low Risk

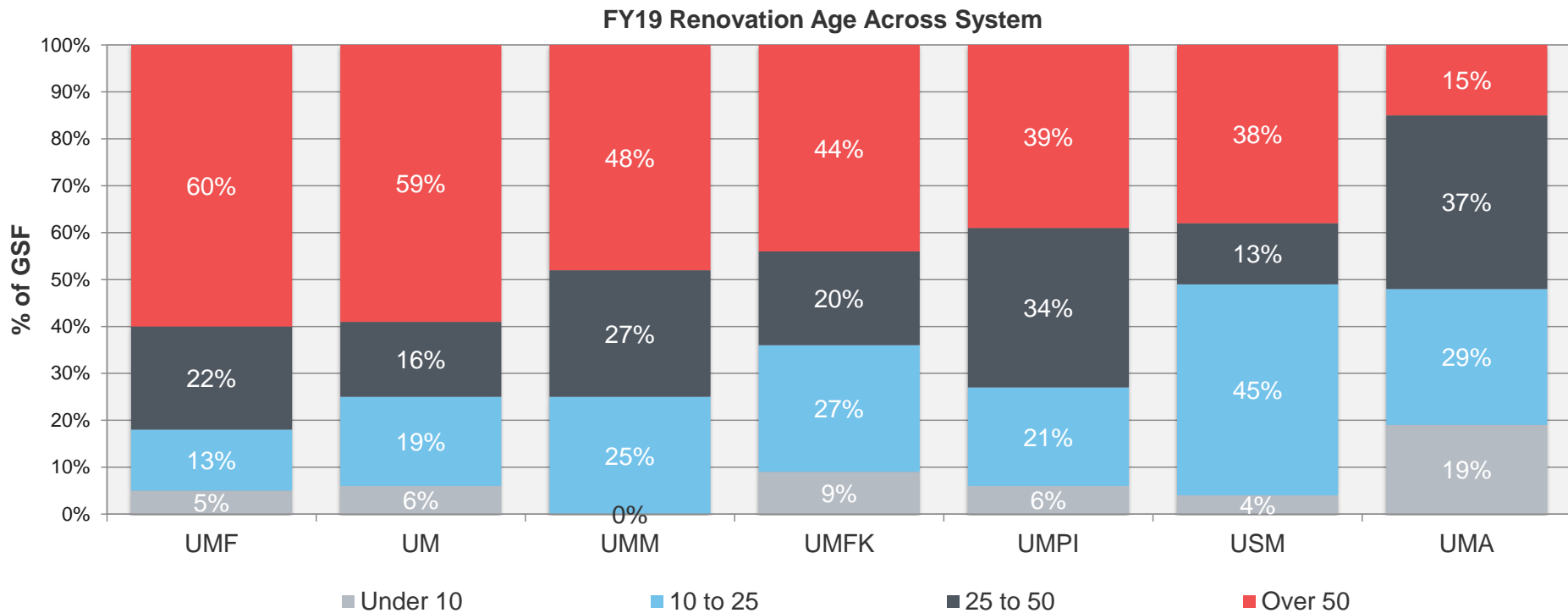
68% of Space Drives Investment Needs at UMS

Buildings over 25 years old require increased capital and operational demands



High Risk Profile Consistent Across All Campuses

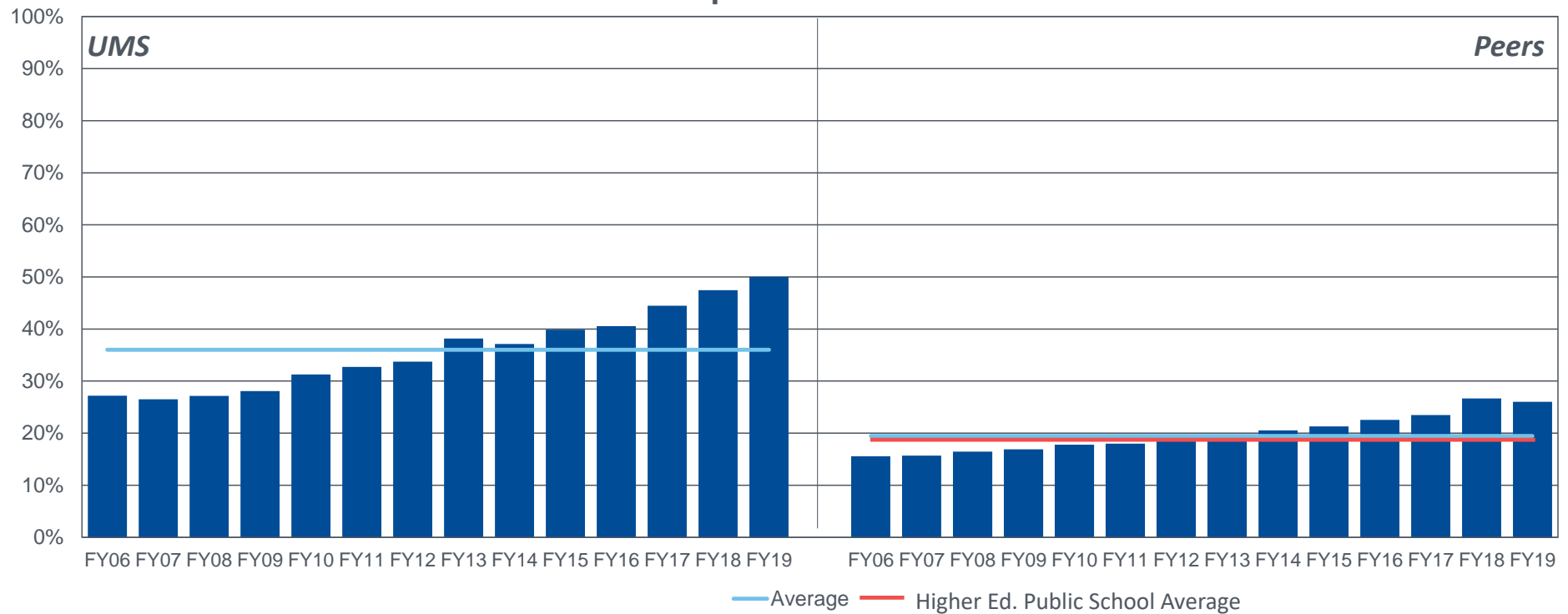
UMPI, UM, UMM, and UMF have the highest risk based on age profile over 25 years old



Significant Growth in % of Buildings Over 50 Years Old

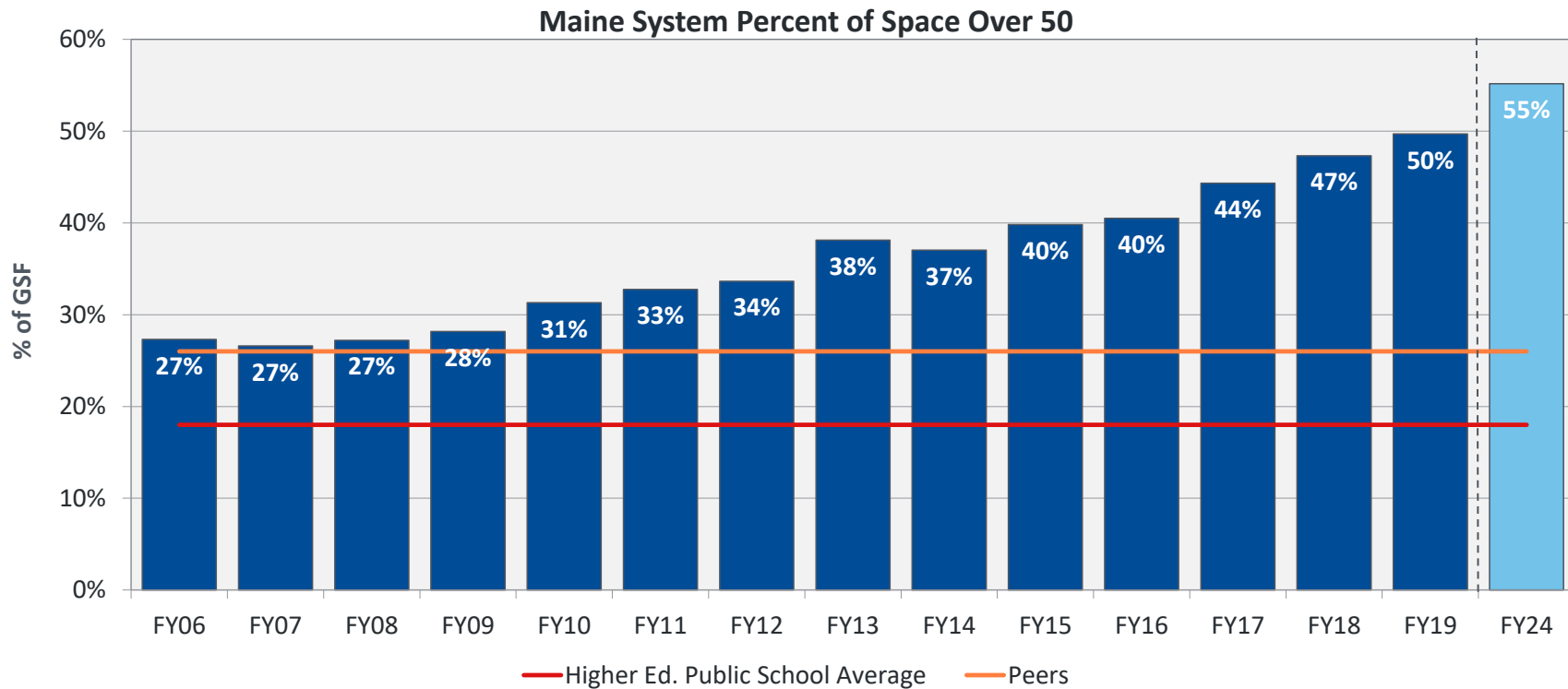
Peers in FY18/FY19 have the same % of space over 50 as UMS did in FY06

Percent of Space Over 50 vs. Peers



55% of Space Will be Over 50 Years Old by FY24

Plan now for major life cycle replacements in these buildings





Strategies to Reduce % of Space Over 45

Renovations and Removal of Buildings from the Inventory



Over 45 Template Distributed to Every Institution

Sample taken from UMS

Institution Name	Building Name	GSF	Program Use	Historical Registry Listing	Utilization Rate	Condition	Value to Program	Value to Institution's Mission
The University of Maine	Crossland Alumni Center	11,181	Administrative	Yes	3: Low	3: Poor Condition	1: Valuable	2. Aligns with Institution's Mission
The University of Maine	Norman Smith Hall	15,176	Acad/Admin	Yes	2: Moderate	2: Fair Condition	1: Valuable	2. Aligns with Institution's Mission
University of Maine at Augusta	Fitness Center	11,416	Athletics & Recreation	No	2: Moderate	2: Fair Condition	1: Valuable	2. Aligns with Institution's Mission
University of Maine at Fort Kent	Guy House	3,240	Residence House	No	3: Low	3: Poor Condition	1: Valuable	1. Supports Institution's Mission
University of Maine at Machias	Obrien House	5,000	Admissions House	No	2: Moderate	2: Fair Condition	1: Valuable	1. Supports Institution's Mission
University of Southern Maine	Admissions- Phinney House	10,347	Administrative	No	2: Moderate	2: Fair Condition	2: Moderately Valuable	2. Aligns with Institution's Mission

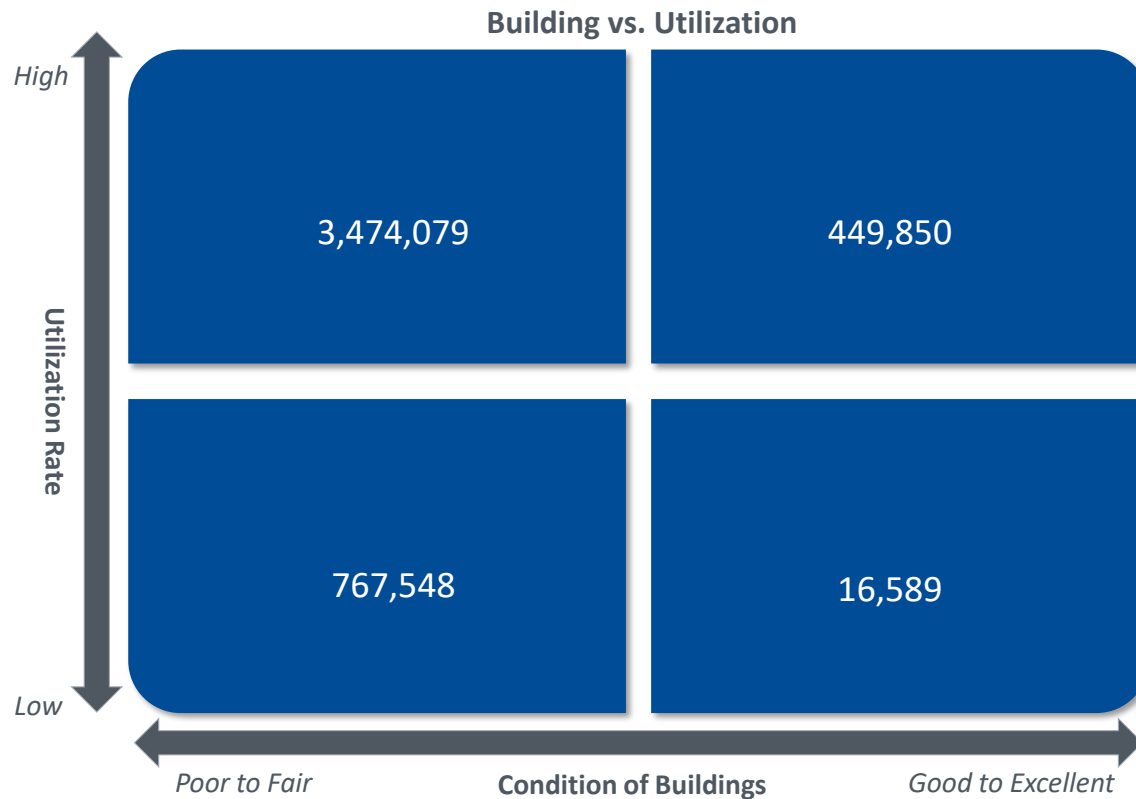
Assessment of Space for all buildings over 45 years old in Renovation Age

- What is the utilization of the space?
- What is the condition?

Determine if the building is a candidate for major renovation or removal from inventory.

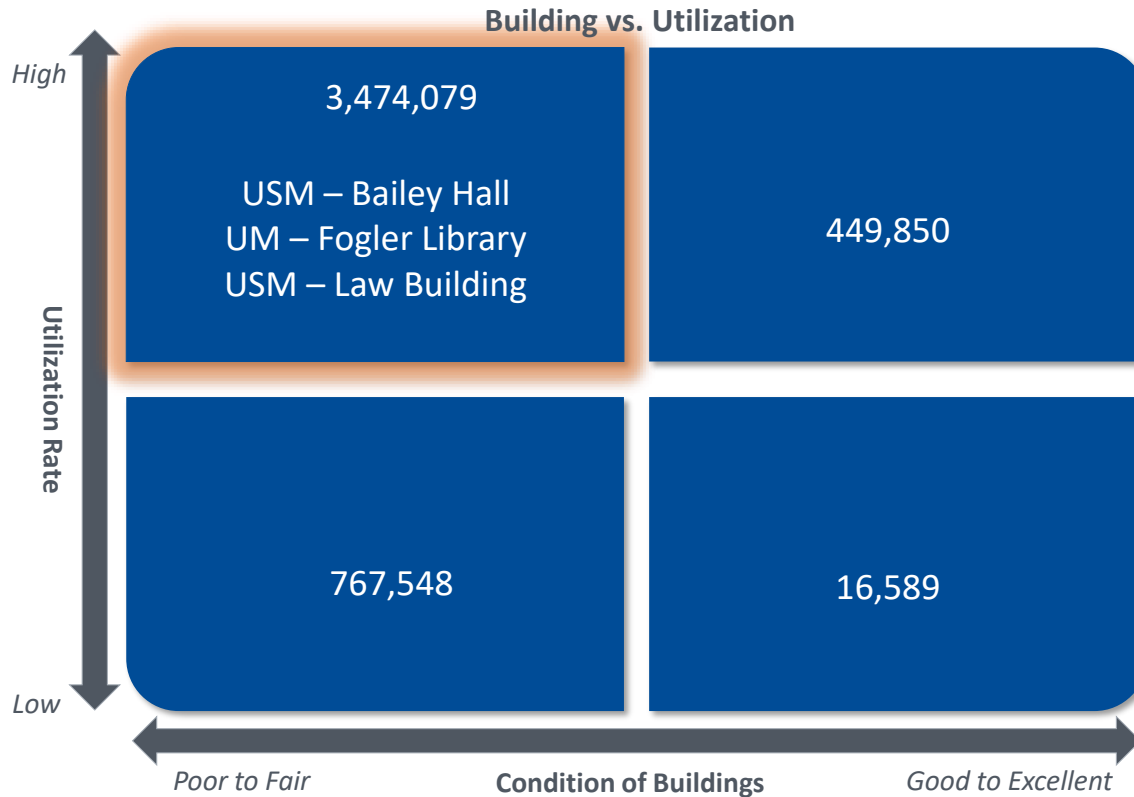
Total Maine System Findings

Comparing condition with utilization across the system



Candidates for Potential Renovation

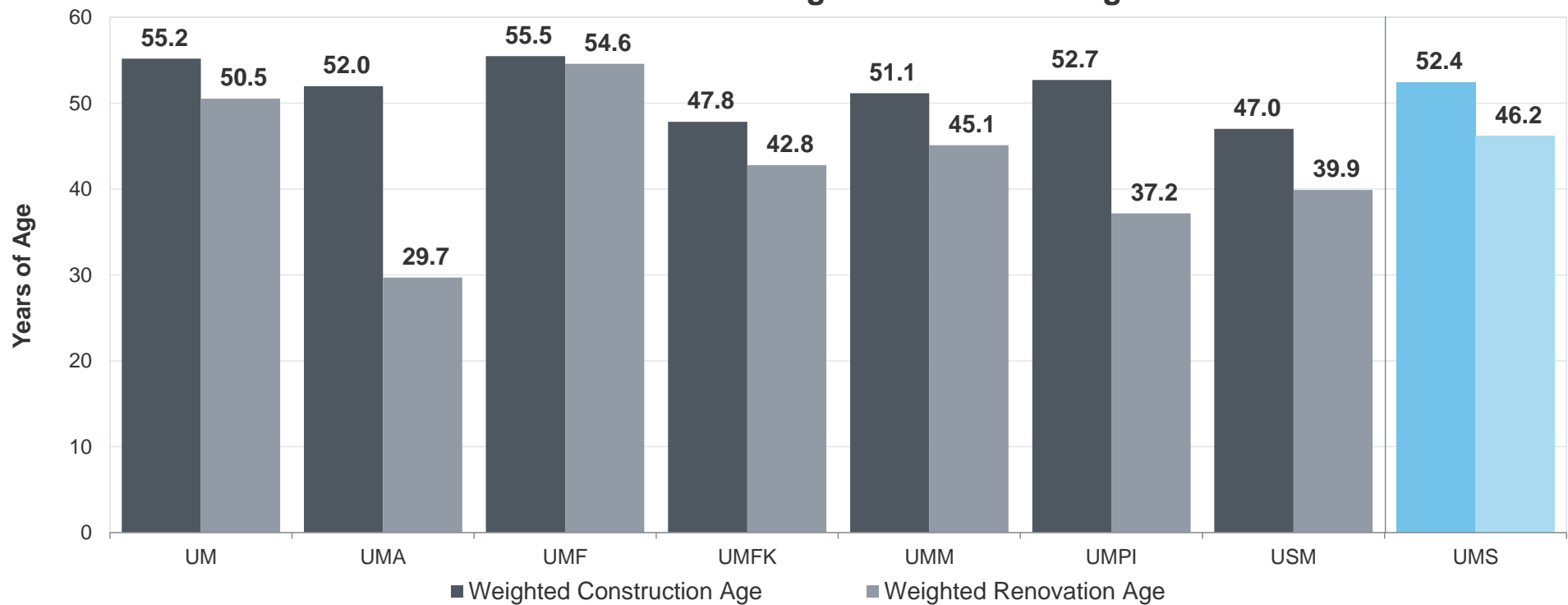
Comparing condition with utilization across the system



Construction Age vs. Renovation Age by Campus

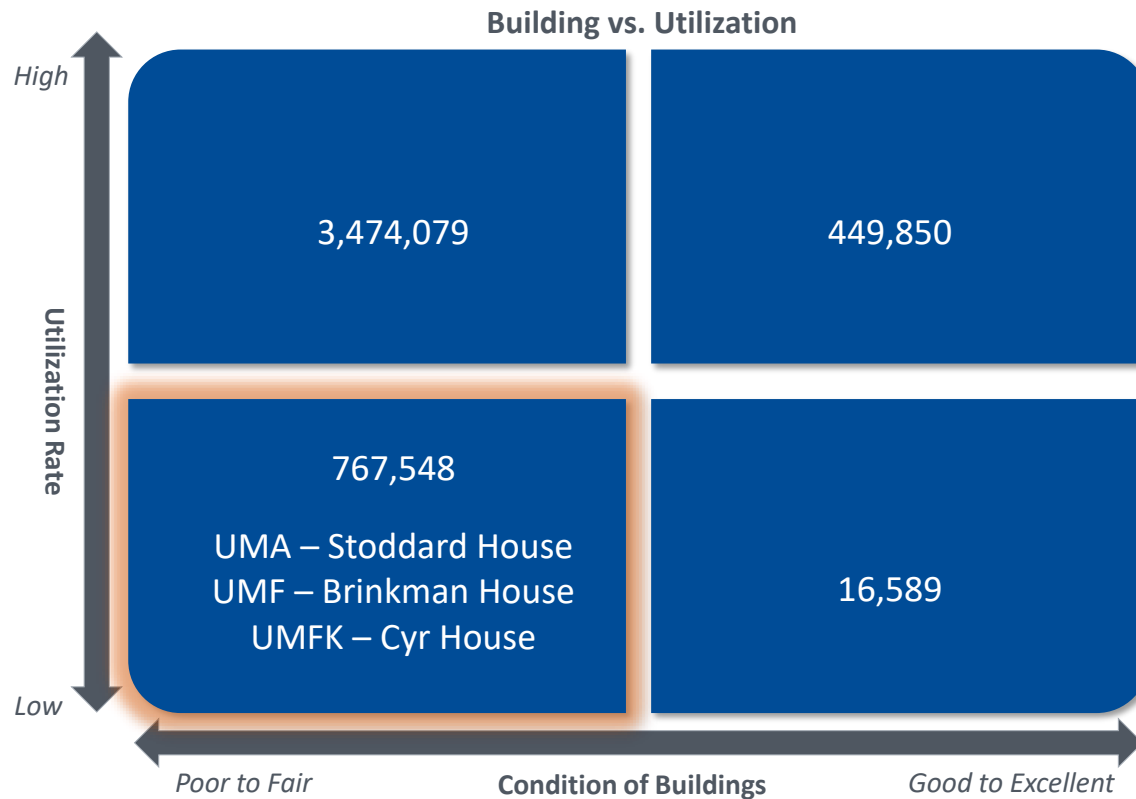
UMA has offset its age the most through renovations

Construction Age vs Renovation Age



Potential Candidates for Removal

Comparing condition with utilization across the system



Low Utilization and Poor Condition Space

Removing historical buildings and storage structures from the equation

Buildings Over 45 with Poor Condition/Low Utilization	Sum of GSF
The University of Maine	487,631
University of Maine at Augusta	17,851
University of Maine at Farmington	99,969
University of Maine at Fort Kent	19,328
University of Maine at Machias	5,000
University of Maine at Presque Isle	793
University of Southern Maine	136,976
Total	767,548

Less
Historic
Buildings

Buildings Over 45 with Poor Condition/Low Utilization	Sum of GSF
The University of Maine	308,170
University of Maine at Augusta	17,851
University of Maine at Farmington	99,969
University of Maine at Fort Kent	19,328
University of Maine at Machias	5,000
University of Maine at Presque Isle	793
University of Southern Maine	126,448
Total	577,559

Low Utilization and Poor Condition Space

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University of Maine at Machias	5,000
University of Maine at Presque Isle	793
University of Southern Maine	126,448
Total	577,559

Less
Storage

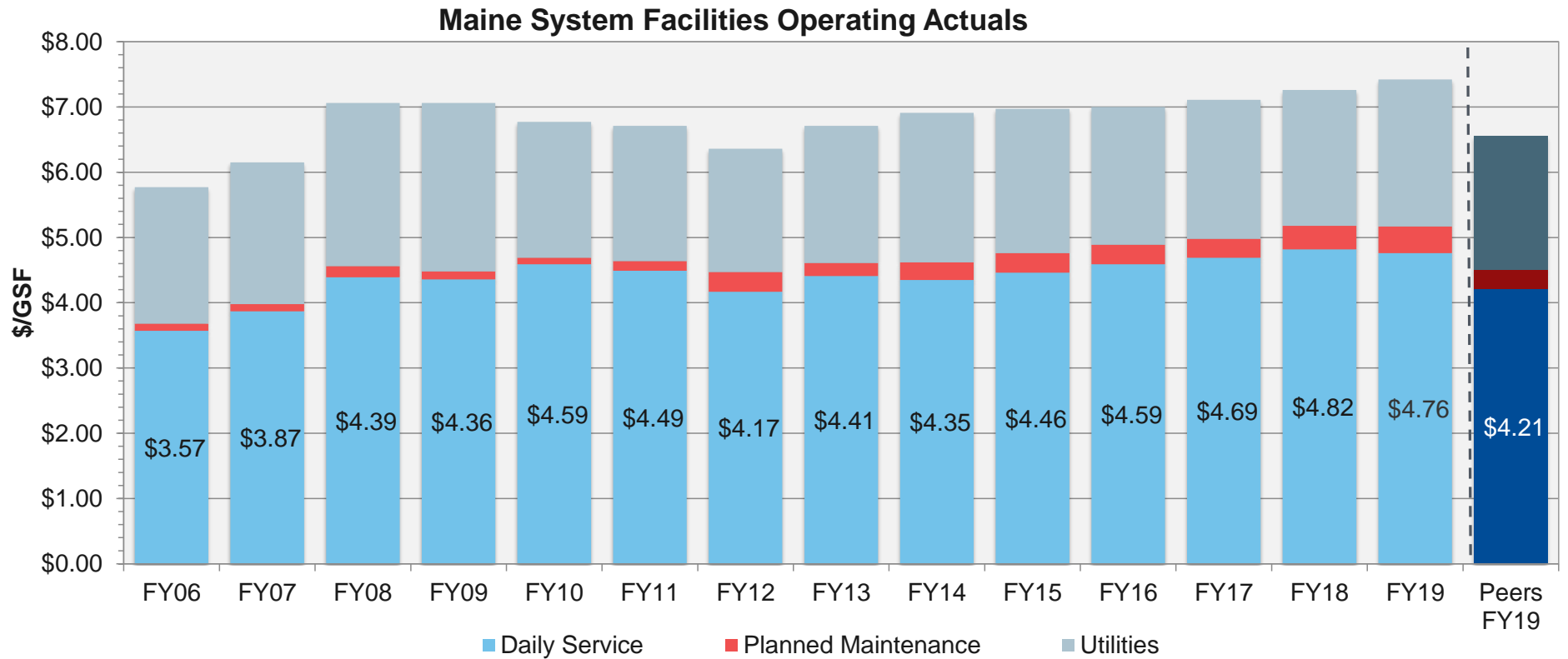
Buildings Over 45 with Poor Condition/Low Utilization	Sum of GSF
The University of Maine	267,940
University of Maine at Augusta	15,576
University of Maine at Farmington	60,465
University of Maine at Fort Kent	15,964
University of Maine at Machias	5,000
University of Maine at Presque Isle	409
University of Southern Maine	126,260
Total	491,614



Operations Success

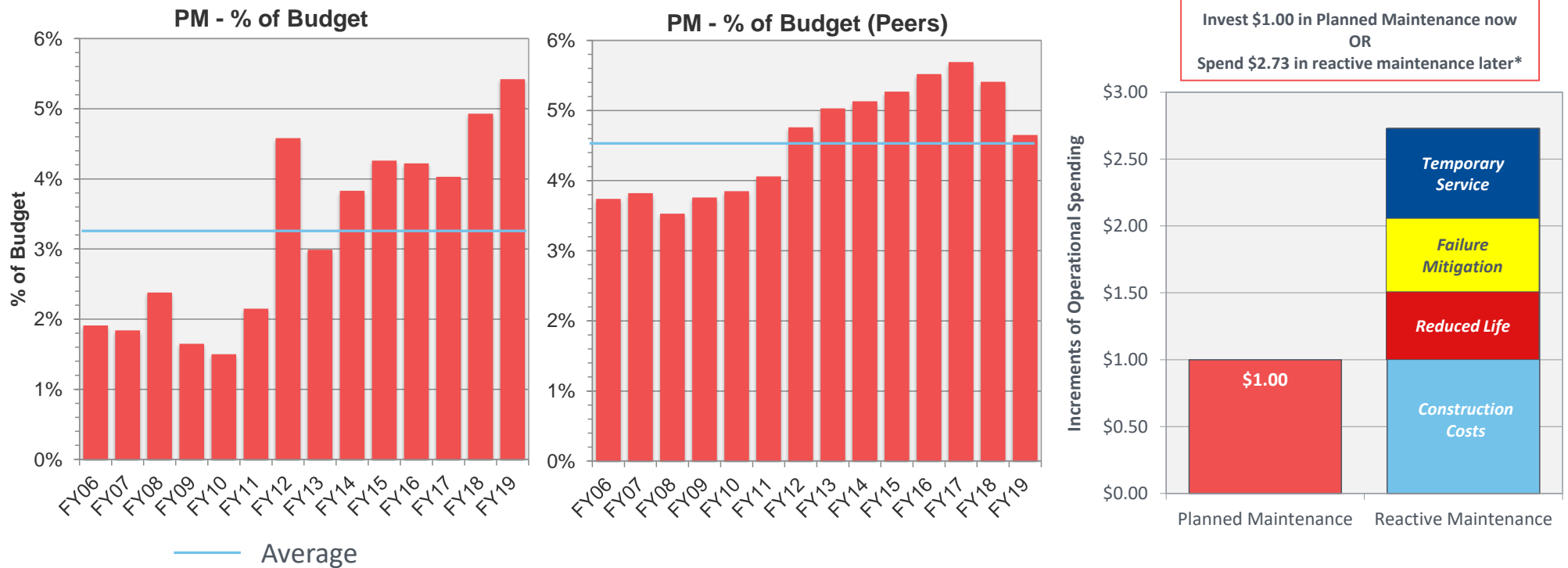


UMS Daily Services Expenditures Decrease in FY19



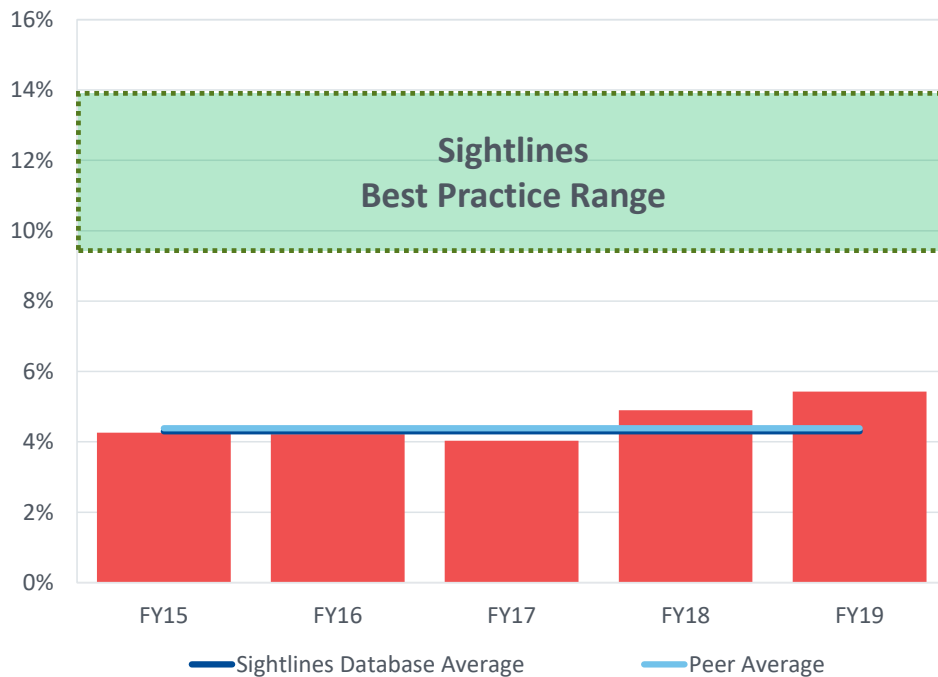
UMS Planned Maintenance 5.4% of Budget in FY19

Better tracking & improved PM programs continue to drive investment closer to peer levels



Planned Maintenance Strategic Opportunities

UMS PM Spending:
% of Operating Budget



THEORY



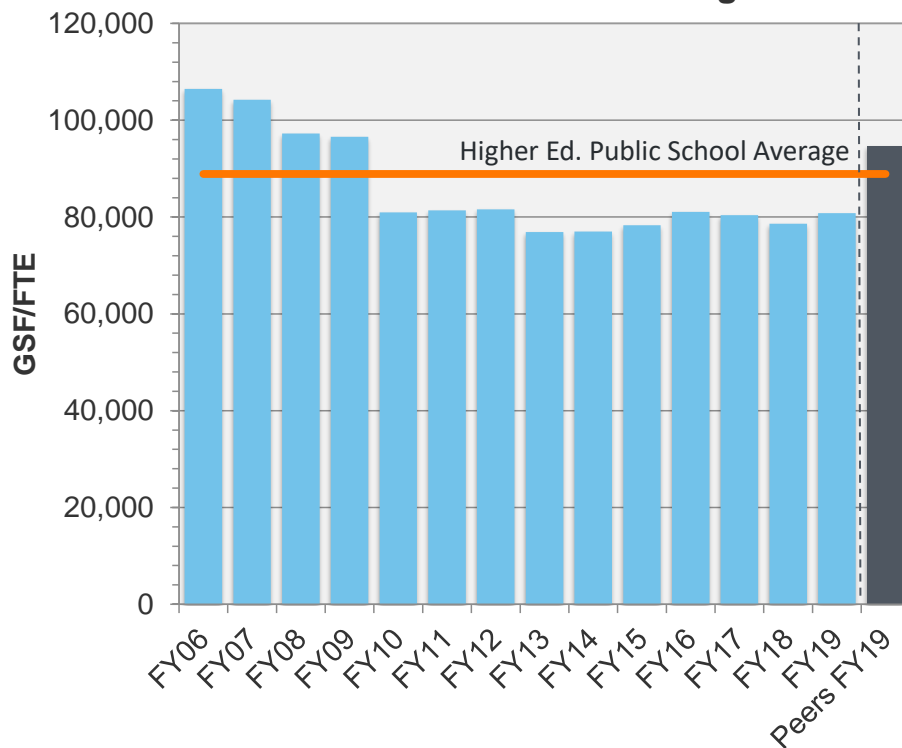
Strategic Deferral of PM

- Usually in buildings/systems over 50 years old targeted for renovation or replacement
- Reallocates resources from the older buildings/systems to younger buildings and systems.
- Use Assessment in coordination with work order reporting to start identifying these opportunities.

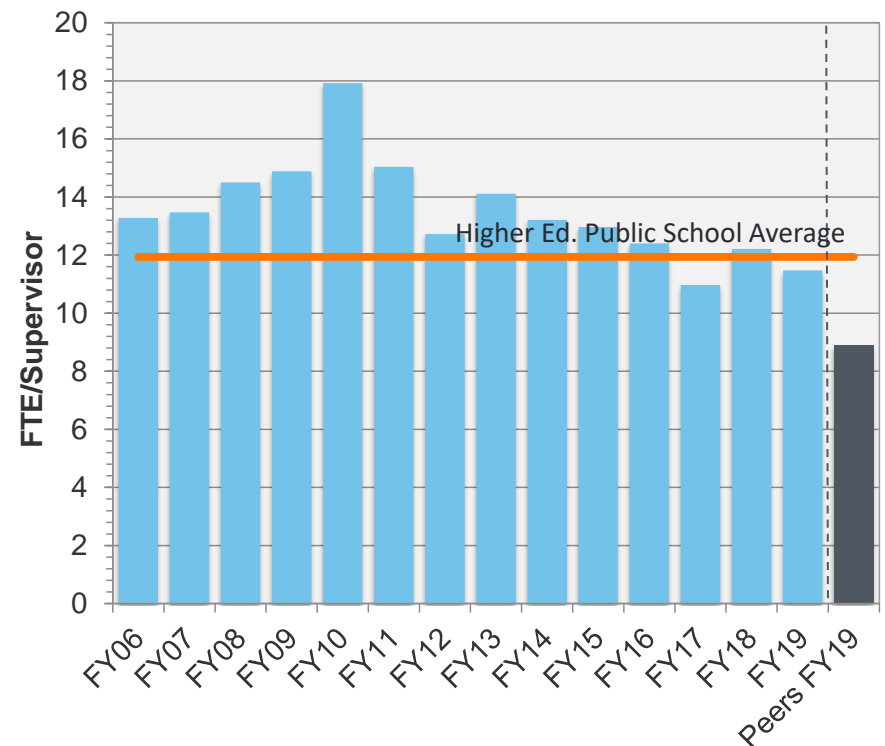
Maintenance Operations

Staff covered less GSF/FTE, has looser supervision than peers in FY19

Maintenance Staffing



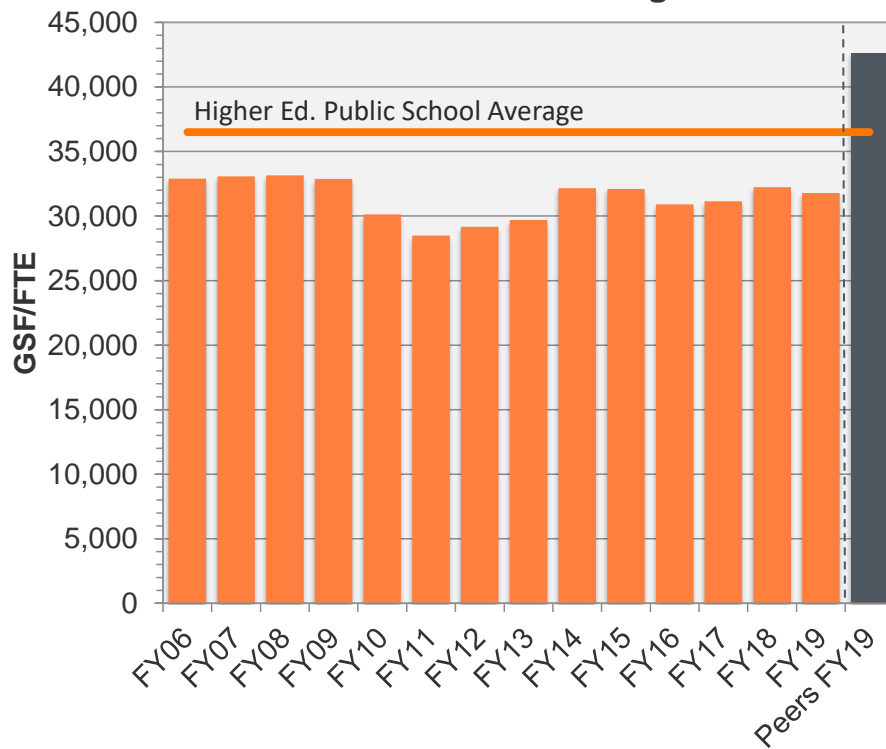
Maintenance Supervision



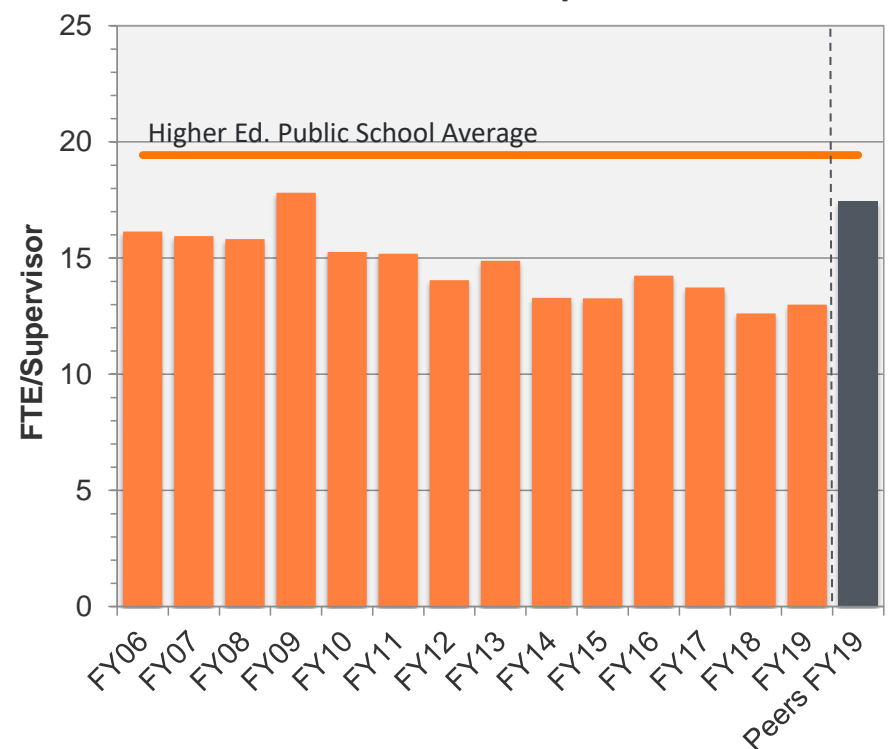
Custodial Operations

UMS has more custodial staff with closer supervision than peers and public school average

Custodial Staffing

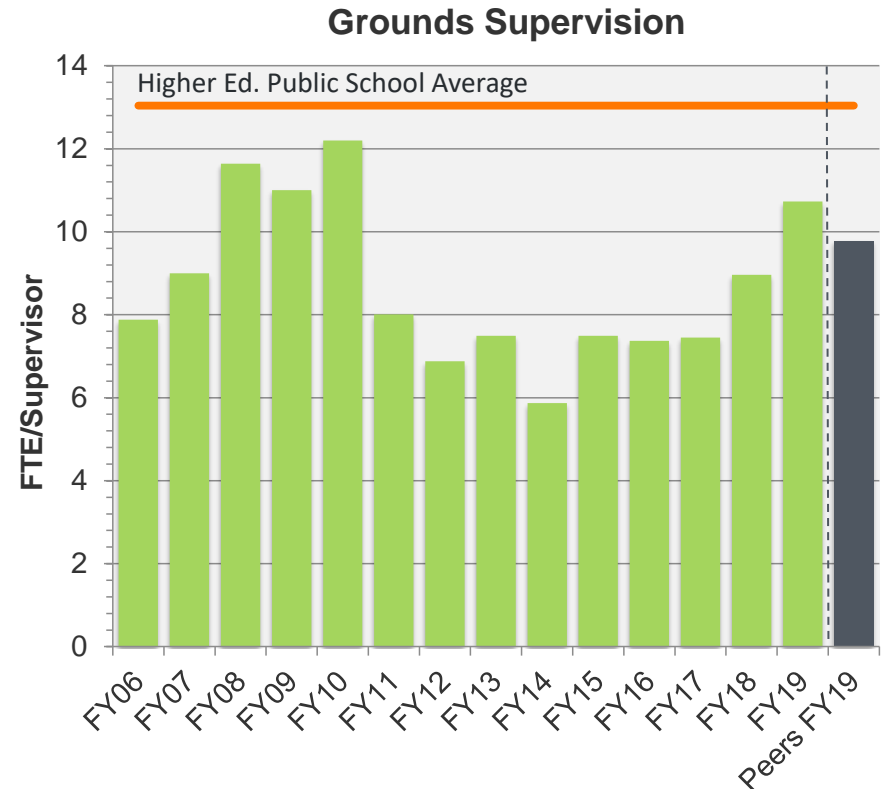
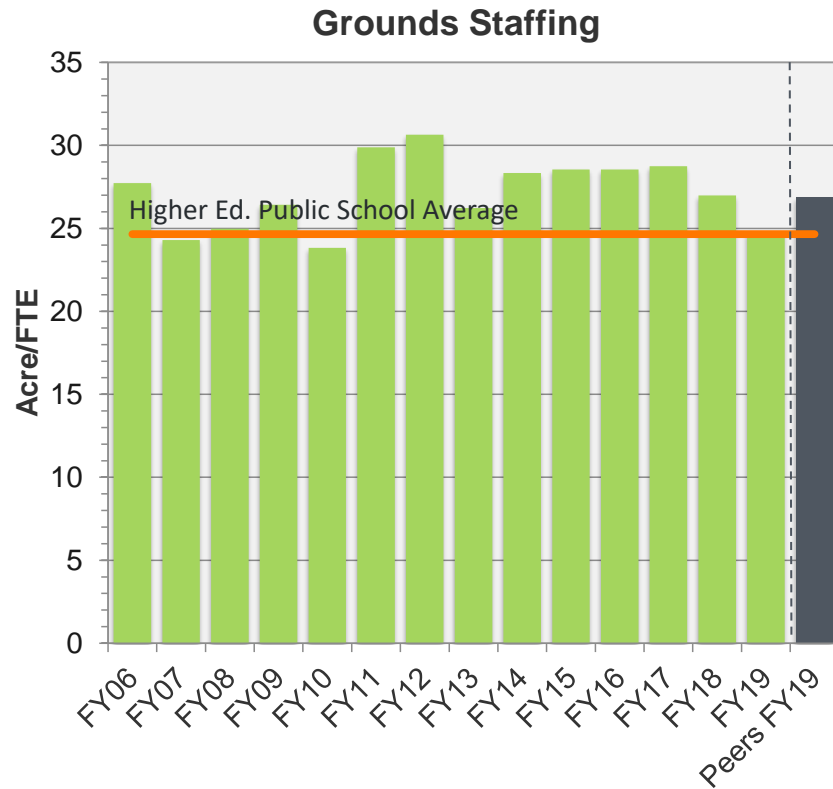


Custodial Supervision

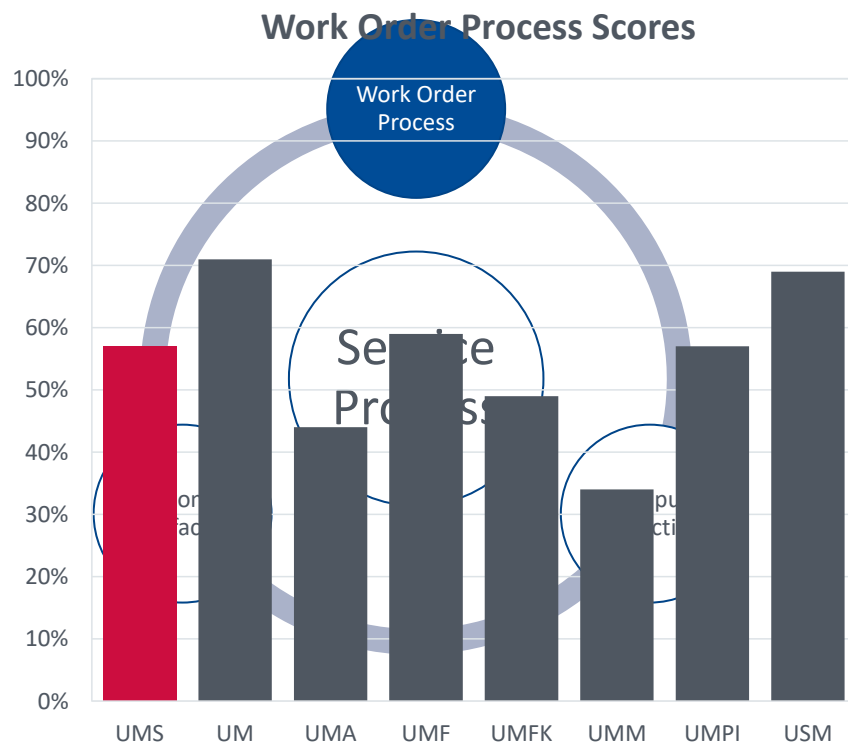


Grounds Operations

Grounds staff responsible for similar acres as peers and public school average

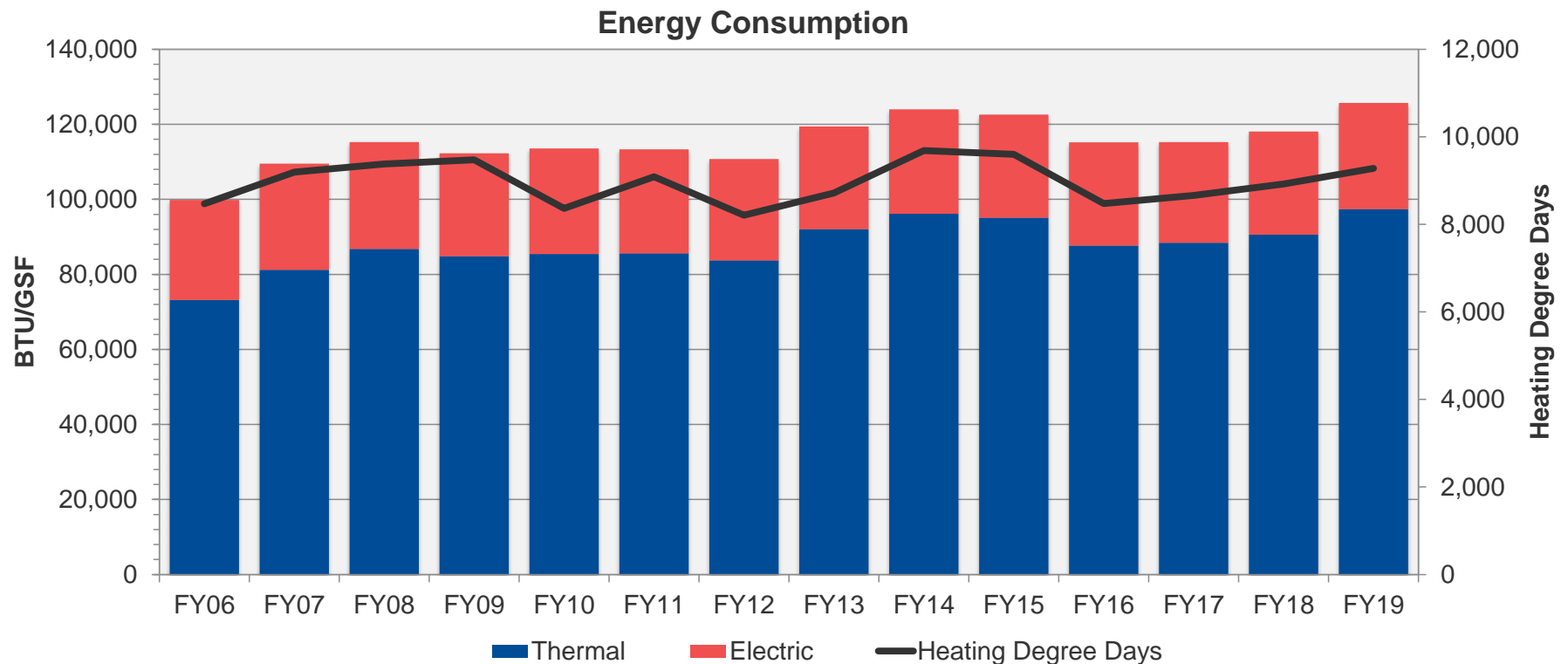


Opportunities Exist for Service Measurement



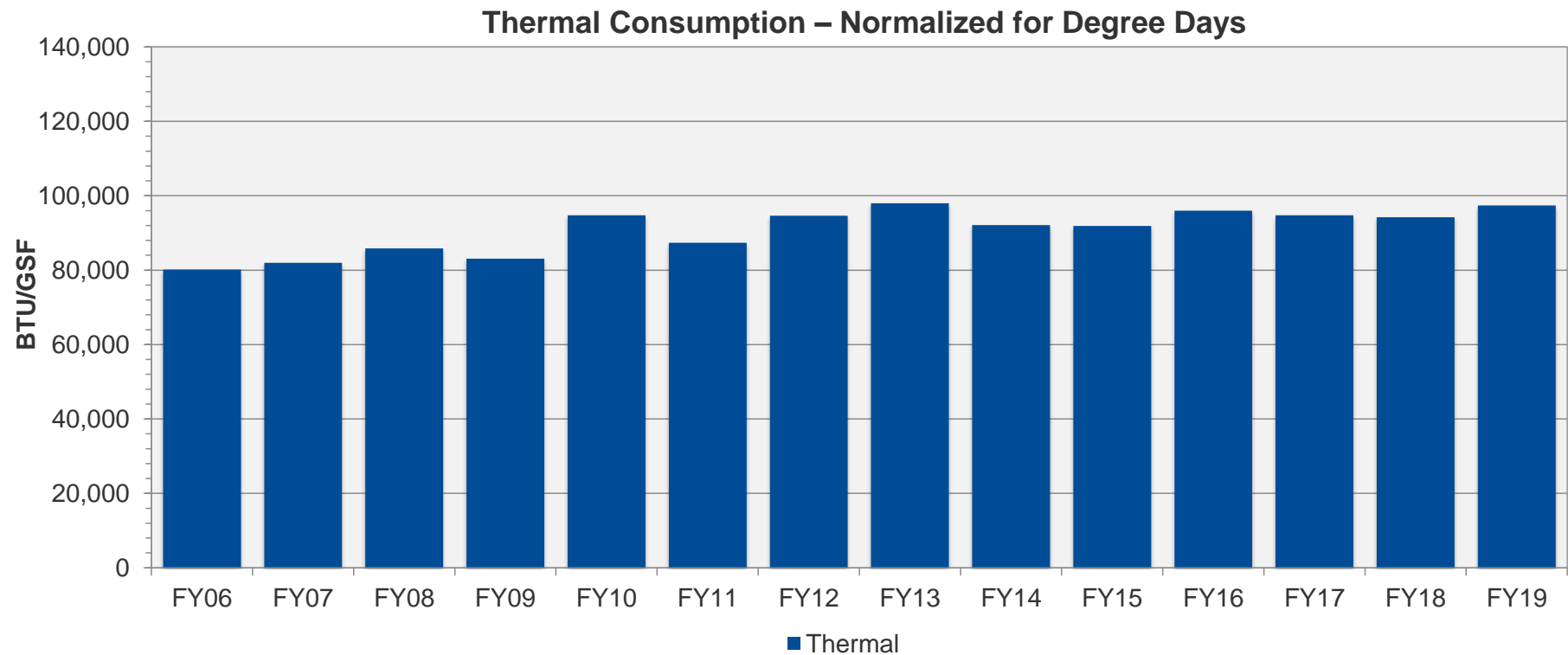
Total Energy Consumption Increased in Two Consecutive Years

Consumption increased at same rate as Heating Degree Days from FY17 to FY19

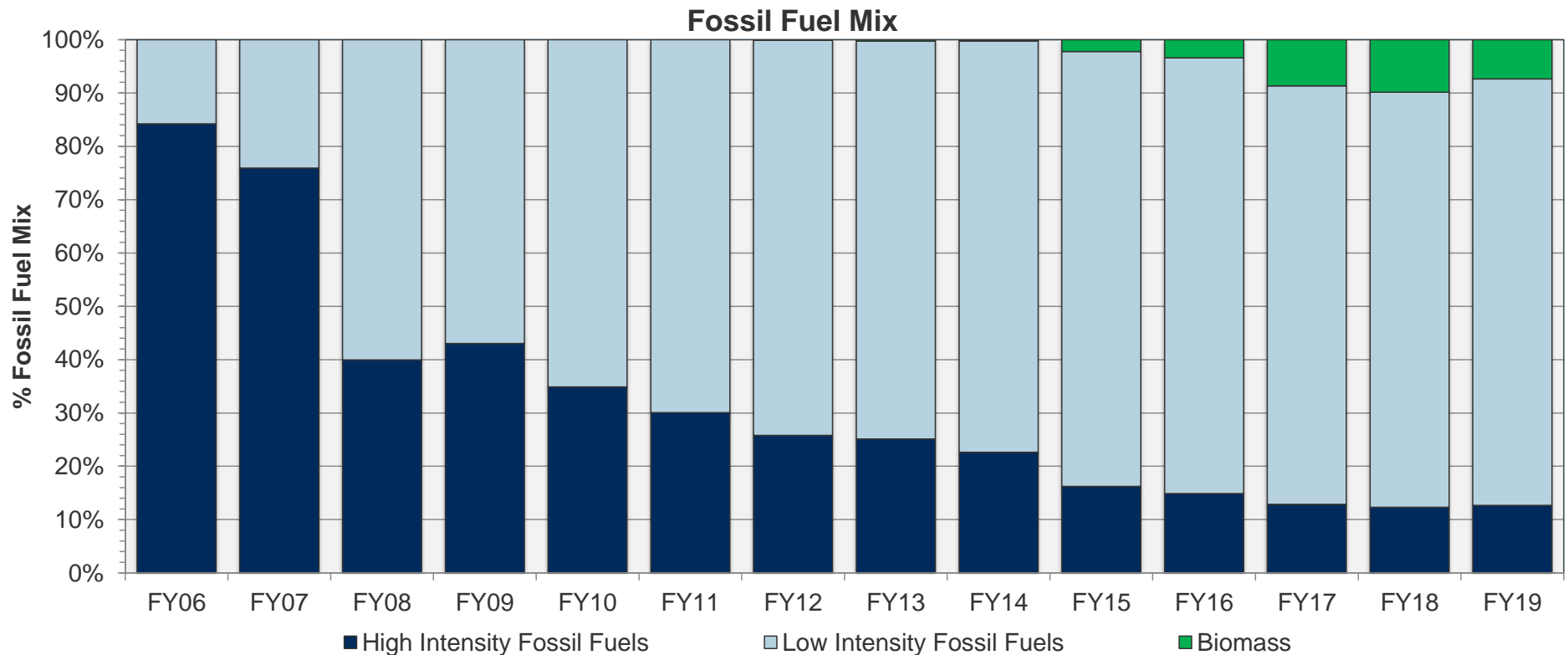


Similar Consumption From FY16-FY19 When Normalized for HDD

Graph shows what the consumption would be if each year experienced FY19 Degree Days



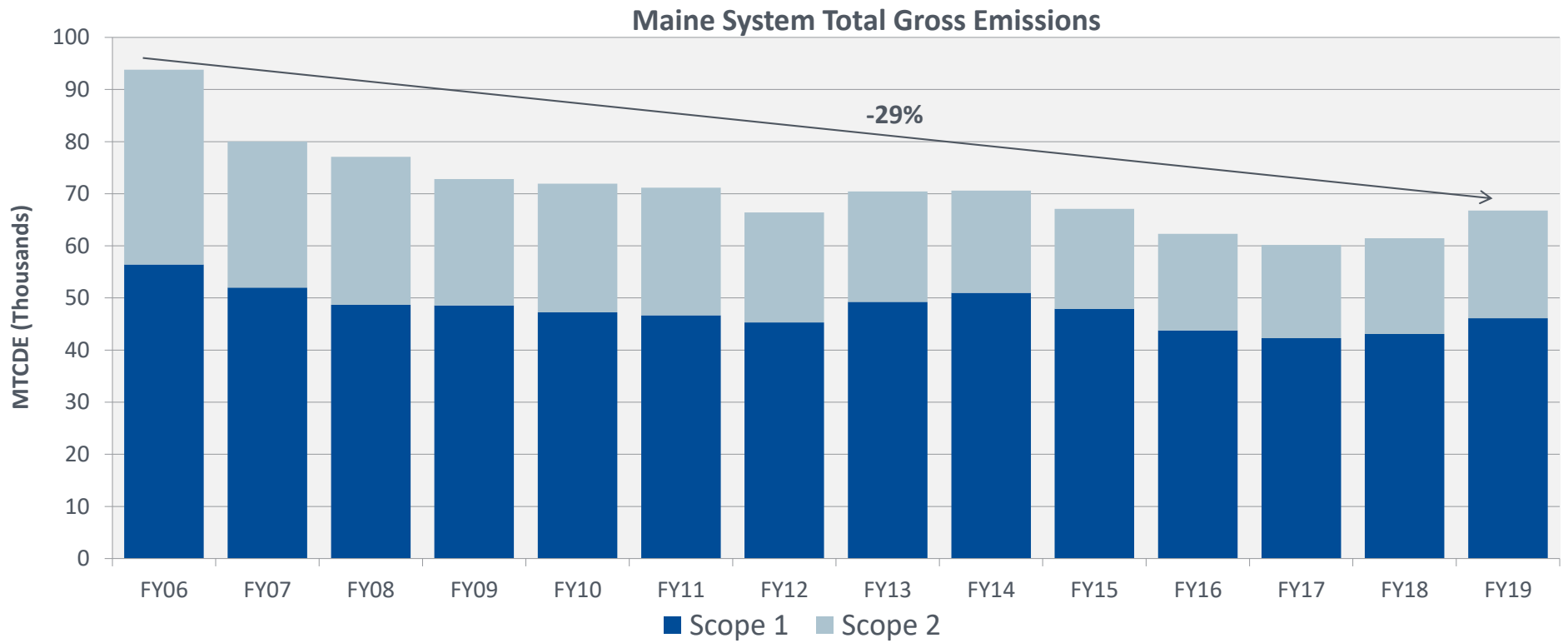
Fuel Mix Continues to Trend Towards Emitting Less Carbon



*High intensity fuels include oil #2 and oil #6

**Low intensity fuels include natural gas and propane

Fuel Mix and Consumption Drive Higher Emission Rates



MTCDE = Metric Tons of Carbon Dioxide Equivalent

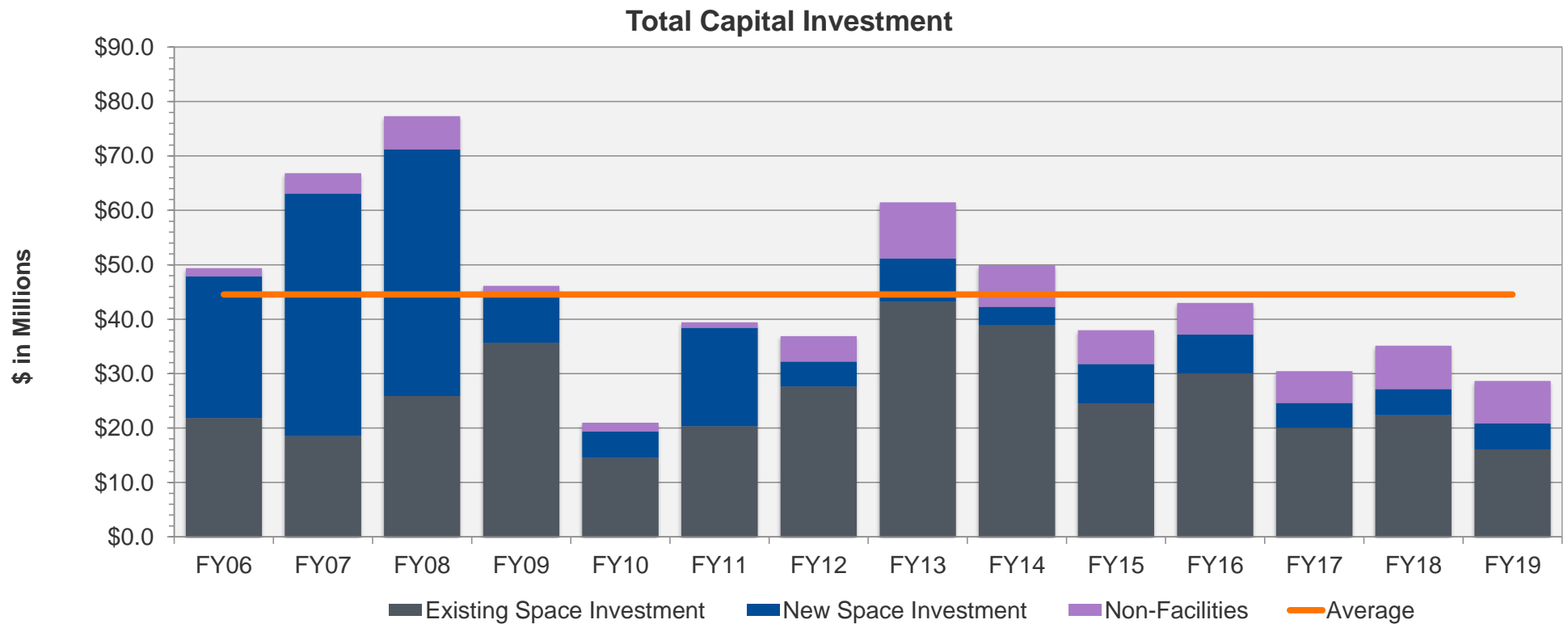


Asset Value Change



40

Total Capital Investment Below FY17 Levels in FY19

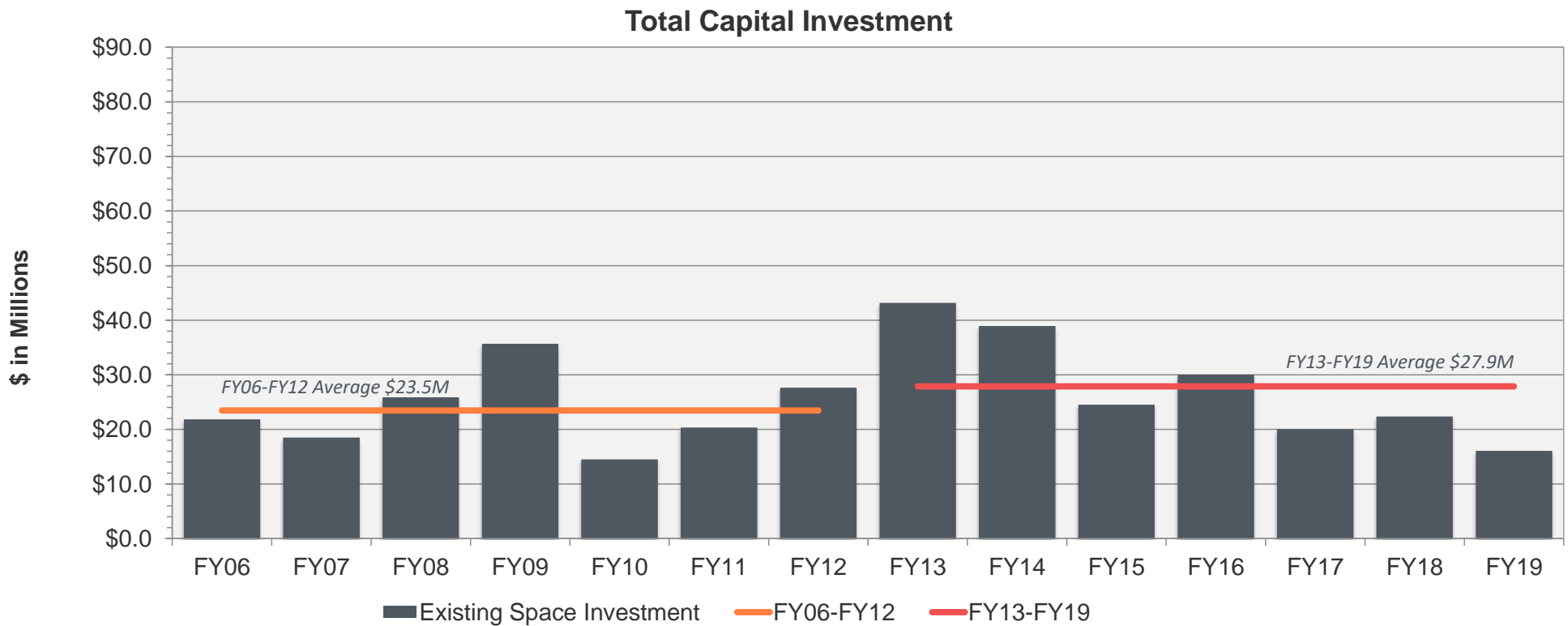


sightlines
a **GORDIAN** company

Examples of Non-Facilities work include: Study/Design fees, IT work, and demolition costs. These are necessary capital costs for Facilities Operations but do not add value/enhance existing buildings.

41

Capital Investment Profile Improving Over Time



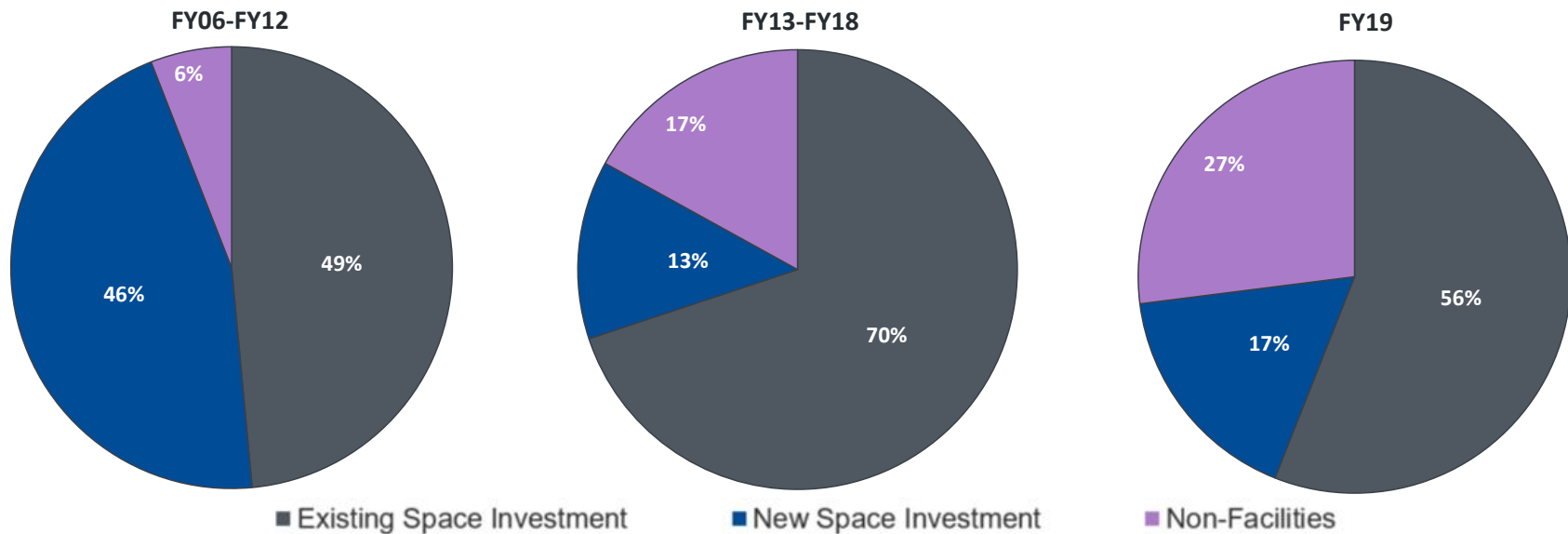
sightlines
a **GORDIAN** company

Examples of Non-Facilities work include: Study/Design fees, IT work, and demolition costs. These are necessary capital costs for Facilities Operations but do not add value/enhance existing buildings.

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Investments Focus on Existing Space

Existing space investments help to slow backlog growth

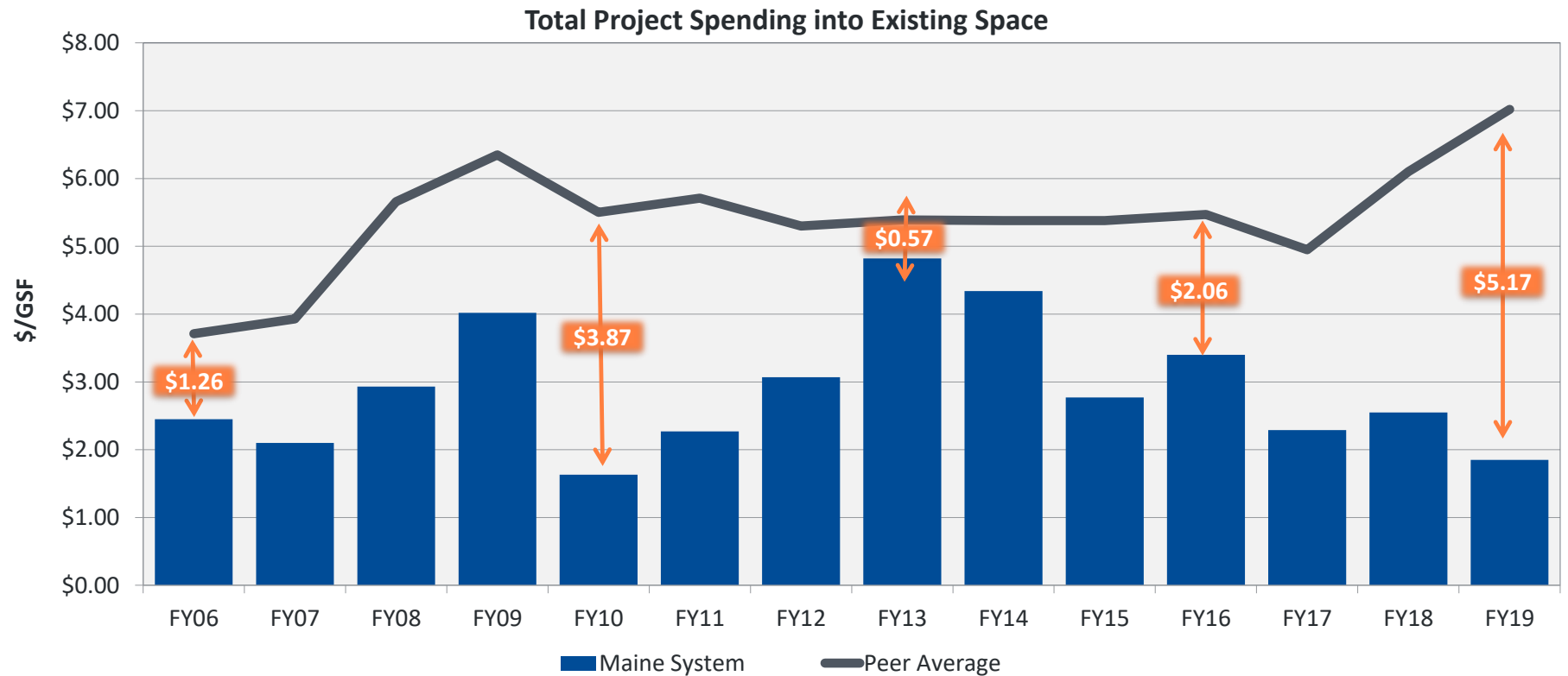


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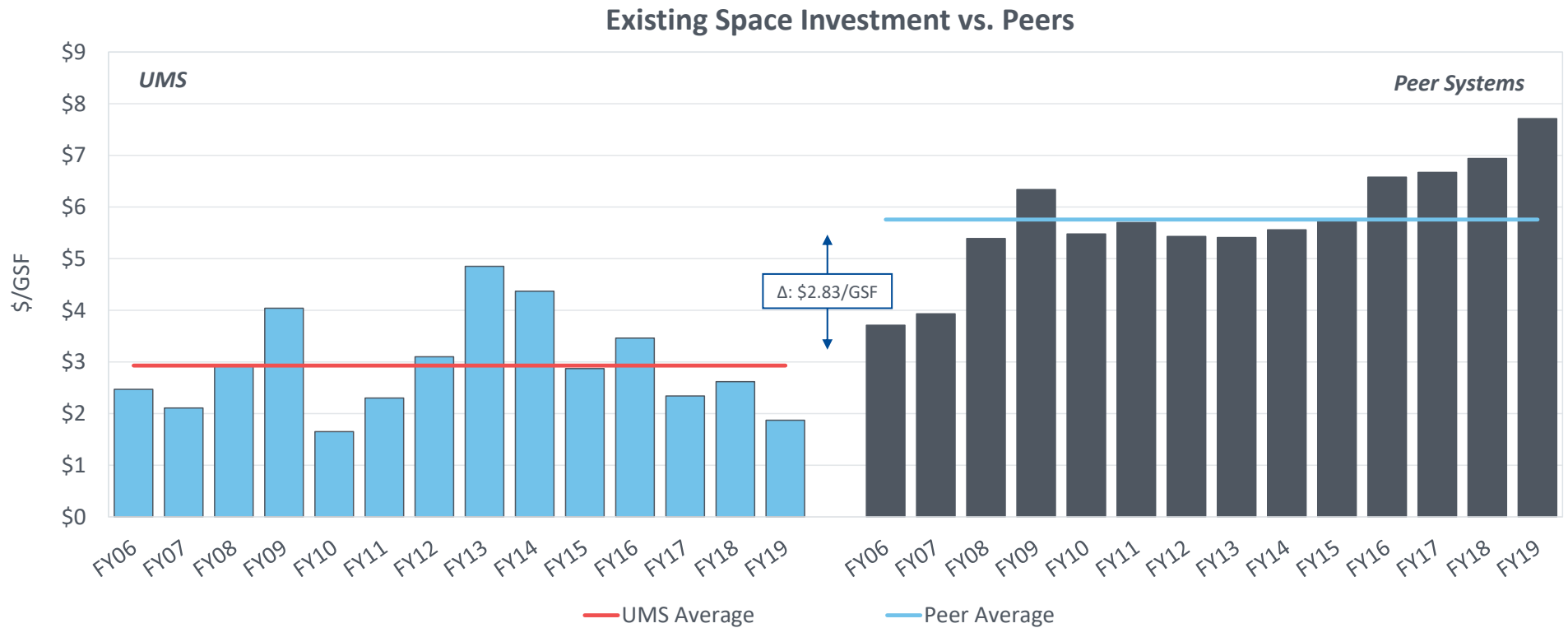
43

Gap In Investment Against Peer Systems Widens



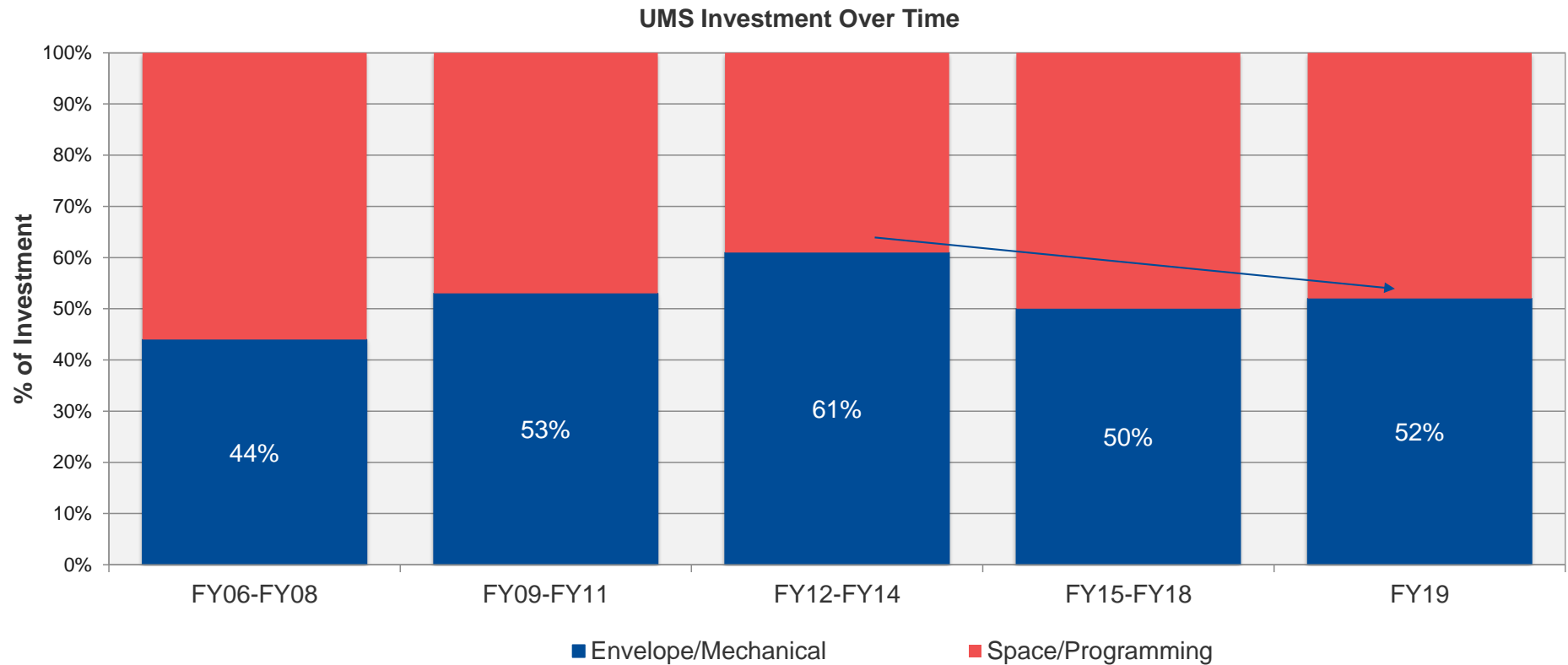
Existing Space Investment vs. Peers

Peers invest an average of \$2.83/GSF more than UMS from FY06-FY19



FY19 Investments Split Between Env/Mech and Space/Prog

ROI is higher in envelope/mechanical investments than space/program



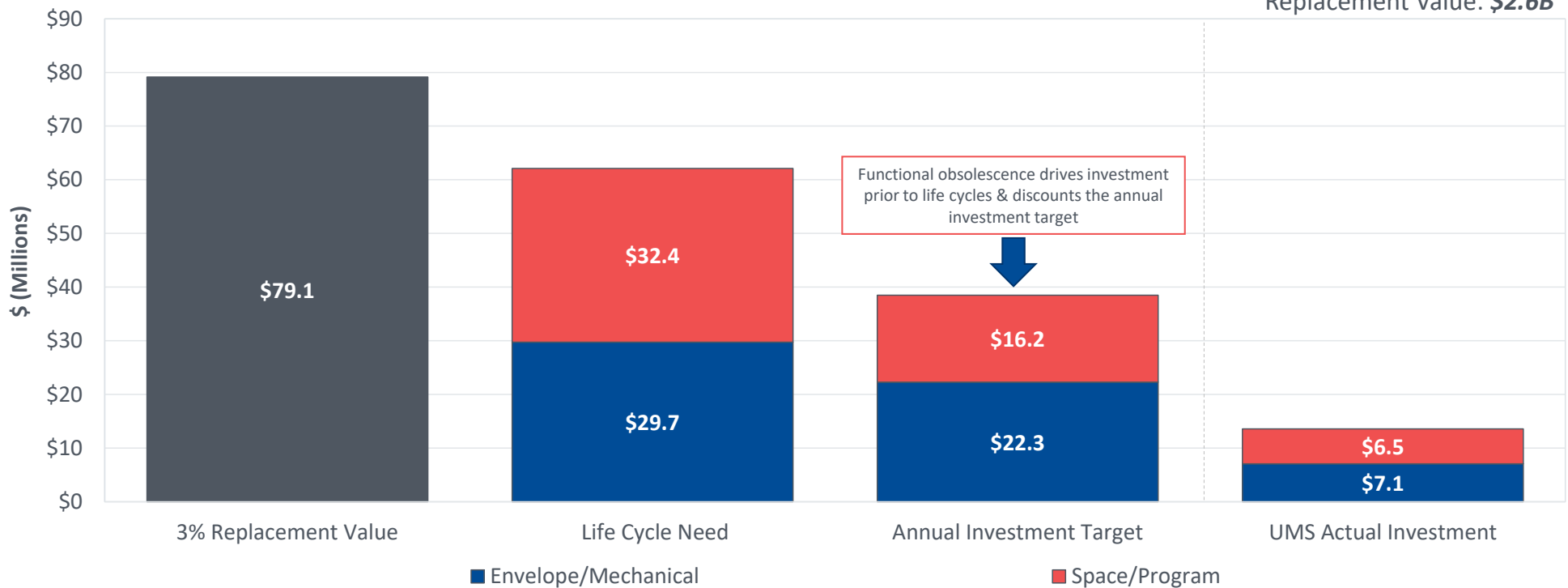
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Does not include infrastructure investments.

UMS FY19 Annual Investment Target: \$38.5M

FY19 Annual Investment Target

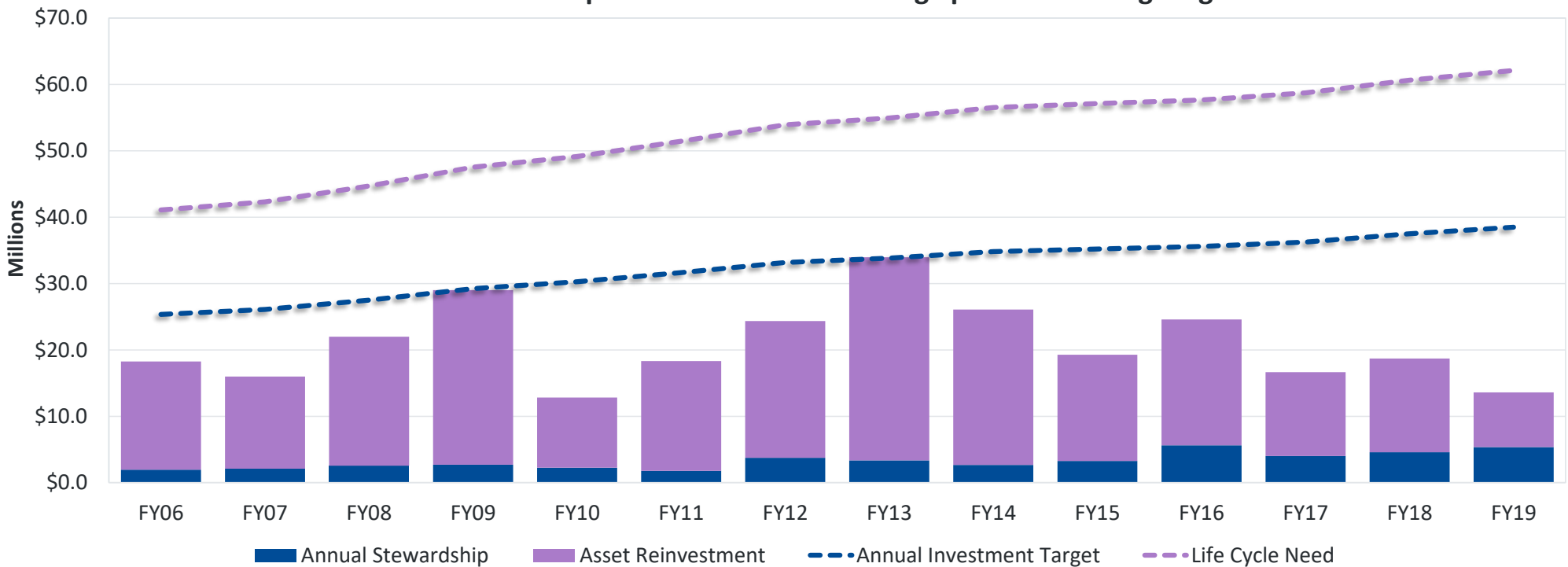
Replacement Value: **\$2.6B**



UMS Falls \$24.9M Short of Annual Investment Target in FY19

Deferral to Backlog of Need Continues in FY19

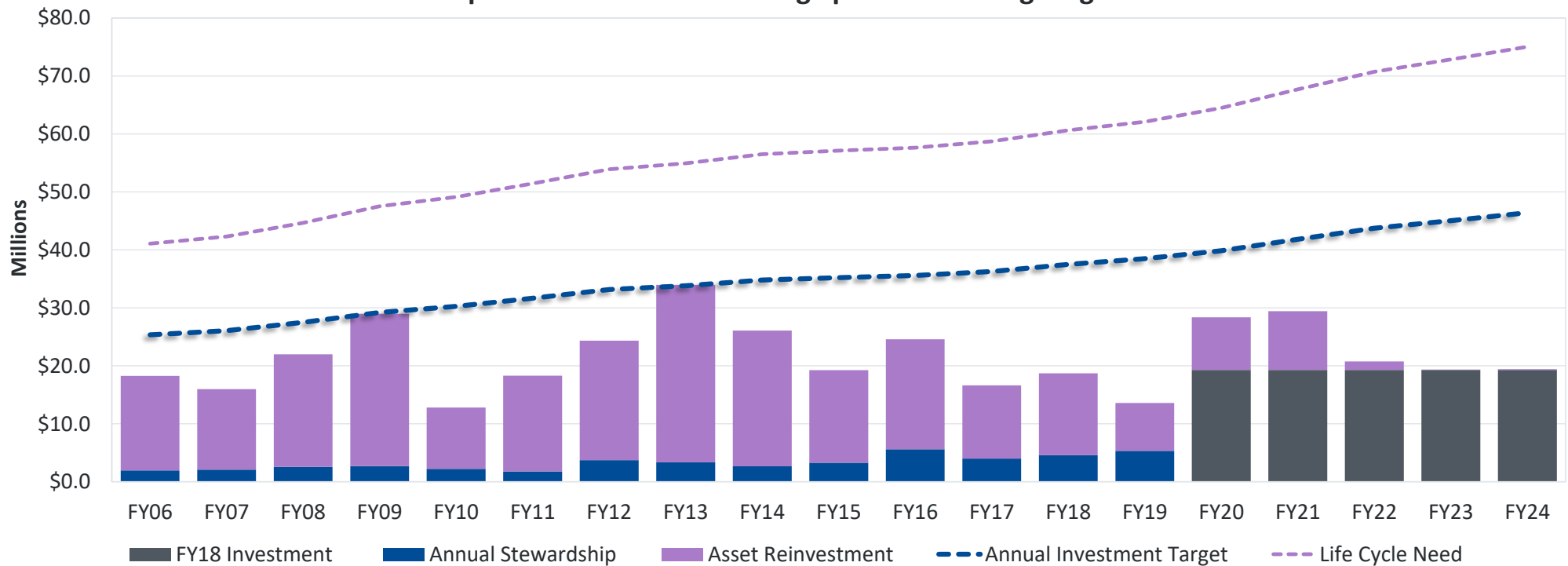
Historical Capital Investment in Existing Space vs Funding Target



Sightlines' Target Not Met With Existing Space Investment Plans

Graph assumes UMS will fund the campuses at 5-year historic levels, excluding other bonds

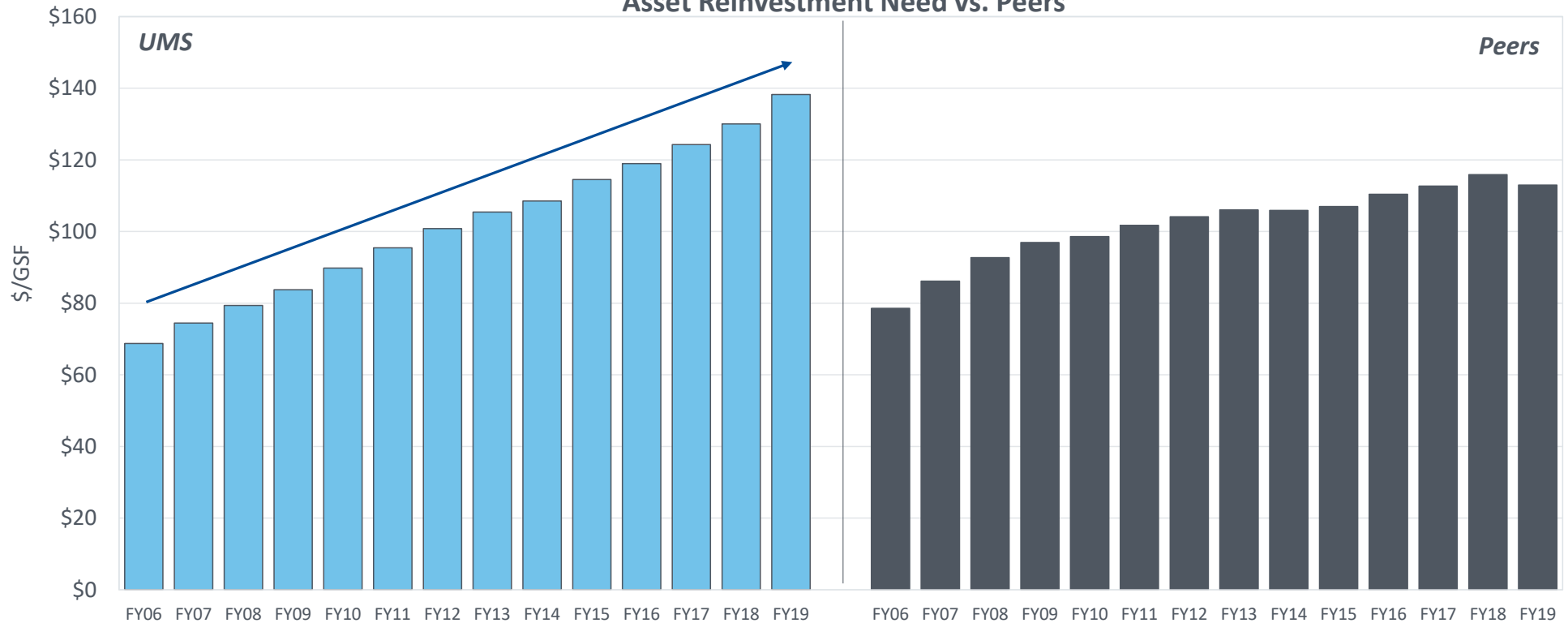
Capital Investment in Existing Space vs Funding Target Over Time



Asset Reinvestment Need Growth is Outpacing Peers

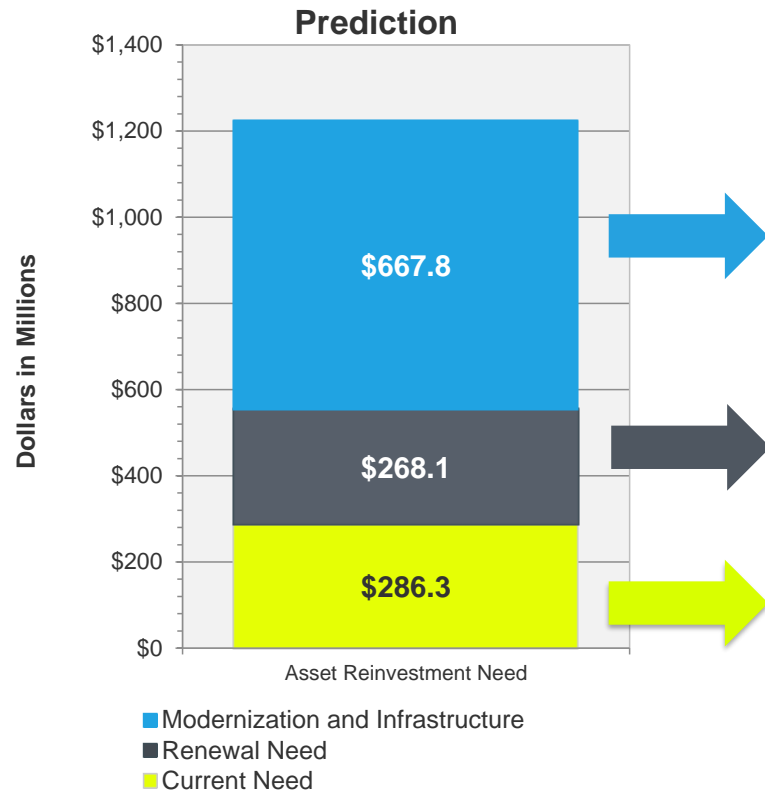
Campuses become reactive when backlog need reaches the \$100/GSF threshold

Asset Reinvestment Need vs. Peers



\$1.22B of Need at UMS Over the Next 10 Years

Current Need or Deferred Maintenance accounts for 23% of total need, \$286.3M



- ✓ Modernization and Infrastructure Needs
- ✓ Estimated using a combination of the Sightlines' database and BPS analyses.

✓ Combination of Funds

- ✓ Life Cycle Needs coming due between FY20 – FY29

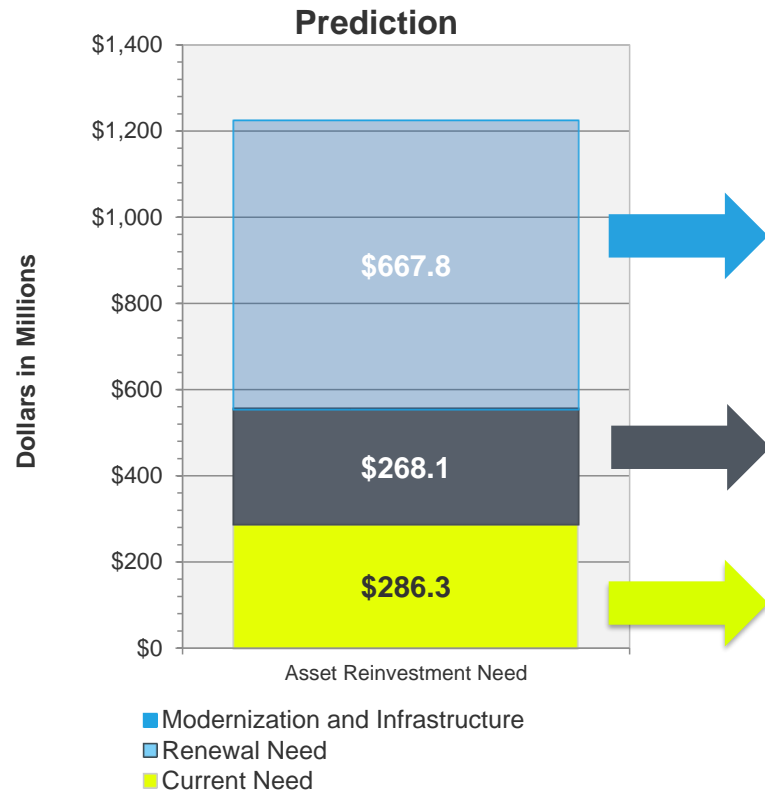
✓ “Keep-Up” Funds

- ✓ Deferred Maintenance
- ✓ The subsystem has already failed
- ✓ The subsystem is functioning with substantial degradation of efficiency or performing at increased cost

✓ “Catch-Up” Funds

\$1.22B of Need at UMS Over the Next 10 Years

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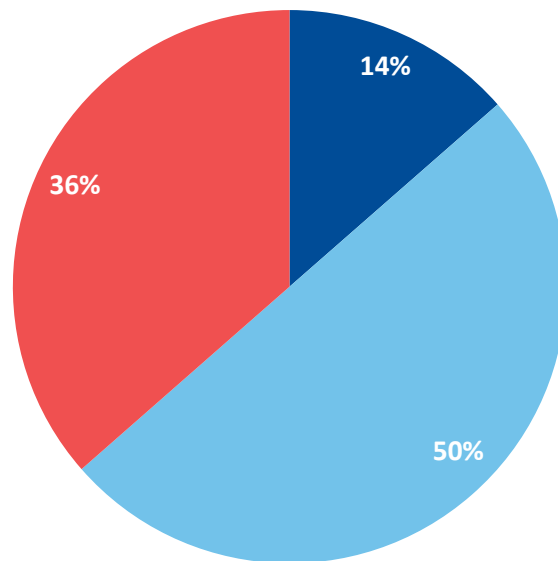
- ✓ Deferred Maintenance
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✓ “Catch-Up” Funds

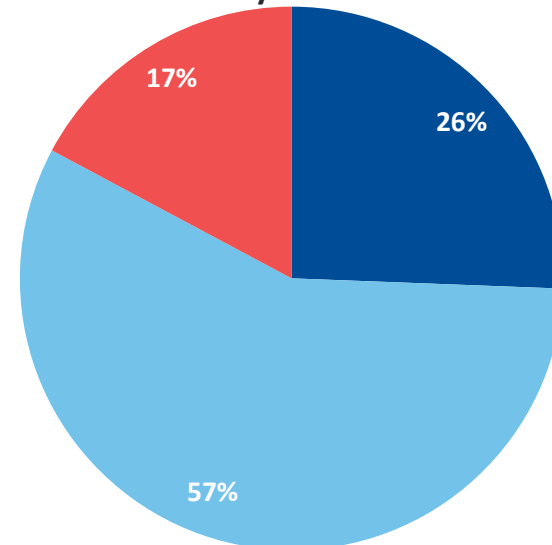
Envelope/Mechanical Requirements Account For 83% of 10 Year Need

Stronger investment in mechanical and envelope work needed in future years

FY06-FY19 Historical Project Investment



Distribution of Maine System Need* by System

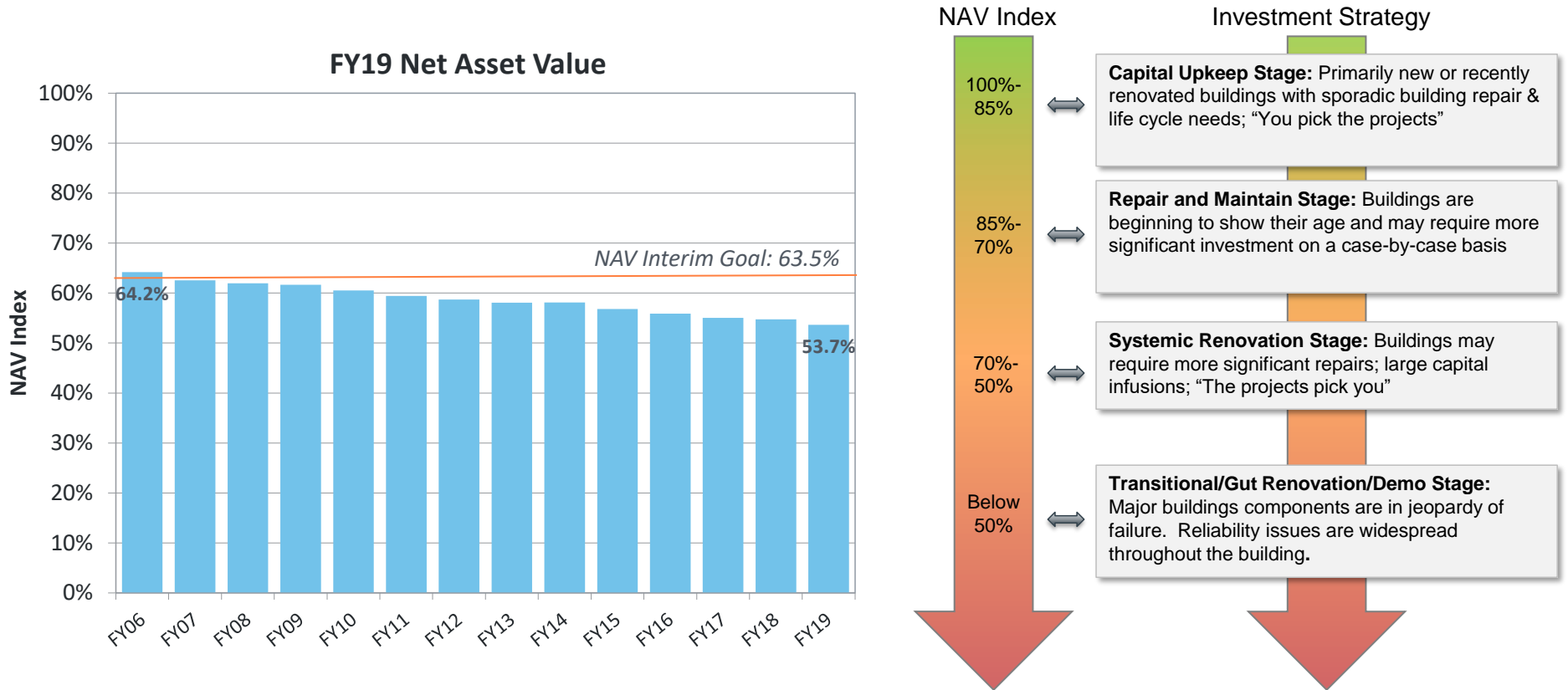


■ Envelope ■ Mechanical ■ Interiors

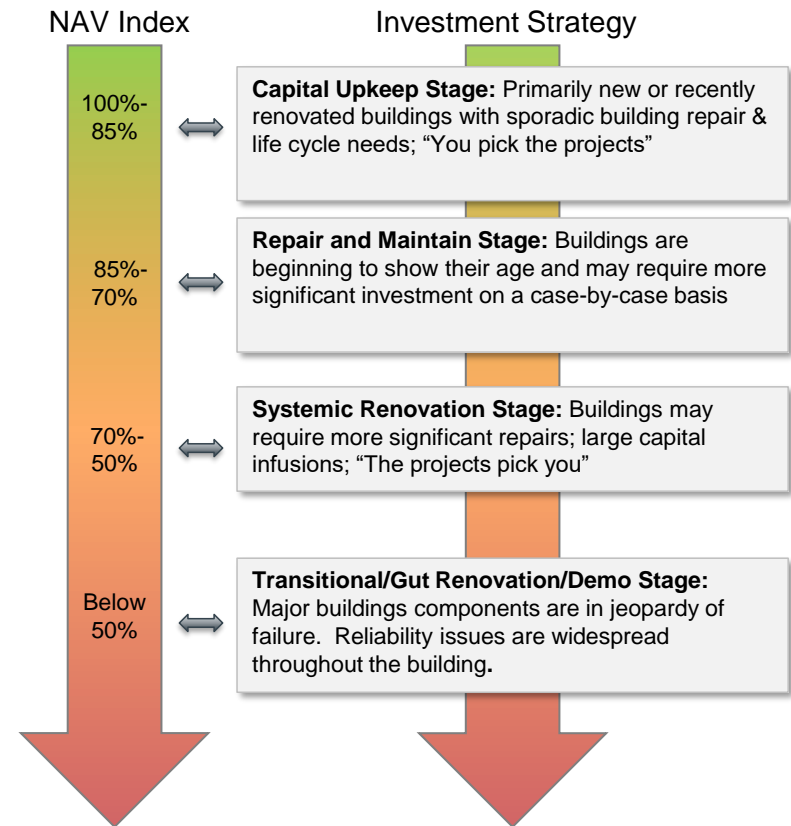
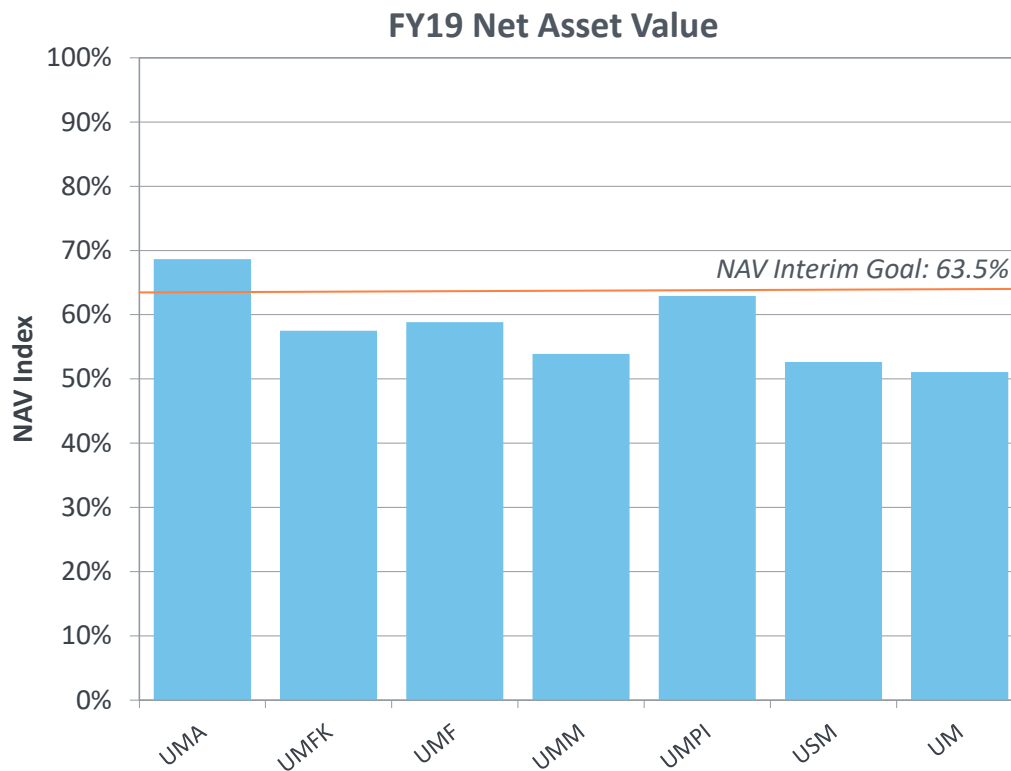
\$296M Invested

\$554M of Need

Rate of Deferral Slows But NAV Continues to Decrease



FY19 Net Asset Value By Campus

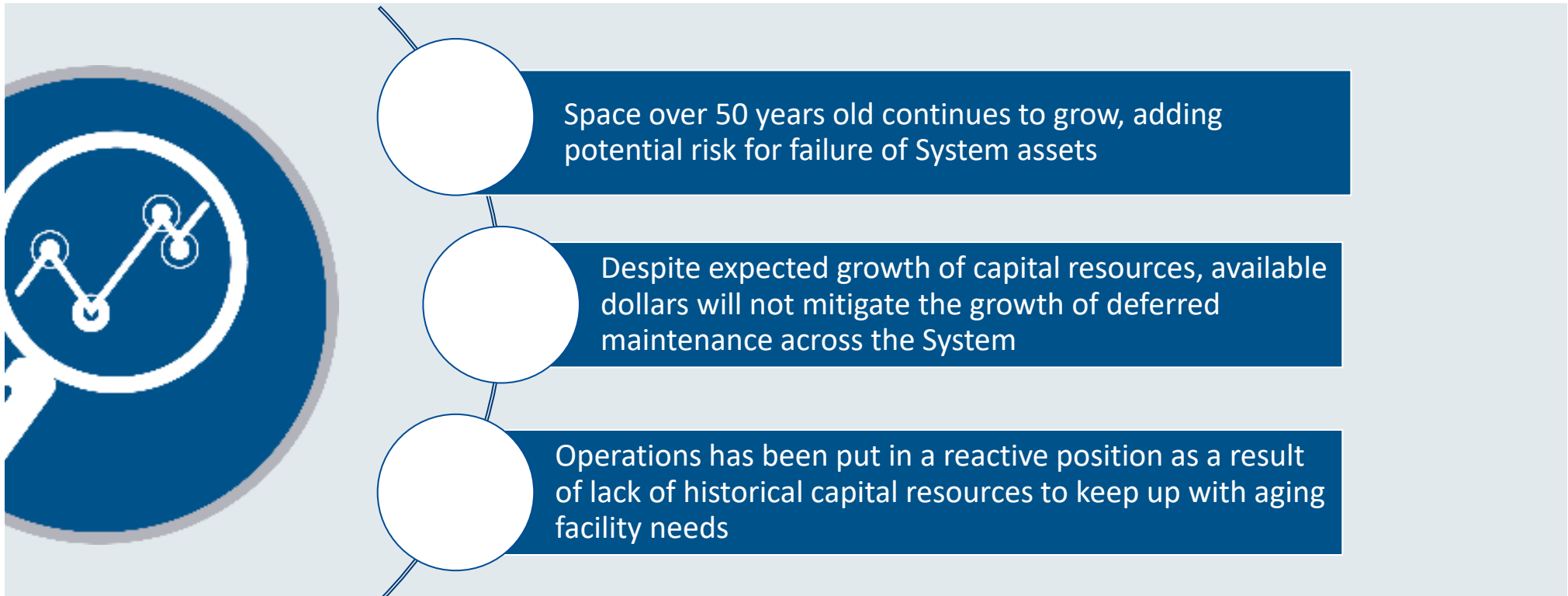




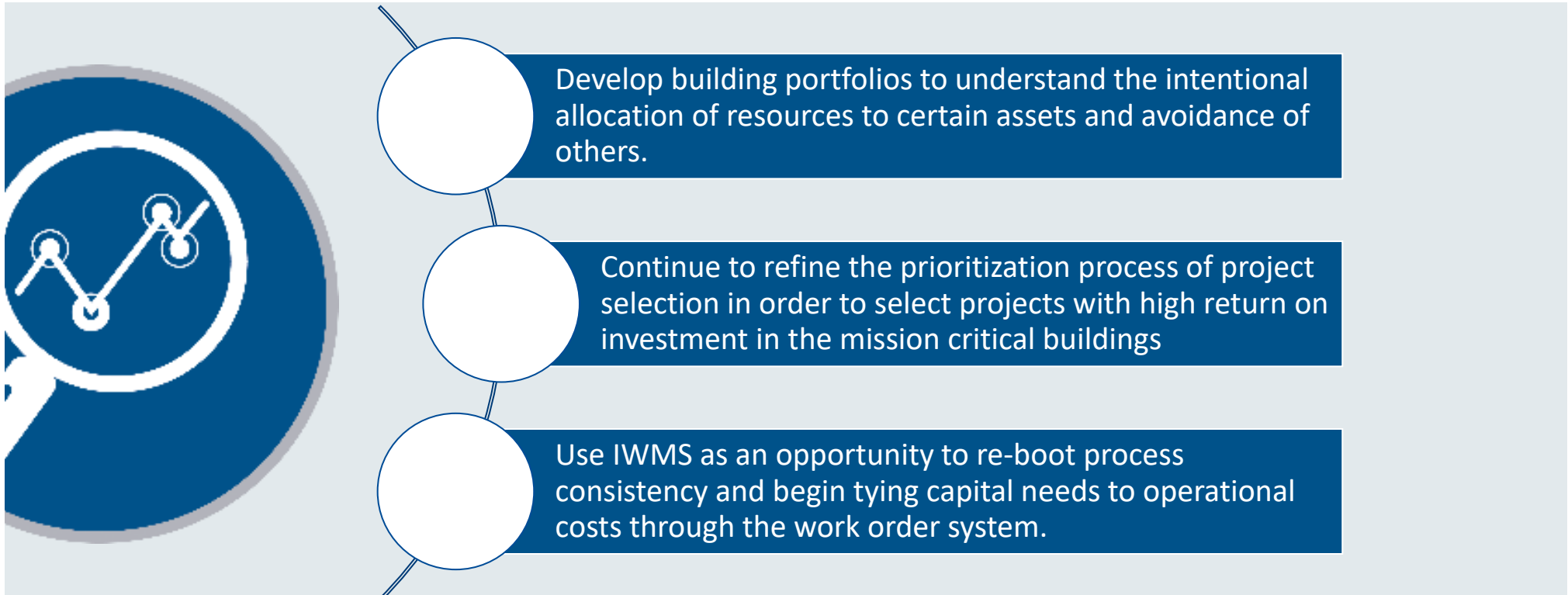
Concluding Comments



Key Takeaways



Recommendations





Questions and Comments



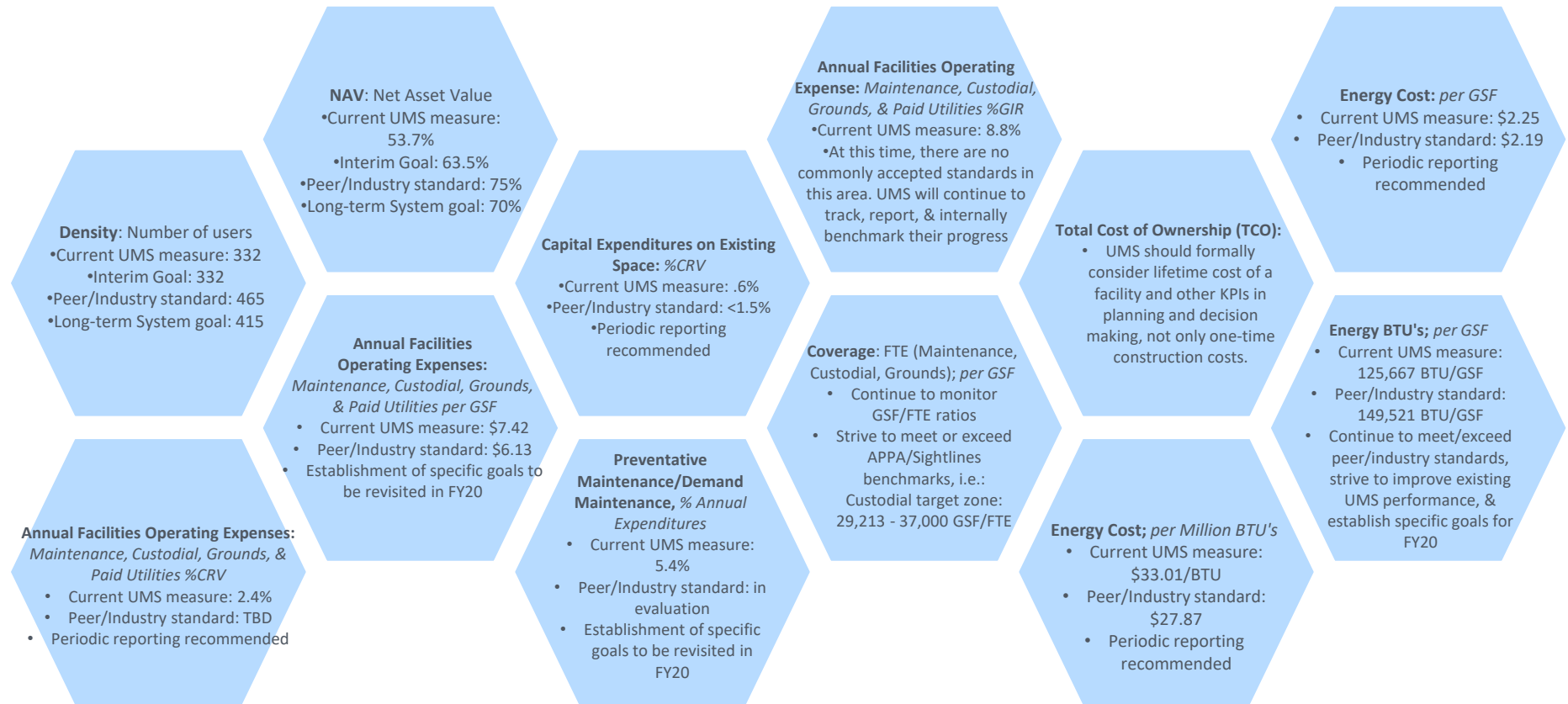
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Appendix: UMS Key Performance Indicators

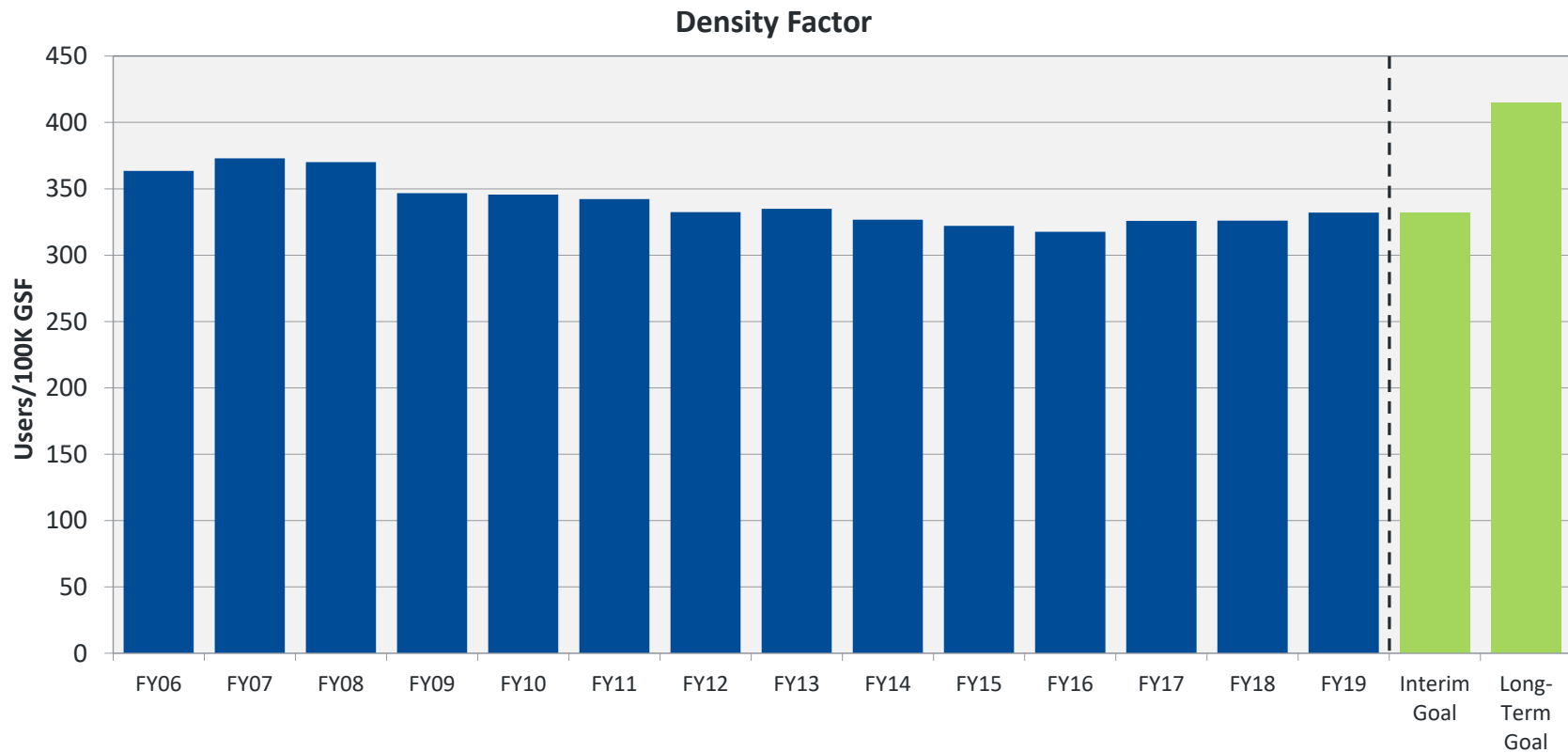


Using Sightlines Data to Monitor UMS KPIs

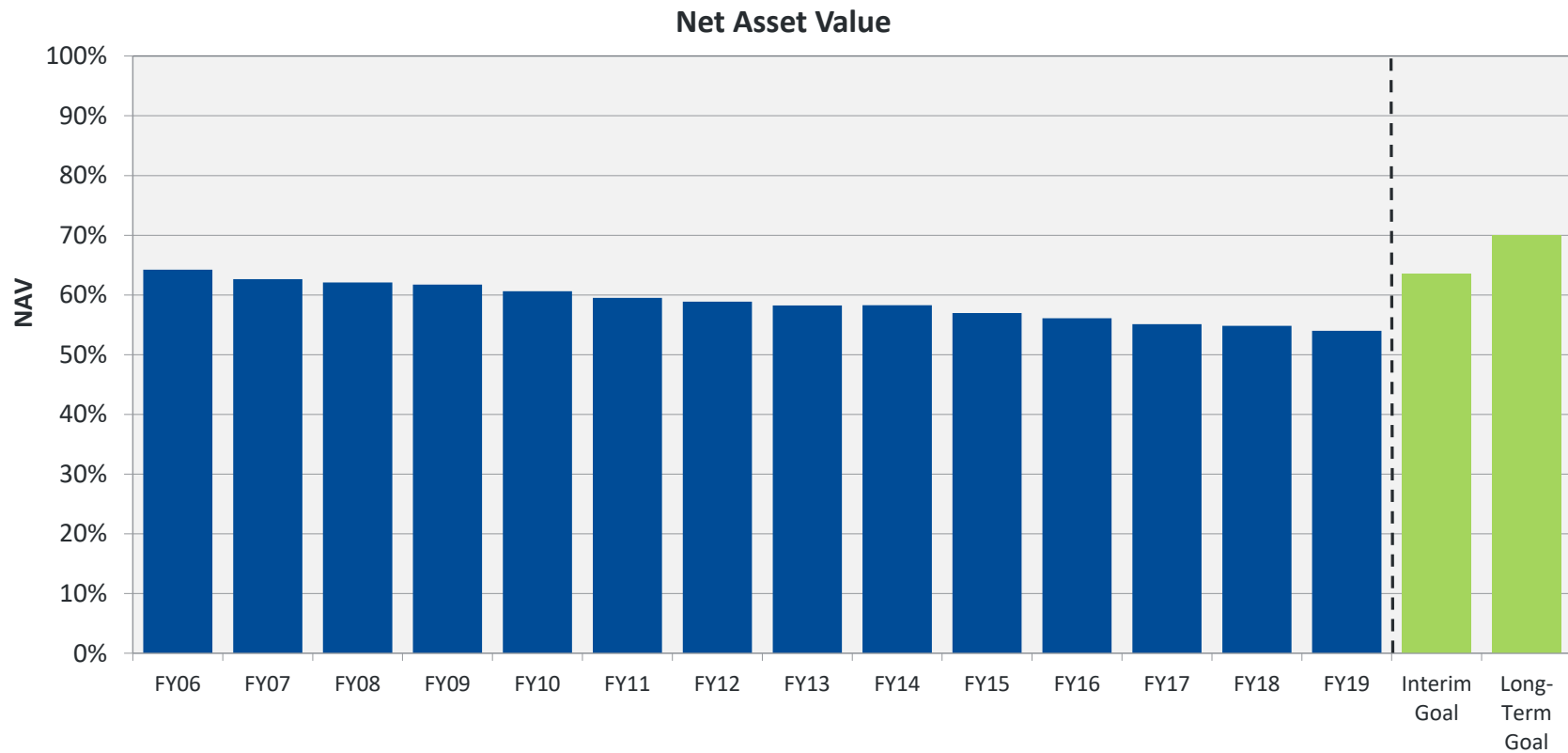


Density Factor

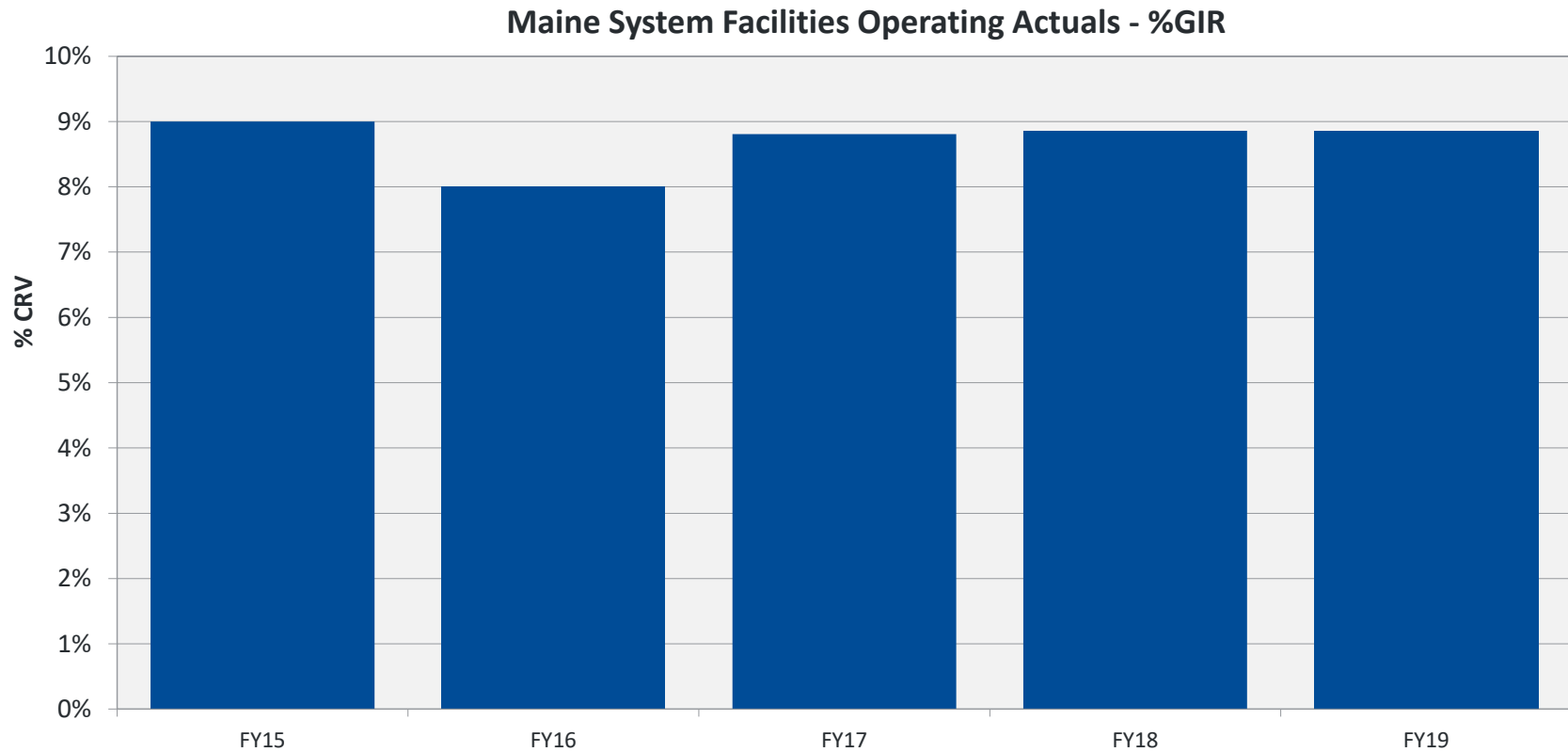
Density: Measures number of users per 100,000 GSF



Net Asset Value



Facilities Operating Actuals as % of GIR

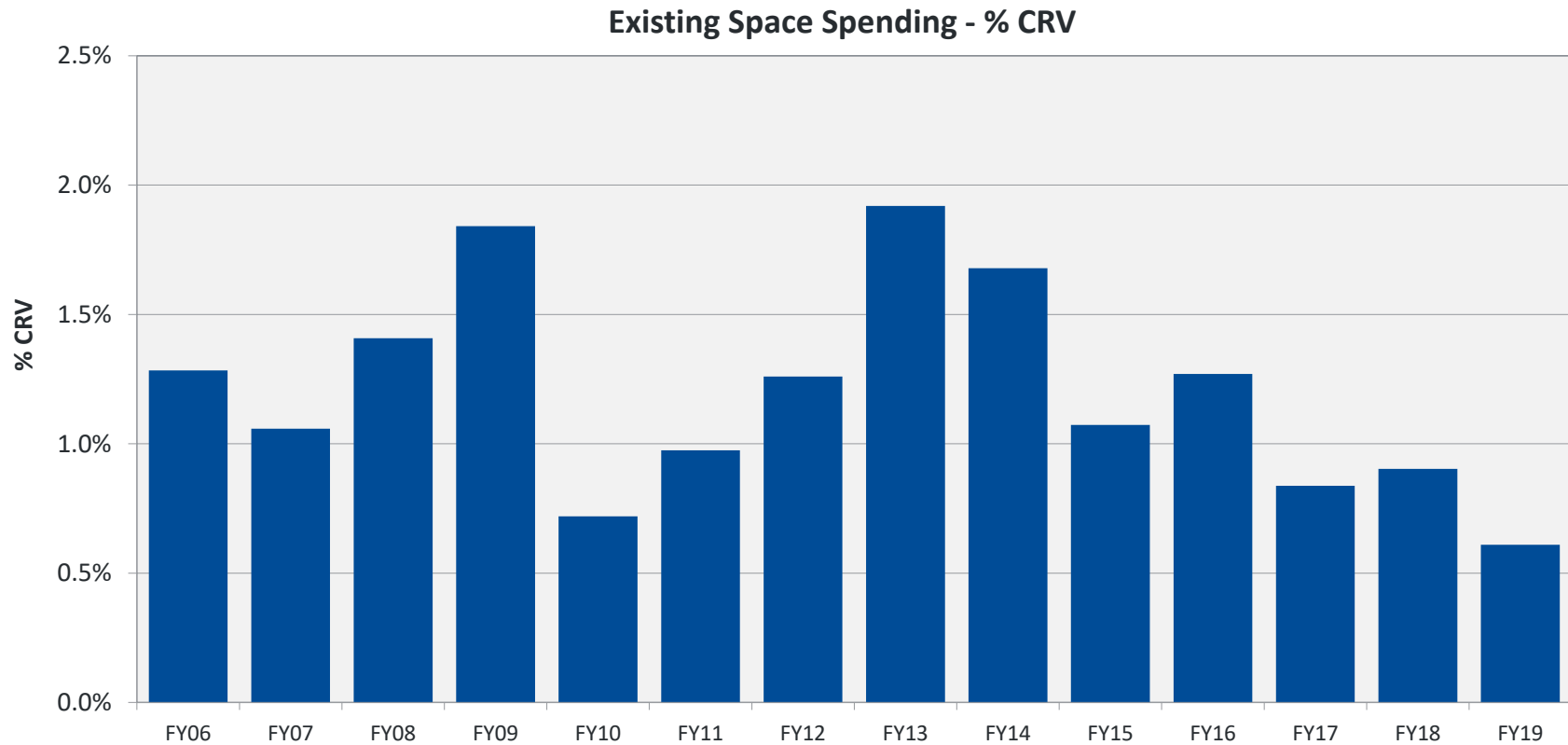


sightlines
a **GORDIAN** company

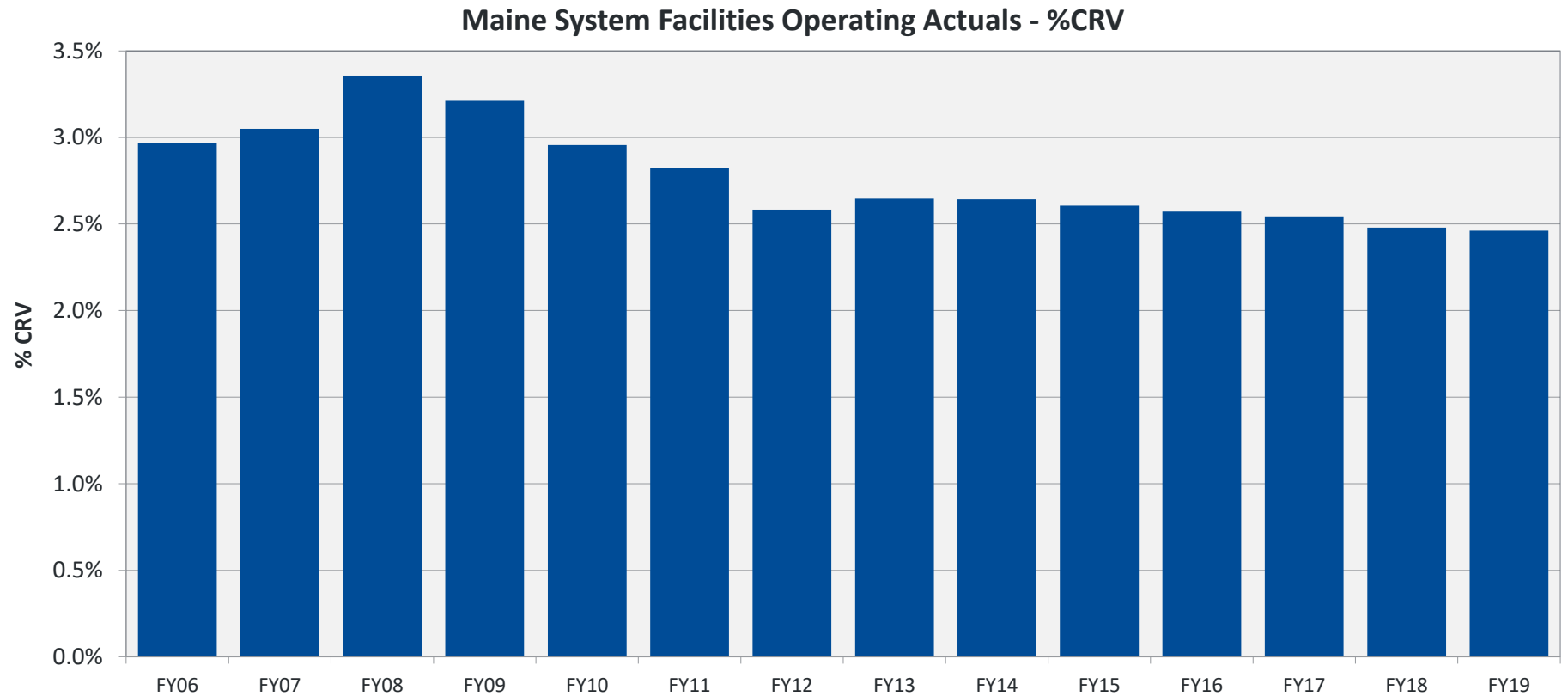
**This information will be tracked moving forward.*

Capital Spending - % CRV

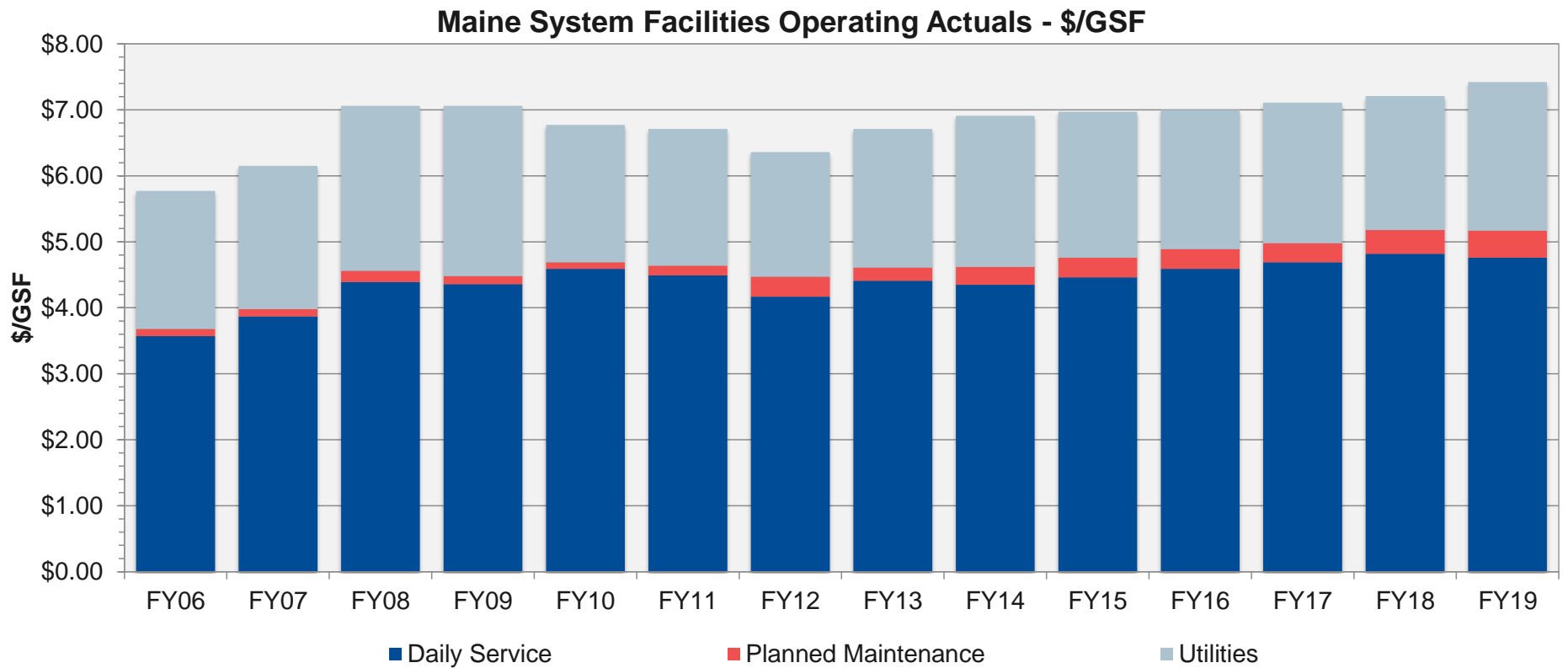
Existing space investment only



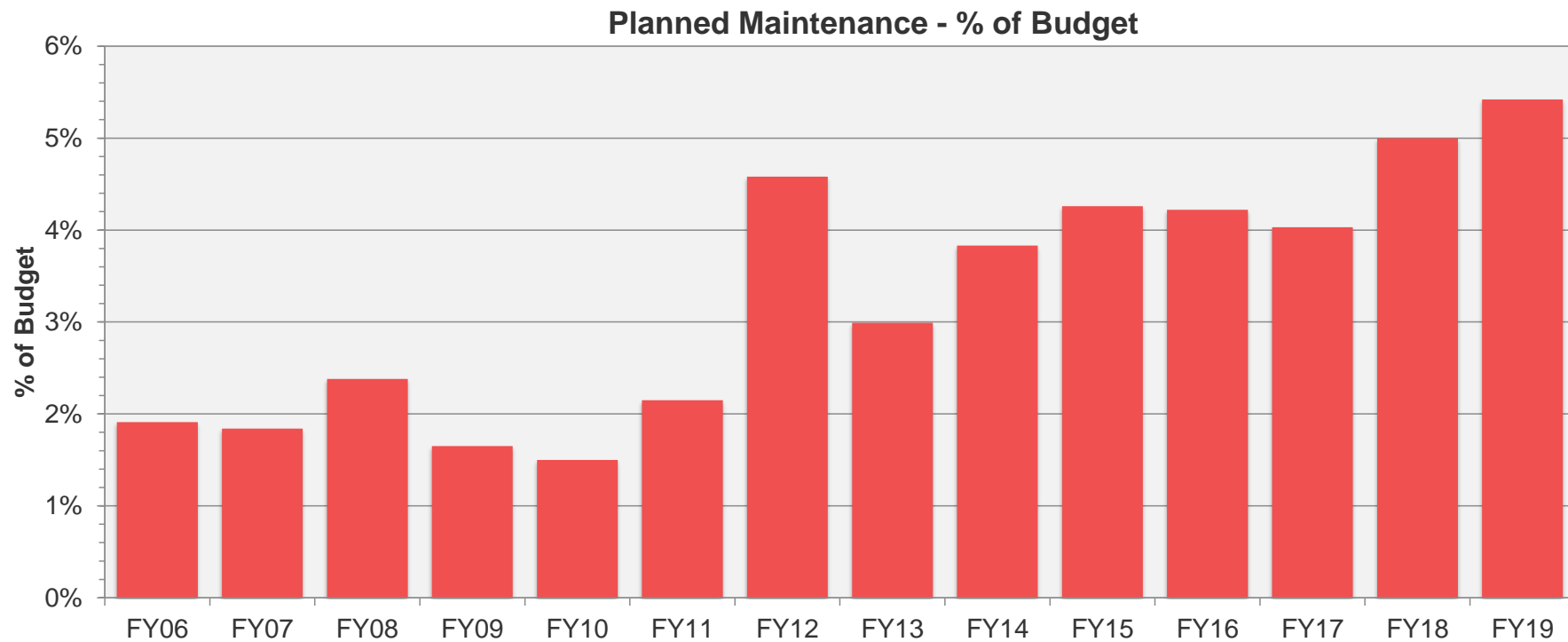
Facilities Operating Actuals as % of CRV



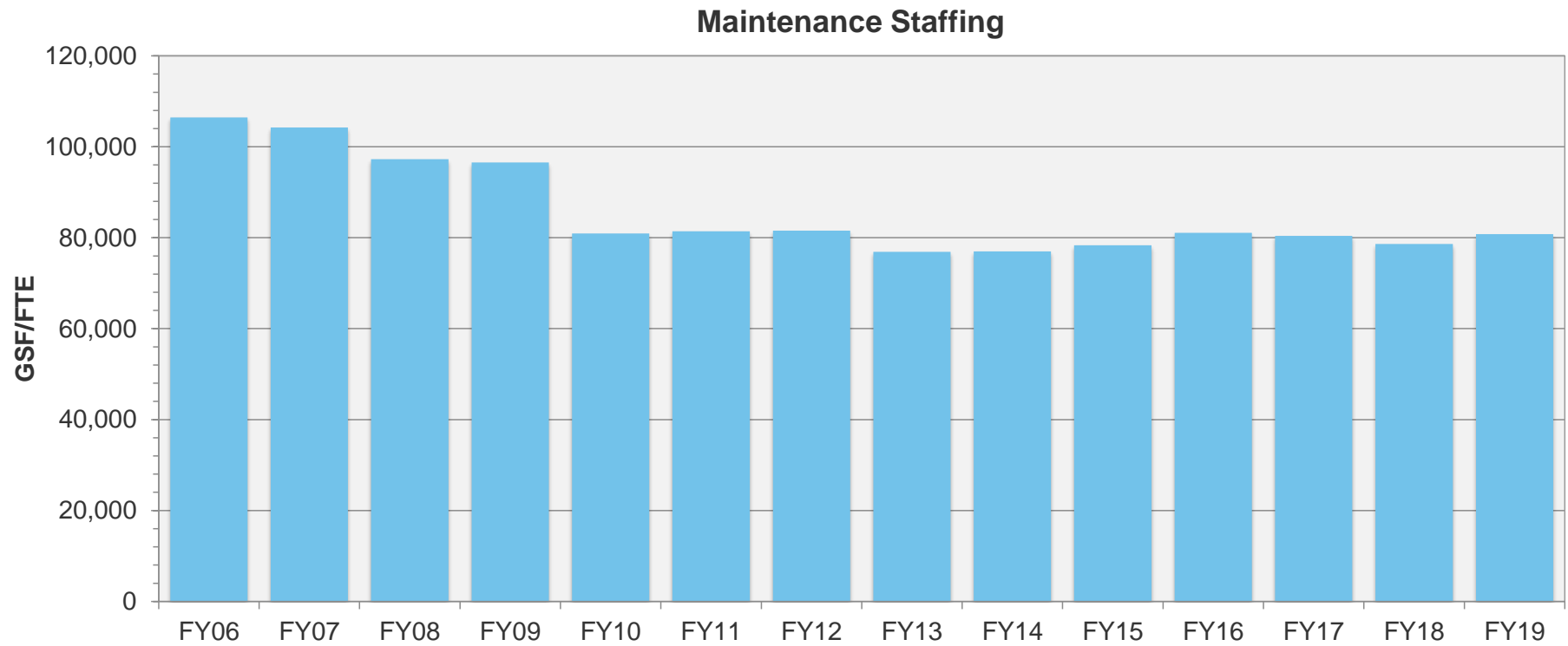
Facilities Operating Budget Actuals



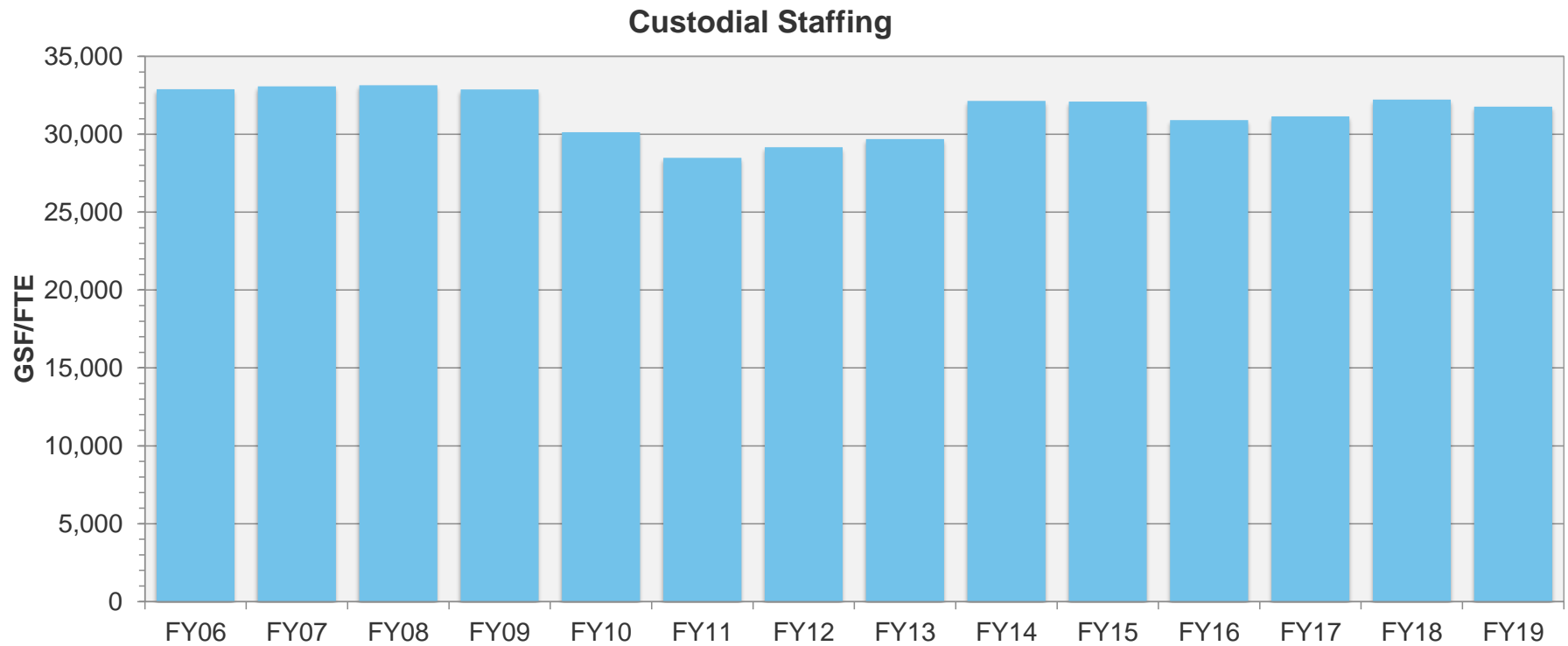
Planned Maintenance



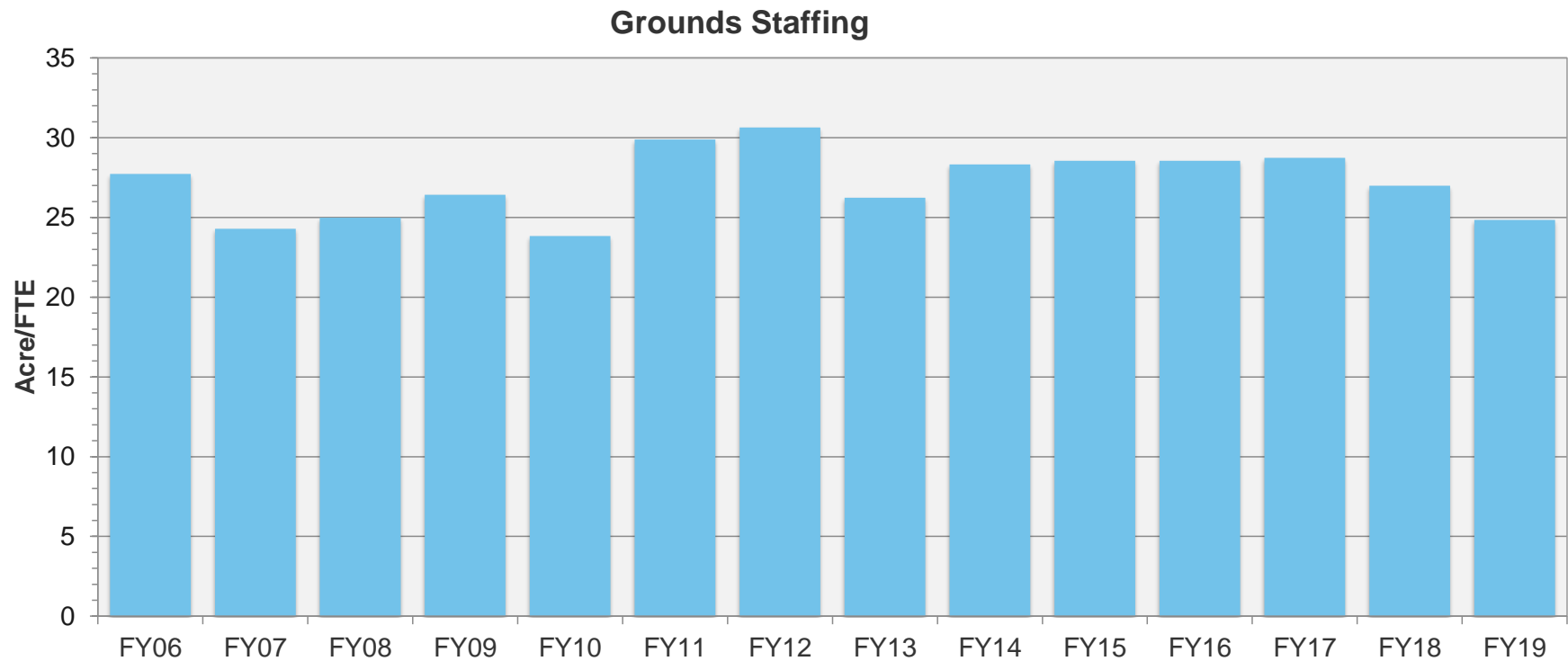
Maintenance Staffing



Custodial Staffing

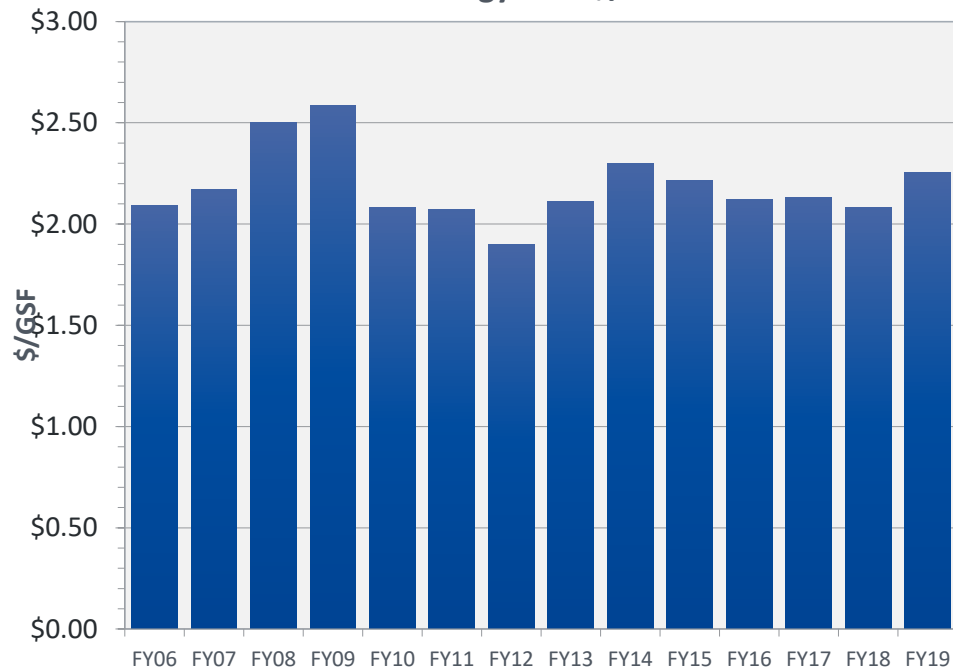


Grounds Staffing

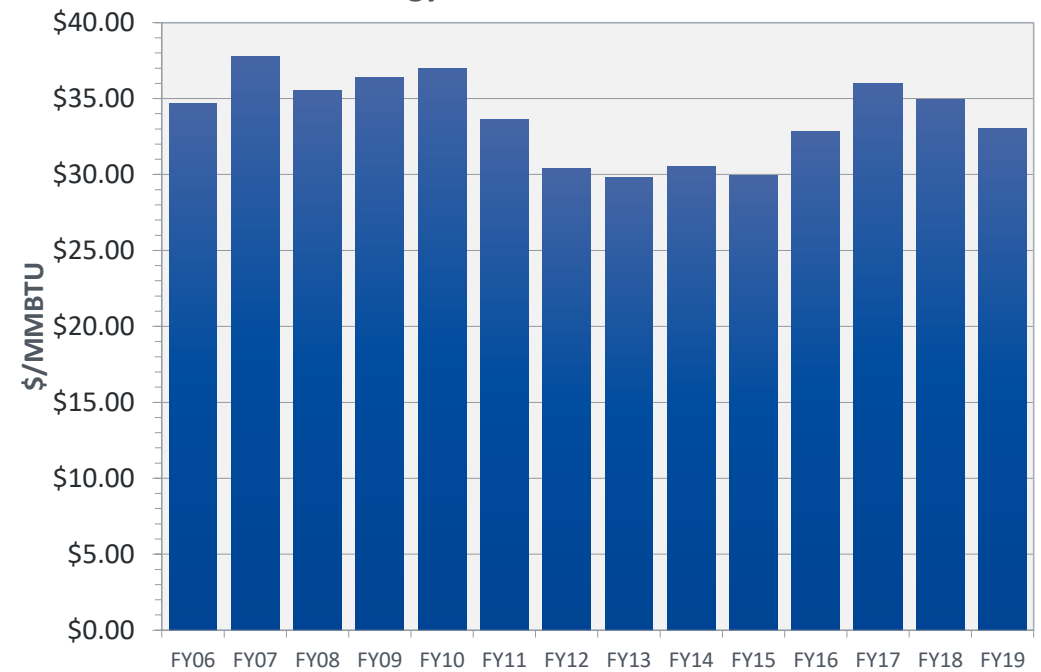


Energy Cost

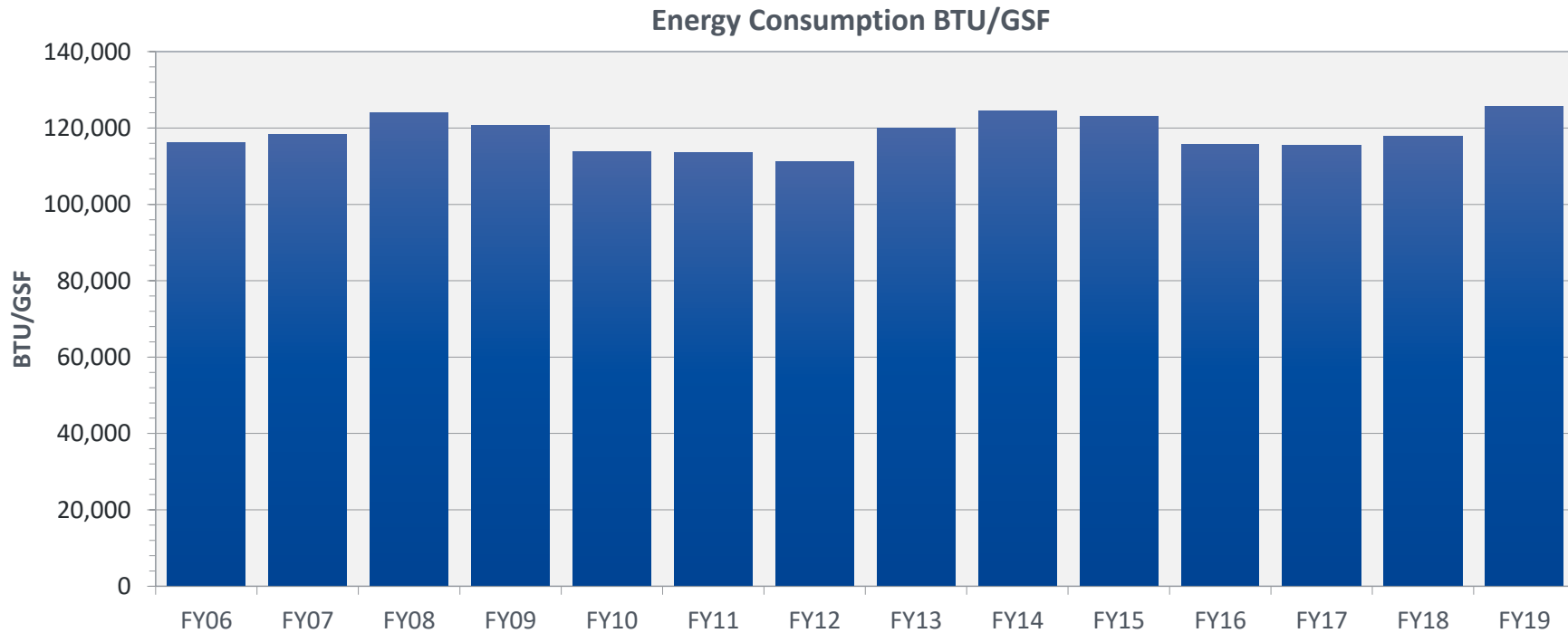
Energy Cost \$/GSF



Energy Cost \$/MMBTU



Energy Consumption





February 14, 2020

Senator Rebecca Millett
Representative Victoria Kornfield
Joint Standing Committee on Education and Cultural Affairs
100 State House Station
Augusta, ME 04333-0100

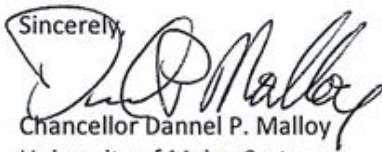
Dear Senator Millett and Representative Kornfield:

As you know, Public Law 2015, Chapter 261 created the Public Higher Education Systems Coordinating Committee (HECC). The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System (UMS) and the Maine Community College System (MCCS). It is also charged with submitting a report of its work to the Joint Standing Committee on Education and Cultural Affairs and to the Governor annually.

Our report for 2019 is attached. Despite the past year bringing new leaders of both systems as well as among the membership of our respective Boards of Trustees, the collaboration between the UMS and MCCS has never been stronger. And with talent and innovation at the heart of the state's new 10-year economic plan – which both systems contributed to the development of – nor has the importance of our distinctive yet complementary missions to moving the people of Maine and our economy forward.

At the same time, the two systems face tremendous pressure in large part due to the declining number of Maine high school graduates and limited State resources. As this report details, we are working together to tackle these challenges. For example, the two systems, along with the Maine Maritime Academy, worked over the last six months of 2019 to develop recommendations to the Legislature for ways to address the deferred capital maintenance and imminent need of these vital public institutions, which combined now exceeds \$1 billion.

We look forward to meeting with the Committee in the coming weeks to discuss our continued collaborations for the benefit of our students and our state. As we believe the report and our briefing will make clear, we continue to collaborate closely to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers.

Sincerely,

Chancellor Dannel P. Malloy
University of Maine System


President David Daigler
Maine Community College System



Report of the Public Higher Education Systems Coordinating Committee

**Submitted to the Joint Standing Committee on Education and Cultural Affairs
and Governor Janet T. Mills**

February 15, 2020

I. INTRODUCTION

Public Law 2015, Chapter 261 (LD 1441) created the Public Higher Education Systems Coordinating Committee to recognize more formally the importance of cooperative efforts between Maine's two systems of higher education. The Committee is comprised of the Chancellor of the University of Maine System (UMS), the President of the Maine Community College System (MCCS), and the chairs of both systems' Boards of Trustees. The Committee is charged with promoting efficiency, cooperative effort, and strategic planning between the University of Maine System and the Maine Community College System. A copy of the law is provided in Appendix A.

Signaling their strong commitment to joint efforts that enhance the educational and economic health of our state, the Boards of Trustees of UMS and MCCS subsequently passed a joint resolution in 2016 encouraging continued and expanded collaborations between the two systems. (Appendix B.)

This annual report, the Coordinating Committee's fifth, documents the myriad collaborative efforts currently underway across our two systems to meet the educational needs of Maine citizens and the workforce requirements of Maine's employers while being good fiscal stewards of the investments in our respective institutions by tuition and taxpayers. It details how the two systems are working in close collaboration with each other and, through MaineSpark, a statewide coalition of organizations, to increase the higher education attainment rate in Maine so that 60 percent of Maine adults will hold postsecondary education and workforce credentials that position them and our state's economy for success by 2025.

As we enter the new decade and undergo significant leadership transitions (Chancellor/President and Boards of Trustees), both systems remain focused on the collaborations required to advance Maine towards this critically important attainment goal.

II. REPORT OF CURRENT ACTIVITIES

In order to provide as many Mainers as possible with the education and skills necessary to thrive in the state's changing economy, both UMS and MCCS are working together to remove barriers and increase access to higher education and, once a student is enrolled, to provide them with the supports and pathways they need to achieve their educational goals as quickly and affordably as possible.

This section details how the two systems are coordinating efforts to improve access and student success, and, at the same time, ensure the efficient and cost-effective delivery of educational programs and services across the state.

Much of this important work is led by the MCCS Chief Academic Officer Janet Sortor and the UMS Associate Vice Chancellor for Student Success and Credential Attainment Rosa Redonnett together with a committee of academic deans and faculty from the two systems who work in close collaboration.

A. Access

Maine's college going and completion rates lag those in the rest of New England; as a result, not enough Maine people have the skills and credentials the state's economy needs to grow and sustain good jobs at good wages. This challenge is compounded by the fact that the state's aging population means that its labor force will continue its steady decline over the next 15 years. At the same time, rapid technological change will continue to transform Maine's economy and demand even higher skill levels of both incumbent and future workers. In short, many more Maine people must be prepared and able to attain additional training, education, and skills and the credentials that document their attainment.

These realities shape and drive many of the strategic, coordinated access efforts underway across our two systems. Those efforts are targeted at increasing the number of Maine high school students who enroll directly in college after graduating from high school and at serving the 54 percent of Maine adults who do not hold a credential of value beyond a high school diploma.

The two systems continue to work collaboratively to ensure that Maine's high school students have access to Early College programming, including dual enrollment (online and on campus) and concurrent enrollment (courses taught by qualified high school teachers at the high school).

Highlights from the past year include:

- **Advocacy and Education Materials**

UMS and MCCS have worked together to create, print, and distribute a variety of educational materials to school counselors at all of Maine's public high schools and CTEs. The goal has been to ensure students, counselors, and parents understand the importance of purposeful selection

of courses for better alignment with academic programs when students matriculate. These documents included:

An Early College Pathways Map - to help make the connection between Early College courses, Maine college programs, and potential careers. This was produced in a large 2x3 poster sized map for school use and in a take-away flyer version.

Credits with a Purpose flyer - to help students, families, and school officials understand the importance of intentional course selection.

Send Your Scores – the MCCA and UMS continue to work in collaboration with secondary school districts to increase college and work readiness. Using the State's assessment tools as a leading indicator, high school students are encouraged and supported to send their standardized test scores as the first step in applying to college and to use feedback from assessments taken earlier in their high school career to take additional or targeted classes in 11th or 12th grade to improve the skills they need to better prepare for college or work.

One such opportunity was the *Rural Challenge*. During the 2018-19 school year, Maine high schools were invited to participate in the Maine Rural and Small Schools Practice Challenge to encourage more students to use Official SAT Practice (OSP) on Khan Academy to improve their skills. In total, 14 districts participated in the Challenge, with Hall-Dale High School, Lee Academy, and Washington Academy winning awards funded by the Chan-Zuckerberg initiative. The MCCA and UMS supported the high schools and students participating, leveraging outreach and events and lab space on our campuses to encourage students to practice. We continue to see more and more students using OSP to improve their skills, particularly in math, and we have expanded the message of Send Your Scores to encourage students to use OSP.

- **Inaugural Maine Early College Symposium**

On May 21, 2020, the UMS, MCCA, and Bridge programs will jointly host an Early College Symposium with the theme "Equity and Access in Maine's Public Early College Programs." This event will be held at the University of Maine campus in Orono. The keynote will be a national leader in early college work from the Technical College System of Georgia. Attendees will include secondary school officials and teachers, college-level staff and administration, college access groups, MDOE staff and administrators, and UMS and MCCA system-level representatives.

- **Canusia - Online Dual/Concurrent Enrollment Software.**

The UMS and MCCA are collaboratively working on a data sharing agreement to facilitate the implementation of an online software program to process Early College applications. The UMS currently uses this system, and it has provided students statewide with greater access and diversity in their Early College options. In order to serve Maine students and schools best, UMS invited MCCA to join the same platform through a piggyback contract. The data sharing agreement and statewide use of the same application system will provide a seamless experience for Maine Early College students in our public institutions. College advisors and school counselors will also be able to guide and monitor student activity more effectively. Working together, we will be better able to track student's course-taking patterns between both systems to ensure purposeful selection of courses. The joint system will also help improve consistency in

the application process and improve our reporting to the Department of Education related to Aspirations funding.

B. Adult Attainment

The MCCS Chief Academic Officer and UMS Associate Vice Chancellor for Student Success and Credential Attainment continue to play a leadership role in MaineSpark's Adult Promise efforts to increase opportunities for adult learners to attain a college degree or credential of value. In addition to that work, the systems are collaborating on several projects to expand opportunities for Mainers to earn credentials of value and to have access to career pathways. A new initiative led by the UMS and funded by the Lumina Foundation is **All Learning Counts (ALC)**, which is a partnership of 11 of the state's leading education and workforce development organizations that are focused on increasing the educational attainment of the workforce to fill the jobs that will grow the economy and provide a high quality of life for Maine's people. The project focuses on identifying and meeting the needs and barriers of Maine's under-represented populations in credential attainment, with a focus on four groups: people of color, Native Americans, those who are incarcerated, and low-income learners. The ALC partnership is working to develop and implement credentialing pilot programs to test new ways to meet the needs of under-represented groups with a particular focus on developing and awarding microcredentials and building credential pathways.

All Learning Counts builds upon the microcredential framework developed collaboratively by the **Maine State Badge Eco-System**, a joint initiative of MCCS and UMS. Microcredentials, a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills, are being integrated by both systems as first-step credentials on learning pathways, as mastery pathways for professional development, and everything in between. These credentials indicate mastery of soft skills such as student leadership, hard skills such as IT Information Help Desk, or complementary skills to other credentials such as Information Literacy. As a part of that work, the systems are in the process of issuing a joint RFP for a digital badge/microcredential platform that allows learners and issuers to share electronic evidence of learning, i.e. microcredentials, that is accessible to both the learner and to potential employers and that allows sharing of credentials on social media.

The Systems' microcredential work aligns to the development of the Credential Registry across New England. Supported by the New England Board of Higher Education and the Credential Engine, UMS and MCCS are working together with representatives from three other New England states to build out a national database of post-secondary credentials. The initiative will make the higher education marketplace as accessible and transparent as possible to potential students and to employers.

This winter MCCS has launched a research study specific to adults in Maine who started at a Maine community college and did not finish. The UMS is acting as a resource for this work. One of the expected goals coming out of this important research will be the development of a joint "aspirational" campaign to encourage more adults in Maine to start or complete a credential or degree at one of our institutions.

C. Pathways to Student Success

To have a meaningful impact on the state's workforce challenges, increased educational access must be accompanied by supports that enable individuals, once enrolled, to be successful in their pursuit of their educational goals. Much of the work of improving student outcomes is classroom based and specific to the individual student. However, UMS and MCCC recognize that policies and practices at the system level can have a major impact on a student's ability to obtain a degree as quickly and affordably as possible. As a result, the two systems are working to make as seamless as possible the pathways that lead to successful college completion. To that end:

- A comprehensive **block transfer** agreement between the two systems that went into effect in Fall 2016 continues to make it possible for students enrolled in the associate in arts degree at any one of the state's community colleges and public universities to transfer up to 34 credits of their general education requirements, for full credit, to any of the other institutions within the two systems.
- In addition to the block transfer agreement, other articulation agreements (Appendix C) between the two systems are designed to help ensure that students are able to earn all of the college credits and credentials to which they are entitled. The MCCC/UMS **reverse transfer** agreement enables MCCC students who transfer to the UMS before earning a community college credential to transfer credits earned at the UMS back to the community college to complete their MCCC degree or certificate.
- In June 2019 the MCCC and UMS hosted Complete College America Maine at Eastern Maine Community College (EMCC). The statewide convening brought together over 160 faculty and staff from across the two systems and was led by our partners at Complete College America (CCA) to discuss key strategies, metrics, and best practices from around the country that are focused on closing achievement gaps, boosting graduation rates, and ensuring student success. The convening paid particular attention to those CCA "game changers" already under consideration or underway across MCCC and UMS; particularly math pathways, co-requisite support, academic maps with proactive advising, and strategies for supporting returning adults. The convening assisted UMS and MCCC in furthering collaborative efforts to build student-centered, seamless pathways to success across Maine's public colleges and universities.
- The two systems are discussing the creation of broad transfer pathways within various liberal arts disciplines (e.g., arts and humanities, STEM, healthcare, etc.). As envisioned, these **guided pathways** would lead from community college to a corresponding path at the UMS. Such pathways are designed to provide students with an early and clear road map of the courses they need to take to complete a degree in as timely and cost-effective a way as possible and to provide them with guidance and support to help them stay on their chosen path.

- The two systems continue their work to build and implement **mathematics pathways** that are closely aligned with and relevant to a student's career aspirations and enable him or her to make timely progress towards completion of a certificate or degree. With the curricula and learning outcomes of UMS and MCCC foundational math courses more closely aligned, students transferring from MCCC to UMS will be better prepared to succeed in these courses, will not repeat course content in the math sequence across colleges, and will be on track to earn a bachelor's degree in two years (assuming they have earned an MCCC associate degree). The math pathways initiative is also aligned with efforts to create the guided pathways mentioned above. With math alignment between the MCCC and UMS completed, we will begin developing the appropriate math requirements for each guided pathway. The effort is supported by the Charles A. Dana Center at the University of Texas, Austin and is part of a nationwide initiative to foster student success and increase college retention and completion.

The two Systems are also continuing work on implementing Math Pathways statewide. Maine is one of 20 states participating in a national initiative to create clear and complementary alignment in mathematics from secondary to post-secondary education. As a part of the Collaborative Board of Mathematical Sciences High School to College Mathematics Pathways: Preparing Students for the Future, the Systems have formed the Maine Math Pathways Collaborative (MMPC), a partnership of the MCCC, UMS, Educate Maine, Somerset CTE, and the Maine Department of Education. The goals of the collaborative are to articulate and align multiple math pathways between high school and higher education, align workforce needs in mathematics; recommend strategies to improve data gathering and evaluation; and develop and implement a pilot for multiple math pathways in Maine. MMPC held its first statewide meeting in October and has engaged school districts and constituent sectors across Maine. This effort is sponsored by the Collaborative Board of Mathematical Sciences in collaboration with the Charles A. Dana Center at the University of Texas, Austin.

- Finally, the two systems have adopted a common online cloud-based learning management system (LMS), Brightspace from D2L. This application supports blended and fully online courses through a learning environment, learning repository and ePortfolio. Using a common application has allowed the systems to collaborate in its implementation and on professional development for users. It will also provide our students with a common online experience, which we hope will impact student success especially for those who transfer between the two systems. We also hope to use Brightspace to support learning outcomes assessment and to provide opportunities for sharing curriculum.

MCCS and UMS Transfer and Articulation Agreements

Every year, some 700 MCCS students transfer to the University of Maine System. In addition to the transfer pathways detailed in this report, UMS and MCCS also have numerous transfer (or “articulation”) agreements between and among the individual institutions. These agreements provide additional clarity and consistency for students enrolled in specific programs of study, especially those programs that are technical or occupational in nature and directly connected to the workforce needs of the state.

In all, UMS and MCCS now maintain and regularly update more than 150 articulation agreements between specific programs of study with new agreements added annually. A complete list of these agreements is included in Appendix C.

Some of these agreements are between multiple partner institutions and some extend agreements beyond programs of study to include admissions and support services. Examples include:

Connected Pathways: This agreement with the University of Southern Maine (USM) provides students enrolled in selected programs at Central Maine Community College (CMCC), Southern Maine Community College (SMCC), and York County Community College (YCCC) with a clear pathway and streamlined admission to compatible programs at USM upon completion of their associate degree. USM provides participants with advising and support services, waives its application fee, and guarantees enrollment as a junior to a compatible program of study for those community college graduates who maintain an overall grade point average of 2.0 or higher. Among its many benefits, the program is designed to keep students in some 25 programs of study from having to take unneeded credits once enrolled at USM. Through Connected Pathways, the schools have also created a professional community of practice to share strategies and create coordinated efforts to remove barriers and improve student completion and transfer.

Pathway to the Future: The Washington County Community College (WCCC) and the University of Maine at Machias (UMM) Pathway to the Future/Dual Admission Program codifies the curricular pathways available to Downeast students who wish to start their college career at WCCC and then matriculate into specific programs at UMM. The program provides mutual academic support for students, joint enrollment between the two institutions, and other collaborative projects.

Abbreviation Guide**University of Maine System (UMS)**

University of Maine (UM)
 University of Maine at Augusta (UMA)
 University of Maine at Farmington (UMF)
 University of Maine at Fort Kent (UMFK)
 University of Maine at Machias (UMM)
 University of Maine at Presque Isle (UMPI)
 University of Southern Maine (USM)

Maine Community College System (MCCS)

Central Maine Community College (CMCC)
 Eastern Maine Community College (EMCC)
 Kennebec Valley Community College (KVCC)
 Northern Maine Community College (NMCC)
 Southern Maine Community College (SMCC)
 Washington County Community College (WCCC)
 York County Community College (YCCC)

D. Shared Academic Programs, Services and Facilities

UMS and MCCS work together in numerous ways to make the most efficient use of resources. Examples of current shared efforts include but are not limited to the following:

1. Shared Academic Offerings

- UMF partners with SMCC to deliver its Early Childhood Education B.S. degree on the SMCC campus. Birth-5 and Pre-K-3 certification programs, as well as the Early Care and Education track are available to all participants. Students may be graduates of SMCC's associate degree program in Early Childhood or they may be working, place-bound individuals living in the southern Maine area. SMCC provides classroom space and UMF faculty deliver the courses through a hybrid delivery format which is helping to address the early childhood educator workforce shortage.
- SMCC's USM's hospitality programs host events that are run by both SMCC and USM students on the SMCC campus.
- UMFK and MCCS will be piloting an agreement this spring to enable Associate of Science (AS) Nursing students to enroll in up to four RN-to-BSN courses while still enrolled in their AS program. The selected courses will be adjunctive to AS nursing courses but will not compete with the AS curriculum. This program will enable students who choose this option to reduce both the time and cost of an RN to BSN program.
- WCCC has completed four pathway agreements with UMA including in Business, Human Services, and Computer Technology. They are presently working toward completion for Conservation Law and Liberal Studies.
- SMCC/UMF have a faculty academic collaboration summit planned for Feb. 28 on the SMCC campus to bring faculty from both schools together to plan pathways between programs for students. Areas to be represented including, but are not limited to, computer science, community health, outdoor recreation, rehabilitation services, secondary education and special education.
- WCCC and UMM offer a shared program in Medical Assisting at the UMM Campus; WCCC's Medical Assisting courses are delivered at UMM and the students take academic courses through UMM.

- WCCC and UMM also collaborate on UMM's Geographic Information Systems Technology (GIS) program. Students complete their first two years of the program at WCCC. Both schools are collaborating on approaches to increase enrollment in the GIS program.
- EMCC's EMT-Basic course is regularly offered at UM, and WCCC offers it EMT courses to students at UMM.
- NMCC and UMPI have a Student/Course Exchange Program that allows students, faculty and staff to take up to six credits hours and pay the lower rate of tuition at the host institution. UMPI/UMFK are also currently establishing a joint admissions office on-site at NMCC to support transfer between the two systems.
- NMCC has created a Water Treatment Technology Program, included in the program are two environmental science courses that will be provided by UMPI.
- The EMCC Liberal Studies chairs are working with the UMaine Honors program to establish a similar program at EMCC.
- USM invites SMCC and KVCC students to participate in its annual student research conference, Thinking Matters.
- KVCC has UM faculty on its liberal studies advisory committee and on the Honors Program committee.
- KVCC works closely with UM Extension and collaborates on delivering short business and industry training on agricultural business and technology topics throughout the year. This includes strengthening connections between MCCS Hinckley Farm and UM Extension to support both credit-bearing courses and non-credit training.
- YCCC's Computer Science department is working closely with UMA's Cybersecurity and Computer Science programs to establish a cybersecurity certificate at YCCC. This includes YC faculty being trained as a Train-the-Trainer at UMA's Cyber Range and utilizing the cyber security lab for training and development in real-world scenarios.

2. Shared Facilities and Equipment

- UMS and MCCS off-campus centers are co-located in Dover-Foxcroft, East Millinocket, South Paris, Ellsworth, Houlton, and at Brunswick Landing where SMCC's MidCoast campus and UMA's University College at Bath/Brunswick work in close collaboration. Co-location has many benefits. For example, EMCC's Associate of Science in Nursing began in Fall 2019 in Ellsworth along with the start of UMA's BS in Nursing at that center. This will allow for collaborative offerings of some of the general education requirements for both programs.
- The UMS Cooperative Extension holds several events a year on the KVCC Alford Campus/Hinckley Farm.
- WCCC and UMM share UMS Polycom assets for various MCCS/UMS meetings. This saves on the costs of travel and maintaining separate systems.
- UM provides access to Fogler Library to EMCC students.
- Students at NMCC and UMPI attend student events at no cost on either campus.

- The SMCC and USM Athletic Departments share facilities when one is over-scheduled or unexpected problems arise.
- SMCC and USM facilities managers collaborate prior to storm closings and coordinate where it is prudent to do so.
- UMS and MCCC provide access to office equipment and space to staff from the Maine Educational Opportunity Center (MEOC), a federally funded initiative under Title IV that promotes access to postsecondary education for traditionally underrepresented populations.

3. Shared Services

Both UMS and MCCC have issued RFPs that afford procurement of goods and services by the other system under equal pricing and terms. The goal: to secure the best possible pricing for each campus, reduce duplication of purchases, and reduce time spent on developing RFPs and bidding out for the same services.

- UMS purchasing collaboratives are open to MCCC. MCCC joined the purchasing group based on the information it received while working with UMS during the review of the Net Energy Billing Agreement.
- As a result of the legislatively established Task Force To Recommend a Sustainable Funding Model for Maintaining Maine's Public Higher Education Infrastructure, the UMS, MCCC, Maine Maritime Academy (MMA) and the State of Maine are currently seeking a vendor through a joint RFP to implement a common data-driven facilities benchmarking and analysis process.
- UMS has ensured that on-call service contracts (e.g., the UMS Honeywell contract) allow the MCCC and MMA the ability to utilize them
- MCCC participates with the UMS purchasing department on photocopy rentals and office supplies through OfficeMax.
- UMPI's Student Health Services Department and NMCC share a Certified Registered Nurse/Nurse Practitioner.
- Sodexo contracts at SMCC and USM have allowed the food service provider to share some personnel resulting in lower costs for both institutions.
- FAME has issued some RFPs that include both the UMS and MCCC on student default management and financial literacy for students.
- In the coming year, the two systems will explore additional opportunities to leverage these "piggyback" procurement clauses in the interest of improving goods and services while ensuring best value.

D. Different Missions. Shared Goals.

The University of Maine System and the Maine Community College System together enrolled 46,706 students in Fall 2019 with a shared goal: advance educational and economic opportunities for the people of Maine. The two public systems are designed to achieve this goal in distinct ways. With talent and innovation at the heart of the new 10-year statewide economic plan, these complementary missions have perhaps never been more important. The university serves as the state's leading provider of baccalaureate and graduate degrees to meet Maine's educational and workforce needs, attracts nearly 6,000 out-of-state students annually, provides community-sustaining service, and builds Maine's economy through innovative research and development. Maine's community colleges are focused on one- and two-year programs of study that are designed to meet the educational, occupational and technical needs of Maine citizens and the workforce needs of the state's employers, as well as shorter-term training. Collaboration between Maine's public universities and community colleges is critical to the ability of both to achieve their critical mission. As detailed in this annual report, the two systems continue to work closely together to provide Maine and her people with the skills needed to prosper and thrive.

Appendix A
Maine Revised Statutes
Title 20-A: EDUCATION
Chapter 1: GENERAL PROVISIONS

§9. PUBLIC HIGHER EDUCATION SYSTEMS COORDINATING COMMITTEE

1. Committee established. The Public Higher Education Systems Coordinating Committee, referred to in this section as "the committee," is established to promote efficiency, cooperative effort and strategic planning between the University of Maine System and the Maine Community College System, referred to in this section as "the systems."

[2015, c. 261, §1 (NEW) .]

2. Membership. The committee consists of the Chancellor of the University of Maine System, the Chair of the Board of Trustees of the University of Maine System, the President of the Maine Community College System and the Chair of the Board of Trustees of the Maine Community College System. The members of the committee may appoint designees to a subcommittee.

[2015, c. 261, §1 (NEW) .]

3. Duties. The committee shall seek to achieve greater collaboration and cooperation between the systems in order to address issues including, but not limited to, the following:

A. Improving college affordability; [2015, c. 261, §1 (NEW) .]

B. Minimizing or eliminating barriers to student transfer between the systems; [2015, c. 261, §1 (NEW) .]

C. Reducing unnecessary duplication of programs between the systems; [2015, c. 261, §1 (NEW) .]

D. Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources; [2015, c. 261, §1 (NEW) .]

E. Recommending changes to state laws that would improve the systems' efficiency or effectiveness; [2015, c. 261, §1 (NEW) .]

F. In consultation with the President of the Maine Maritime Academy and the Chair of the Board of Trustees of the Maine Maritime Academy, investigating and pursuing opportunities for collaboration and resource sharing with the Maine Maritime Academy. The committee shall notify the President of the Maine Maritime Academy of committee meetings and agenda items; and [2015, c. 261, §1 (NEW) .]

G. In consultation with the commissioner and the chair of the state board, investigating and pursuing opportunities to improve college preparation, transition and completion for Maine's secondary students, including supporting early college opportunities and improving credit transfer between secondary and postsecondary school systems. [2015, c. 261, §1 (NEW) .]

[2015, c. 261, §1 (NEW) .]

4. Meetings. The committee shall meet at least twice each year and the committee members' designees may meet more frequently. The chancellor shall convene the first meeting of the committee by October 15, 2015. The committee shall establish a meeting schedule, and the initial work must include an accounting

MRS Title 20-A §9. PUBLIC HIGHER EDUCATION SYSTEMS COORDINATING COMMITTEE

of the members' prior and current efforts to promote efficiency, cooperative effort and strategic planning between the systems. The committee shall elect a chair from among its members to serve for a term to be determined by the committee.

[2015, c. 261, §1 (NEW) .]

5. Reporting. The committee shall report succinctly on its deliberations and any recommendations to the Governor and the joint standing committee of the Legislature having jurisdiction over education matters by February 15th each year.

[2015, c. 261, §1 (NEW) .]

SECTION HISTORY

1995, c. 395, §J1 (NEW). 2003, c. 20, §002 (AMD). 2003, c. 20, §004 (AFF). 2013, c. 368, Pt. DDDDD, §1 (AMD). 2015, c. 261, §1 (RPR).

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Appendix B

JOINT RESOLUTION OF THE BOARDS OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM AND MAINE COMMUNITY COLLEGE SYSTEM

Whereas, the Maine Legislature enacted Public Law 2015, Chapter 261 (LD 1441) to establish the Public Higher Education Systems Coordinating Committee ("Coordinating Committee") in order to promote efficiency, cooperative effort and strategic planning between the University of Maine System ("UMS") and the Maine Community College System ("MCCS");

Whereas, the law requires the Chancellor and Chair of the Board of Trustees of UMS, President and the Chair of the Board of Trustees of MCCS to meet at least twice a year to discuss:

- Improving college affordability;
- Minimizing or eliminating barriers to student transfer between the systems;
- Reducing unnecessary duplication of programs between the systems; and
- Identifying opportunities for sharing best practices and individual efficiencies, building cross-system economies of scale and sharing of resources.

Whereas, on February 3, 2016, the Coordinating Committee submitted to the Maine Legislature's Joint Standing Committee on Education and Cultural Affairs a complete account of the members' prior efforts to promote efficiency, cooperative effort and strategic planning between the Systems;

Whereas, the Boards of Trustees of UMS and MCCS, each agree with and adopt as their own those goals and purposes expressed in the law for the Coordinating Committee; and

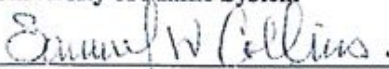
Whereas, the Boards of Trustees of UMS and MCCS each find and agree that it is in their mutual interests to complement each System's efforts to achieve the best educational outcomes for students and maximize degree attainment for Maine's citizens and workforce with relevant, accessible and affordable certificate and degree programs;

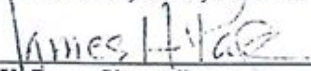
NOW, therefore, it is resolved:

1. The Boards of Trustees of each System encourage:
 - a. The UMS Chancellor and MCCS President to confer regularly on matters of mutual interest, to share best practices, and to collaborate where operationally compatible and financially efficient;
 - b. University and College Presidents to regularly collaborate and coordinate among them, and to encourage and enable their academic and student staff, faculty, and administrators to do the same, to confer regularly on matters of mutual interest, with a primary focus on strengthening academic pathways and transfer opportunities, sharing of local resources, and coordination of regional population attraction efforts;
 - c. Academic Affairs leaders of the Systems to continue their regular ongoing efforts regarding remediation, dual enrollment, pathways, and transfer;
 - d. System administrative function heads to look for opportunities for collaborating, achieving economies of scale, and sharing resources; and
 - e. The General Counsels of the Systems to continue to confer regularly to discuss best practices, policies and procedures that efficiently promote effective legal compliance, student legal affairs management, insurance procurement and risk management.
2. That each Board, in its discretion, encourage the Presidents of the Universities and Community Colleges to submit to each System head summary written reports of their collaborations and activities, including where interactions were not found to advance the purposes of the law and this resolution, by June 30 and December 30 each year.

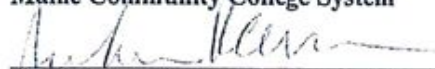
Signed this 15th day of December, 2016.


University of Maine System


Samuel W. Collins, Chair, Board of Trustees


James H. Page, Chancellor

Maine Community College System


Jean Ginn Marvin, Chair, Board of Trustees


Derek Langhauser, President

Appendix C

Program-to-Program Articulation Agreements between University of Maine System and Maine Community College System

This list of transfer agreements does not include System-wide agreements focused on block transfer, reverse transfer, and liberal studies transfer (Advantage U).

Central Maine Community College	
CMCC Degree	Transfer Degree
A.S. in Nursing	UMA B.S. in Nursing (B.S.N)
A.S. in Nursing	UMFK B.S. in Nursing (B.S.N.)
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Physical Fitness Specialist	USM B.S. in Health Sciences
A.S. in Life Science	USM B.S. in Health Sciences, Pre-Professional Track
A.A.S. in Physical Fitness Specialist	UMS B.S. in Health Sciences
A.A.S. in Criminal Justice	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Early Childhood Education	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Social and Behavioral Sciences, Concentrations available: Counseling, Generalist, Public Health
A.A.S. in Human Services	USM B.A. in Psychology Early Childhood Studies Concentration
A.S. in Computer Technology	USM B.S. in Information Technology
A.A.S. in Computer Technology	USM B.S. in Technology, Concentration in Information and Communications Technology
A.A.S. in Precision Machining Technology	USM B.S. in Technology Management, Concentration in Precision Manufacturing
Eastern Maine Community College	
A.A.S. Civil Engineering Technology	UM B.S. Construction Engineering Technology
A.A.S. Early Childhood Education	UM B.S. Childhood Development/Family Relations, ECE Education Option
A.A.S. Education	UM B.S. Elementary Education
A.A.S. Electrical and Automation Technology	UM B.S. Electrical Engineering Technology
A.A. Liberal Studies	UM Bachelor of University Studies
A.A.S. Business	UM B.S. Business Administration*
A.A.S. Business Management	UMA B.S. Business Administration – Accounting
A.A.S. Business Management	UMA B.S. Business Administration
A.A.S. Computer Science	UMA B.S. Computer Information Systems
A.A.S. Criminal Justice	UMA B.S. Justice Studies
A.A.S. Human Services	UMA B.S. Mental Health and Human Services
A.A. Liberal Studies	UMA B.A. English

A.A. Liberal Studies	UMA B.A. Social Sciences
A.A. Liberal Studies	UMA A.S. Dental Assisting
A.S. Nursing	UMA R.N. B.S. Nursing
All A.A.S. Programs	UMA Bachelor of Applied Science*
A.A.S. Early Childhood Education	UMF B.S. Early Childhood Education
A.A.S. Education	UMF B.A. Liberal Studies – Education Pathways
A.A.S. Automotive Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Building Construction Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Business Management	UMFK B.S. Business Management
A.A.S. Computer Systems Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Culinary Arts	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	UMFK B.S. Business Management – Technology Concentration
A.A.S. Early Childhood Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education	UMFK B.S. Business Management – Technology Concentration
A.A.S. Education (CTE Option)	UMFK B.S. Business Management – Technology Concentration
A.A.S. Electrical and Automation Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Emergency Medical Services	UMFK B.S. Business Management – Technology Concentration
A.A.S. Fine Woodworking and Cabinetmaking	UMFK B.S. Business Management – Technology Concentration
A.A.S. Medical Office Technology	UMFK B.S. Business Management – Technology Concentration
A.S. Nursing	UMFK B.S. Nursing
A.A.S. Refrigeration, Air Conditioning and Heating	UMFK B.S. Business Management – Technology Concentration
A.A.S. Surgical Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Welding Technology	UMFK B.S. Business Management – Technology Concentration
A.A.S. Digital Graphic Design	USM B.A. Communication
A.A.S. Digital Graphic Design	USM B.A. Media Studies
A.A.S. Electrical and Automation Technology	USM B.S. Technology – Management Concentration
A.A.S. Hospitality and Tourism Management	USM B.A. Tourism and Hospitality Equivalency
A.A.S. Medical Radiography	USM B.S. Health Science

Kennebec Valley Community College	
A.A.S. in Business Administration Accounting Option	UMA B.S. in Business Administration
A.A.S. in Business Administration Marketing/Management Option	UMA B.S. in Business Administration
A.A.S. in Mental Health Rehabilitation	UMA B.S. in Mental Health and Human Services
A.A.S. Early Childhood Education	UMA B.A. in Liberal Studies, Education Pathway
A.A.S. in Sustainable Construction	UMA B.A. Architecture*
A.A.S. in Early Childhood Education	UMF B.S. in Childhood Education
A.A.S. in Mental Health Rehabilitation	UMF B.S. in Rehabilitation Program
A.A.S. in Electrical Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Energy Services Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Sustainable Construction	UMFK B.S. in Business Management, Technology Concentration*
A.A.S. in Precision Machining Technology	USM B.S. Technology Management
A.A.S. in Energy Services Technology	USM B.S. Applied Technical Leadership
A.A.S. in Electrical Technology	USM B.S. Applied Technical Leadership
A.A.S. in Applied Electronics and Computer Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Applied Engineering Technology	UM B.S. Electrical Engineering Technology
A.A.S. in Mental Health Rehabilitation	UM B.A. Social Work*
A.A.S. in Mental Health Rehabilitation	UMF B.S. Rehabilitation Services*
A.A.S. in Mental Health Rehabilitation	UMF B.A. Psychology*
A.A.S. in Medical Assisting	USM B.S. Health Sciences
A.A.S. in Health Information Management	USM B.S. Health Sciences
A.A.S. in Occupational Therapy Assistant	USM B.S. Health Sciences
A.A.S. in Electrical Technology	USM B.S. Industrial Technology
A.A.S. in Energy Services and Technology	USM B.S. Industrial Technology
A.A.S. in Culinary Arts	USM B.A. Tourism and Hospitality with Food Studies Minor
A.S. in Nursing	UMFK B.S. Nursing
A.S. in Radiologic Technology	USM B.S. Health Sciences
A.S. in General Science/Biology	USM B.S. Environmental Science
A.A.S. in Physical Therapist Assistant	USM B.S. in Health Sciences
A.A.S. in Respiratory Therapy	USM B.S. in Health Sciences
Northern Maine Community College	
A.A.S. in Early Childhood Education	UMPI B.S. in Elementary Education, Early Childhood option, General Education
A.A.S. in Automotive Collision Repair	UMFK B.S. in Business Management
A.A.S. in Automotive Technology	UMFK B.S. Business Management
A.A.S. Business Administration	UMFK B.S. in Business Management
A.A.S. in Building Construction Technology	UMFK B.S. in Business Management

AAS Computer Aided Drafting Technology (Engineering Design Technology)	UMFK B.S. in Business Management
AAS Computer Electronics (Computer and Network Technology)	UMFK B.S. in Business Management
A.A.S. in Diesel Hydraulics	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Electrical Construction and Maintenance	UMFK B.S. in Business Management
A.A.S. in Emergency Medical Services	UMFK B.S. in Business Management
A.A.S. in Medical Assisting	UMFK B.S. in Business Management
A.A.S Health Information Management	UMFK B.S. in Business Management
A.A.S. in Plumbing and Heating	UMFK B.S. in Business Management
A.A.S. in Precision Machining Technology	UMFK B.S. in Business Management
A.S. in Nursing	UMFK B.S. in Nursing
Southern Maine Community College	
A.A.S. in Computer Technology	UMA B.S. in Public Administration
A.A.S in Criminal Justice	USM B.A. in Criminology
A.A.S in Culinary Arts	USM B.A. Tourism and Hospitality, Cultural and Culinary Tourism Concentration*
A.A.S in Cybersecurity	UMA B.S. in Cybersecurity
A.A.S. in Early Childhood Education	UMA B.S. in Child Development/Family Relations Early Childhood Education option
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, Birth to Five Certification
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education, K-3 Certification
A.A.S in Fire Science Technology	UMA B.S. in Public Administration
A.A.S in Fire Science Technology	USM B.S. in Leadership and Organizational Studies
A.A.S. in Horticulture	USM B.A. Environmental Planning & Policy
A.A.S. in Horticulture	USM B.A. in Environmental Science
A.A.S in Hospitality Management	USM B.A. in Tourism and Hospitality
A.A.S. in Human Services	UMA B.S. in Mental Health and Human Services/Adult Mental Health Rehabilitation
A.A.S. in Human Services	UMA B.S. in Public Administration
A.A.S. in Integrated Manufacturing/Precision Machining	USM B.S in Technology Management Precision Manufacturing Concentration
A.A. in Liberal Studies with a Focus in English	USM B.A. in English
A.A. in Liberal Studies with a Focus in History	USM B.A. in History
A.A. in Liberal Studies with a Focus in Political Science	USM B.A. in Political Science
A.A. in Liberal Studies with a Focus in Psychology	USM B.A. in Psychology*
A.A. in Liberal Studies with a Focus in Science	USM B.A. in Environmental Planning and Policy

A.A. in Liberal Studies with a Focus in Science	USM B.S. in Environmental Science
A.S. in Business Administration	UMA B.S. in Business Administration-Accounting (renewal in process)
A.S. in Business Administration	UMA B.S. in Business Administration –Management (renewal in process)
A.S. in Business Administration	USM B.S. in Accounting
A.S. in Business Administration	USM B.S. in Entrepreneurship
A.S. in Business Administration	USM B.S. in Finance
A.S. in Business Administration	USM B.S. Management
A.S. in Business Administration	USM B.S. International Business
A.S. in Business Administration	USM B.S. in Risk Management
A.S. in Business Administration	USM B.S. in Sports Management
A.S. in Business Administration	USM B.S. in Sustainable Business
A.S. in Nursing	UMFK B.S. Nursing (3+1) (renewal in process)
A.S. in Nursing	USM B.S. in Nursing
A.A.S. in Pre-Engineering	USM BS in Electrical Engineering and Mechanical Engineering (renewal in process)
Washington County Community College	
Core Exceptions for Transfer Students	UMM
A.A.S. in Early Childhood Education	UMF B.S. in Early Childhood Education
A.A.S. in Business Management	UMA B.S. in Administration, Business Administration Management, or Business Administration Accounting
A.A.S. in Adventure Recreation & Tourism	UMM B.S. Recreation & Tourism Management
A.A.S. in Business Management	UMM B.S. in Business and Entrepreneurial Studies
A.A.S. in Early Childhood	UMA B.A. Liberal Studies, Education Pathways

York County Community College	
A.A.S. in Information Technology	USM B.S. in Information Technology
A.A.S. in Precision Machining	USM B.S. in Technology Management: Precision Manufacturing Concentration
A.A.S. in Architectural and Engineering Design	USM B.S. in Applied Technical Leadership
A.A.S. in Architectural and Engineering Design	USM B.S. in Technology Management, Industrial Management Concentration
A.A.L.S. in Liberal Studies	USM B.S. in Environmental Science
A.A.S. in Trade and Technical Occupations	USM B.S. in Applied Technical Leadership
A.A.S. in Trade and Technical Occupations	USM B.S. in Technology Management, Industrial Management Concentration
A.S. in Health Studies	USM B.S. in Health Sciences
A.A.S. in Behavioral Health Studies	USM B.A. in Psychology
A.A.S. in Behavioral Health Studies	USM B.S. in Recreation & Leisure Studies
A.A.S. in Behavioral Health Students	USM B.A. in Social Work
A.A.S. in Culinary Arts	USM B.A. in Tourism & Hospitality
A.A.S. in Culinary Arts, Baking & Pastry Option	USM B.A. in Tourism & Hospitality
A.A.S. Hospitality and Tourism Management	USM B.A. in Tourism & Hospitality
A.A.S. in Medical Assisting	USM B.S. in Health Sciences
A.A.S. in Digital Media	UMFK B.S. in Business Management
A.A.S. in Culinary Arts	UMFK B.S. in Business Management
A.A.S. in Architectural and Engineering Design	UMFK B.S. in Business Management
A.A.S. in Culinary Arts, Baking & Pastry Option	UMFK B.S. in Business Management
A.A.S. in Early Childhood Education	UMFK B.S. in Business Management
A.A.S. in Health Information Management	UMFK B.S. in Business Management
A.A.S. Hospitality and Tourism Management	UMFK B.S. in Business Management
A.A.S. Information Technology	UMFK B.S. in Business Management
A.A.S. Medical Assisting	UMFK B.S. in Business Management
A.A.S. Precision Machining Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMFK B.S. in Business Management
A.A.S. Veterinary Technology	UMA B.S. in Veterinary Technology

*Agreement in process



UNIVERSITY OF MAINE SYSTEM FY2010 – FY2020

Excludes Early College



UNIVERSITY OF MAINE SYSTEM												
Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972
Budgeted University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,906	36,227,643	36,702,328	34,416,515	36,036,172	39,425,367	40,578,955	41,094,817
	Auxiliary	87,637,666	88,772,138	86,272,820	84,855,178	83,494,333	80,950,890	79,167,587	78,845,771	79,854,368	81,648,579	81,703,249
	Total	\$ 327,385,133	\$ 334,751,958	\$ 338,363,882	\$ 337,973,434	\$ 338,568,323	\$ 331,436,887	\$ 321,304,848	\$ 321,193,293	\$ 339,793,960	\$ 352,033,005	\$ 354,808,603
Employee (as of October 31)		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Administrators	145	127	123	115	113	105	97	96	96	100	99
	Faculty - Full-Time	1,304	1,282	1,282	1,260	1,236	1,195	1,115	1,137	1,142	1,187	1,201
	Faculty - Part-Time ***	299	291	302	317	308	307	319	321	325	328	329
	Staff	1,697	1,701	1,731	1,740	1,714	1,666	1,609	1,676	1,692	1,779	1,839
	Hourly	1,618	1,568	1,567	1,530	1,493	1,423	1,372	1,379	1,377	1,360	1,327
	Total	5,063	4,969	5,005	4,962	4,864	4,696	4,512	4,609	4,632	4,754	4,795
Undergrad. Tuition & Fees		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	In-State	\$7,574	\$7,930	\$8,295	\$8,296	\$8,301	\$8,309	\$8,310	\$8,313	\$8,630	\$8,833	\$9,089
	Out-of-State	\$17,922	\$18,714	\$19,459	\$19,623	\$19,697	\$17,879	\$17,935	\$18,169	\$18,817	\$18,854	\$19,193
	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
* Excludes Early College												
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	285	279	278	268	300	256	217	177	170	
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	282	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	Not available yet
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

MW01(104A) 2/25/20 RV

Note: University of Maine System data includes the universities, governance, and university services.

Note: Physical Facilities data has been restated for the period FY2010 to FY2019 to align with data represented in Sightlines reporting.

** Maintained Sq. Footage is defined by Sightlines as the gross square footage of any building that receives custodial/janitorial maintenance on a daily or routine/regular basis for daily operations.

***Part-time FTE calculated based on teaching load; results differ from the HR Fall Statistics Report

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972

Budgeted State Support	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	35,000	35,000	35,000	35,000	35,000	35,000
	841,975	864,475	864,475	897,600	914,650	914,650
	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972

Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884

* Excludes Early College

Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	

Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

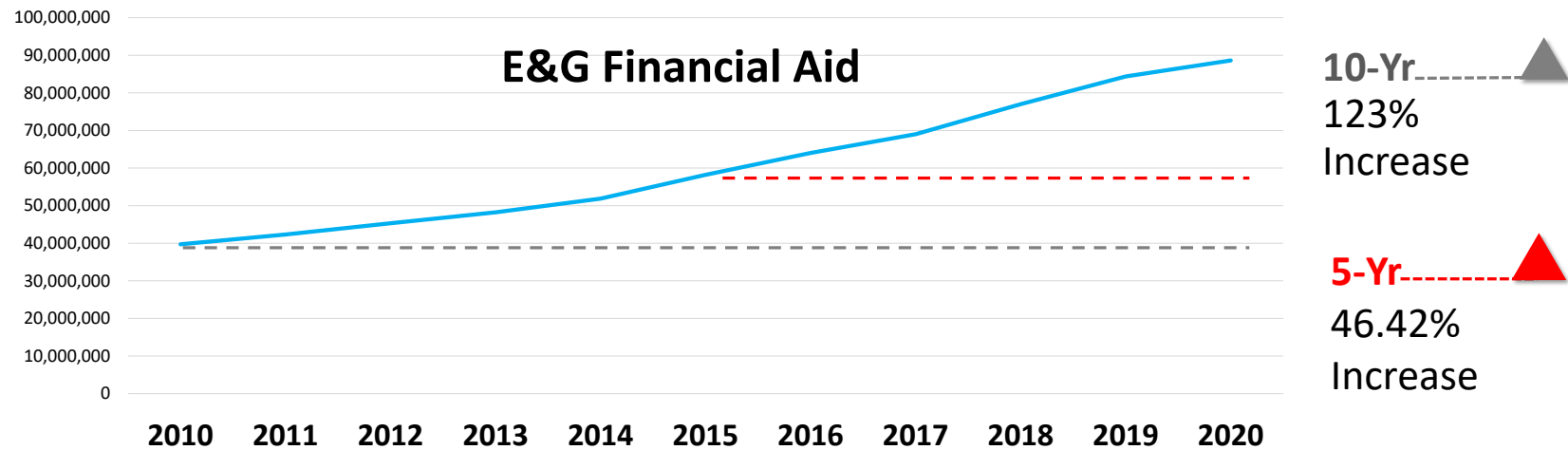
Board of Trustees Meeting - March 2020 - Presentations

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972

Budgeted University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,906	36,227,643	36,702,328	34,416,515	36,036,172	39,425,367	40,578,955	41,094,817
	Auxiliary	87,637,666	88,772,138	86,272,820	84,855,178	83,494,333	80,950,890	79,167,587	78,845,771	79,854,368	81,648,579	81,703,249
	Total	\$ 327,385,133	\$ 334,751,958	\$ 338,363,882	\$ 337,973,434	\$ 338,568,323	\$ 331,436,887	\$ 321,304,848	\$ 321,193,293	\$ 339,793,960	\$ 352,033,005	\$ 354,808,603

Employment (as of October)												
		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Undergrad Tuition & Fees	Faculty - Full-Time	1,304	1,282	1,282	1,288	1,236	1,195	1,115	1,137	1,142	1,187	1,201
	Faculty - Part-Time ***	299	291	302	317	308	307	319	321	325	328	329
	Staff	1,697	1,701	1,731	1,740	1,714	1,666	1,609	1,676	1,692	1,779	1,839
	Hourly	1,618	1,568	1,567	1,530	1,493	1,423	1,372	1,379	1,377	1,360	1,327
	Total	5,063	4,969	5,005	4,962	4,864	4,696	4,512	4,609	4,632	4,754	4,795
Undergrad Tuition & Fees		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	In-State	\$7,574	\$7,930	\$8,295	\$8,296	\$8,301	\$8,309	\$8,310	\$8,313	\$8,630	\$8,833	\$9,089
	Out-of-State	\$17,922	\$18,714	\$19,459	\$19,623	\$19,697	\$17,879	\$17,935	\$18,169	\$18,817	\$18,654	\$19,193
	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
* Excludes Early College												
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Related State Support	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000



Fall Enr	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
	* Excludes Early College											
Degrees Conferred	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

Board of Trustees Meeting - March 2020 - Presentations

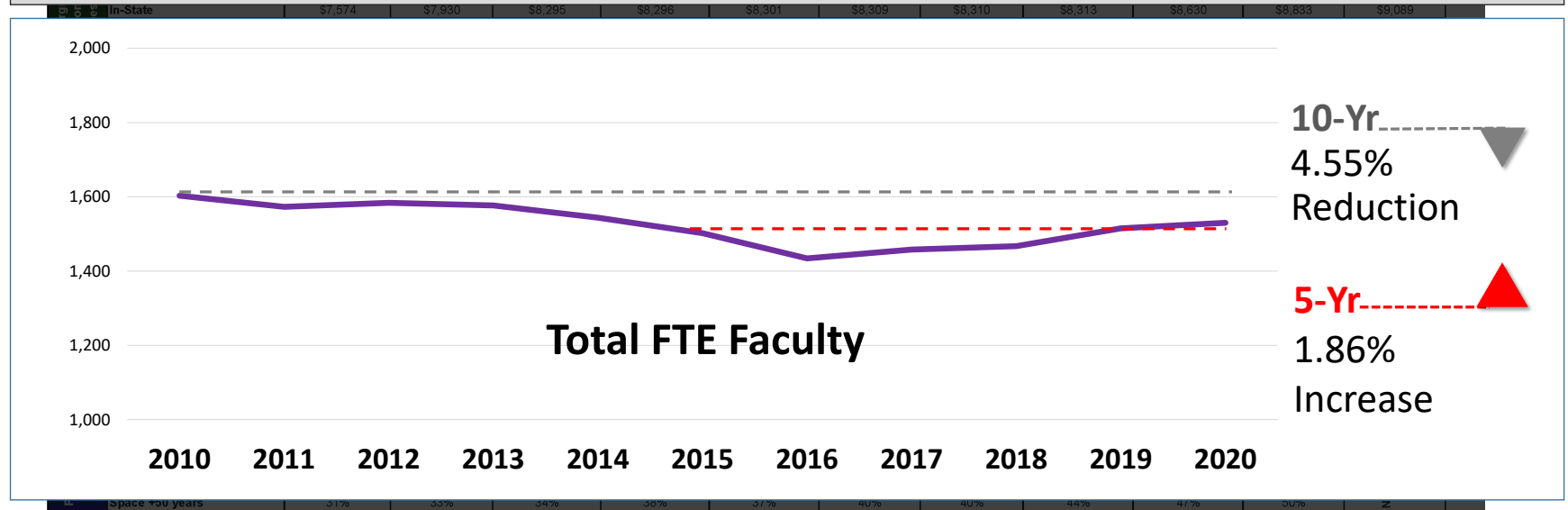
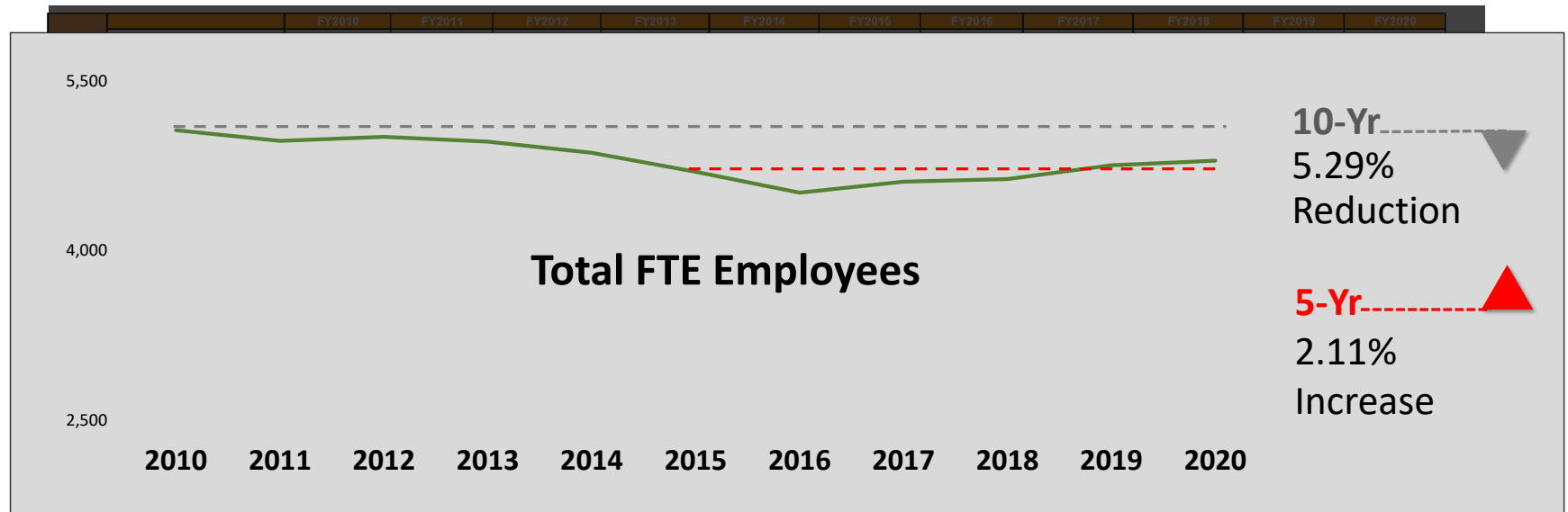
		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Budgeted State Support	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972
Budgeted University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,906	36,227,643	36,702,328	34,416,515	36,036,172	39,425,367	40,578,955	41,094,817
	Auxiliary	87,637,666	88,772,138	86,272,820	84,855,178	83,494,333	80,950,890	79,167,587	78,845,771	79,854,368	81,648,579	81,703,249
Employee (October 31)	Total	\$ 327,385,133	\$ 334,751,958	\$ 338,363,882	\$ 337,973,434	\$ 338,568,323	\$ 331,436,887	\$ 321,304,848	\$ 321,193,293	\$ 339,793,960	\$ 352,033,005	\$ 354,808,603
	Administrators	145	127	123	115	113	105	97	96	96	100	99
	Faculty - Full-Time	1,304	1,282	1,282	1,260	1,236	1,195	1,115	1,137	1,142	1,187	1,201
	Faculty - Part-Time ***	299	291	302	317	308	307	319	321	325	328	329
	Staff	1,697	1,701	1,731	1,740	1,714	1,666	1,609	1,676	1,692	1,779	1,839
Undergrad. Tuition & Fees		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	In-State	\$7,574	\$7,930	\$8,295	\$8,296	\$8,301	\$8,309	\$8,310	\$8,313	\$8,630	\$8,833	\$9,089
	Out-of-State	\$17,922	\$18,714	\$19,459	\$19,623	\$19,697	\$17,879	\$17,935	\$18,169	\$18,817	\$18,654	\$19,193
	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
Fall Enrollment	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
	Headcount*	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	In-State*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	Out-of-State	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Full-time	4,005	3,874	3,830	3,968	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Part-time*	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Undergraduate*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Graduate	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Early College	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	FTE (Excluding Early College)	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	* Excludes Early College	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

Board of Trustees Meeting - March 2020 - Presentations

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972
Budgeted University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,906	36,227,643	36,702,328	34,416,515	36,036,172	39,425,367	40,578,955	41,094,817
	Auxiliary	87,637,666	88,772,138	86,272,820	84,855,178	83,494,333	80,950,890	79,167,587	78,845,771	79,854,368	81,648,579	81,703,249
	Total	\$ 327,385,133	\$ 334,751,958	\$ 338,363,882	\$ 337,973,434	\$ 338,568,323	\$ 331,436,887	\$ 321,304,848	\$ 321,193,293	\$ 339,793,960	\$ 352,033,005	\$ 354,808,603
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019

Employee (as of October 31)		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Administrators	145	127	123	115	113	105	97	96	96	100	99
	Faculty - Full-Time	1,304	1,282	1,282	1,260	1,236	1,195	1,115	1,137	1,142	1,187	1,201
	Faculty - Part-Time ***	299	291	302	317	308	307	319	321	325	328	329
	Staff	1,697	1,701	1,731	1,740	1,714	1,666	1,609	1,676	1,692	1,779	1,839
	Hourly	1,618	1,568	1,567	1,530	1,493	1,423	1,372	1,379	1,377	1,360	1,327
	Total	5,063	4,969	5,005	4,962	4,864	4,696	4,512	4,609	4,632	4,754	4,795

D	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
	* Excludes Early College											
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	



Board of Trustees Meeting - March 2020 - Presentations

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972

ed University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,900	36,227,643	36,702,328	34,416,515	38,036,172	39,425,367	40,578,955	41,094,817

Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884

* Excludes Early College

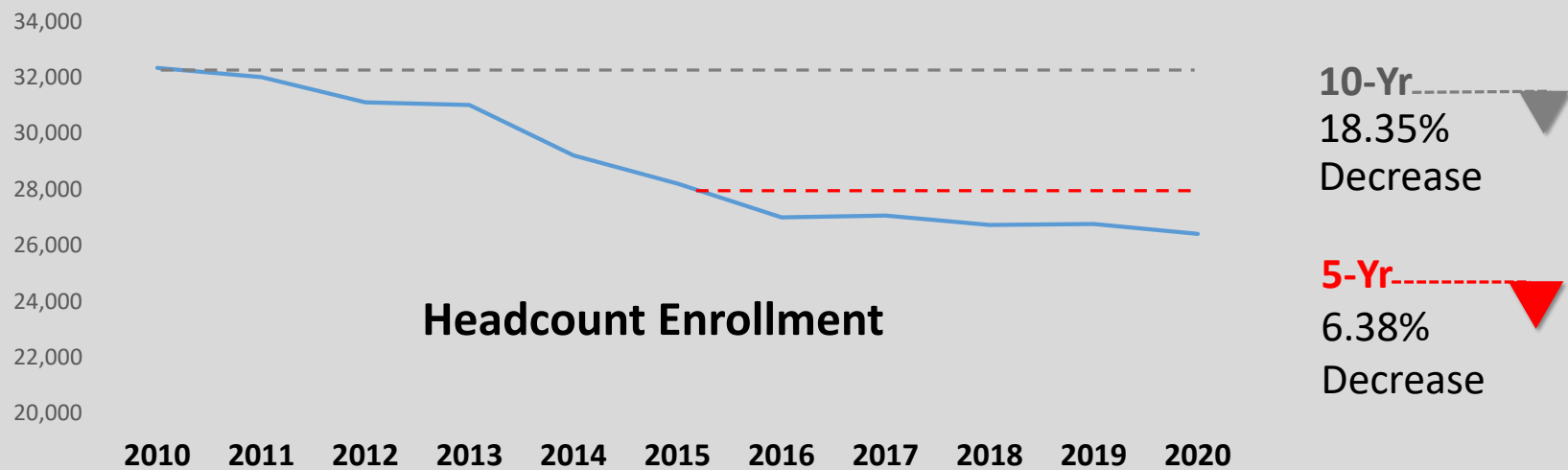
Fall Enrollment	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884

* Excludes Early College												
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	

Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972

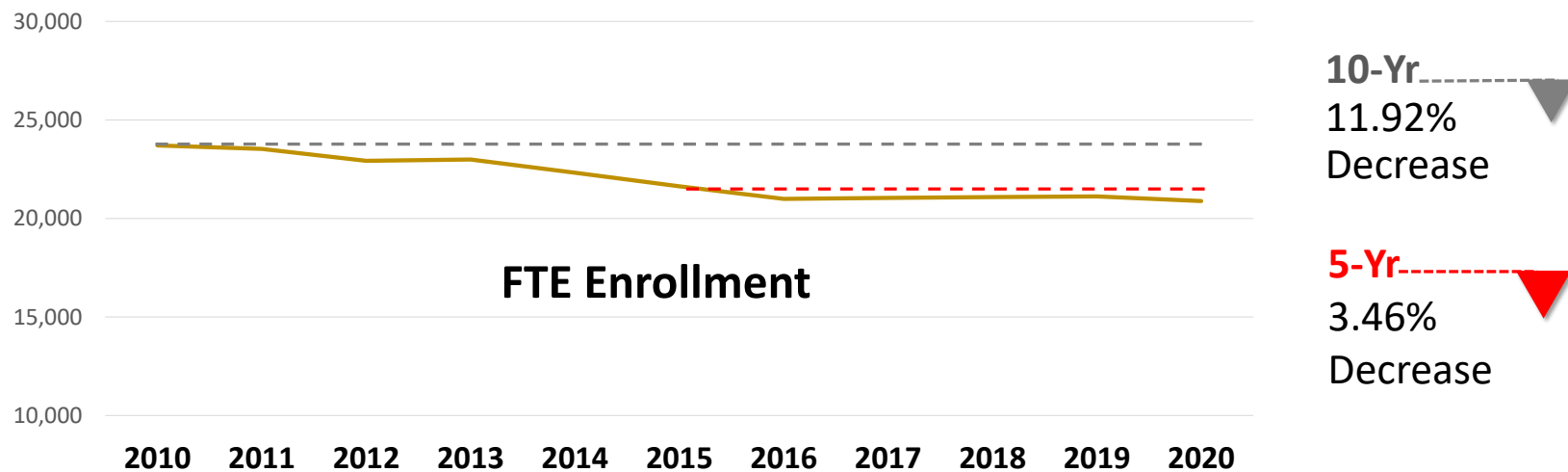
Fees		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541



Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	Not available yet

Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	Not available yet
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	Not available yet

Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972



	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
* Excludes Early College												
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
Total		5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
Space +50 years		31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

University	Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
		E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
		Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
		MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
		Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
		Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
		Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972
University	Gross Tuition & Fees		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
			\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541

Credit Hour Enrollment

400,000
300,000
200,000
100,000

Fall 2009 Fall 2010 Fall 2011 Fall 2012 Fall 2013 Fall 2014 Fall 2015 Fall 2016 Fall 2017 Fall 2018 Fall 2019

10-Yr
12.08%
Decrease

5-Yr
1.1%
Decrease

University	FTE (Excluding Early College)	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	* Excludes Early College	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	Not available yet

Board of Trustees Meeting - March 2020 - Presentations

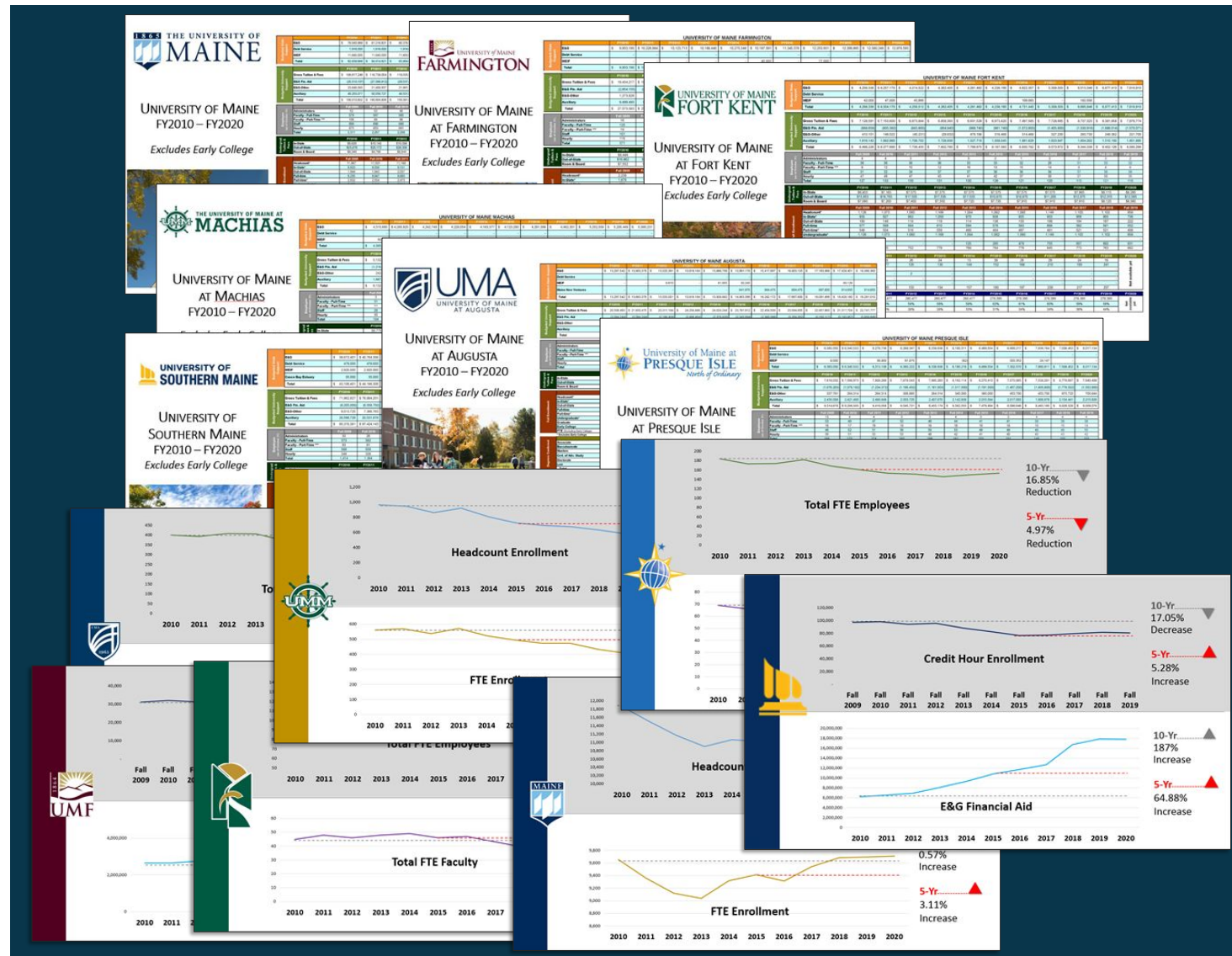
Budgeted State Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	E&G	\$ 170,460,323	\$ 176,460,388	\$ 178,530,506	\$ 173,659,570	\$ 176,194,798	\$ 176,194,798	\$ 179,159,600	\$ 189,670,534	\$ 188,920,534	\$ 188,920,534	\$ 197,899,372
	Debt Service	2,500,000	2,500,000	2,500,000	2,500,000	3,267,950	3,267,950	3,267,950	767,950	3,267,950	5,267,950	8,267,950
	MEIF	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	14,700,000	17,350,000	17,350,000	17,350,000	17,350,000	17,350,000
	Casco Bay Estuary	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000
	Maine New Ventures	-	-	-	-	-	841,975	864,475	864,475	897,600	914,650	914,650
	Total	\$ 187,695,323	\$ 193,695,388	\$ 195,765,506	\$ 190,894,570	\$ 194,197,748	\$ 195,039,723	\$ 200,677,025	\$ 208,687,959	\$ 210,471,084	\$ 212,488,134	\$ 224,466,972
Budgeted University Support		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Gross Tuition & Fees	\$ 240,422,888	\$ 254,805,057	\$ 262,905,764	\$ 264,038,899	\$ 270,722,537	\$ 271,968,282	\$ 271,722,601	\$ 275,318,450	\$ 297,511,943	\$ 314,176,615	\$ 320,625,541
	E&G Fin. Aid	(39,738,459)	(42,340,356)	(45,296,530)	(48,204,549)	(51,876,190)	(58,184,613)	(64,001,855)	(69,007,100)	(76,997,718)	(84,371,144)	(88,615,004)
	E&G-Other	39,063,038	33,515,119	34,481,828	37,283,906	36,227,643	36,702,328	34,416,515	36,036,172	39,425,367	40,578,955	41,094,817
	Auxiliary	87,637,666	88,772,138	86,272,820	84,855,178	83,494,333	80,950,890	79,167,587	78,845,771	79,854,368	81,648,579	81,703,249
	Total	\$ 327,385,133	\$ 334,751,958	\$ 338,363,882	\$ 337,973,434	\$ 338,568,323	\$ 331,436,887	\$ 321,304,848	\$ 321,193,293	\$ 339,793,960	\$ 352,033,005	\$ 354,808,603

Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	

D	Room & Board	\$7,540	\$7,837	\$8,103	\$8,206	\$8,418	\$8,528	\$8,698	\$8,753	\$8,890	\$9,153	\$9,206
Fall Enrollment		Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Headcount*	32,340	32,009	31,108	31,012	29,213	28,207	26,996	27,064	26,724	26,762	26,407
	In-State*	28,335	28,135	27,278	27,046	25,001	23,712	22,200	21,892	20,997	20,790	20,232
	Out-of-State	4,005	3,874	3,830	3,966	4,212	4,495	4,796	5,172	5,727	5,972	6,175
	Full-time	20,739	20,542	20,057	20,153	19,728	19,273	18,898	18,856	18,861	18,965	18,819
	Part-time*	11,601	11,467	11,051	10,859	9,485	8,934	8,098	8,208	7,863	7,797	7,588
	Undergraduate*	27,523	27,545	27,173	26,764	25,163	24,273	23,537	23,284	22,810	22,669	22,266
	Graduate	4,817	4,464	3,935	4,248	4,050	3,934	3,459	3,780	3,914	4,093	4,141
	Early College	-	-	-	-	1,152	1,406	1,998	2,401	2,273	2,973	3,567
	FTE (Excluding Early College)	23,710	23,535	22,926	22,994	22,232	21,632	20,995	21,046	21,084	21,118	20,884
* Excludes Early College												
Degrees Conferred		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Associate	246	295	279	276	268	300	256	217	177	170	Not available yet
	Baccalaureate	4,099	4,318	4,423	4,078	3,987	3,945	4,058	3,935	4,001	3,920	
	Masters	914	912	911	874	885	848	838	818	794	785	
	Cert of Adv Study	86	137	288	279	235	307	262	301	327	290	
	Doctorate	56	63	67	56	83	81	83	63	60	79	
	Law	83	90	86	98	91	83	86	85	81	89	
	Total	5,484	5,815	6,054	5,661	5,549	5,564	5,583	5,419	5,440	5,333	
Physical Facilities (Sightlines)		FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
	Maintained Sq. Footage**	8,746,253	8,764,664	8,810,697	8,743,686	8,749,662	8,652,912	8,646,532	8,622,909	8,634,025	8,364,512	Not available yet
	Net Asset Value	60%	59%	59%	58%	58%	57%	56%	55%	55%	55%	
	Space +50 years	31%	33%	34%	38%	37%	40%	40%	44%	47%	50%	



QUESTIONS





THE UNIVERSITY OF
MAINE

College of Engineering

**FERLAND
ENGINEERING
EDUCATION AND
DESIGN CENTER**

***A BUILDING FOR
MAINE'S FUTURE***

March 16, 2020



E. James Ferland '64 & Eileen Ferland

Dr. Dana N. Humphrey

Dean of Engineering

Saunders Professor of Engineering

Leadership and Management



Project Highlights



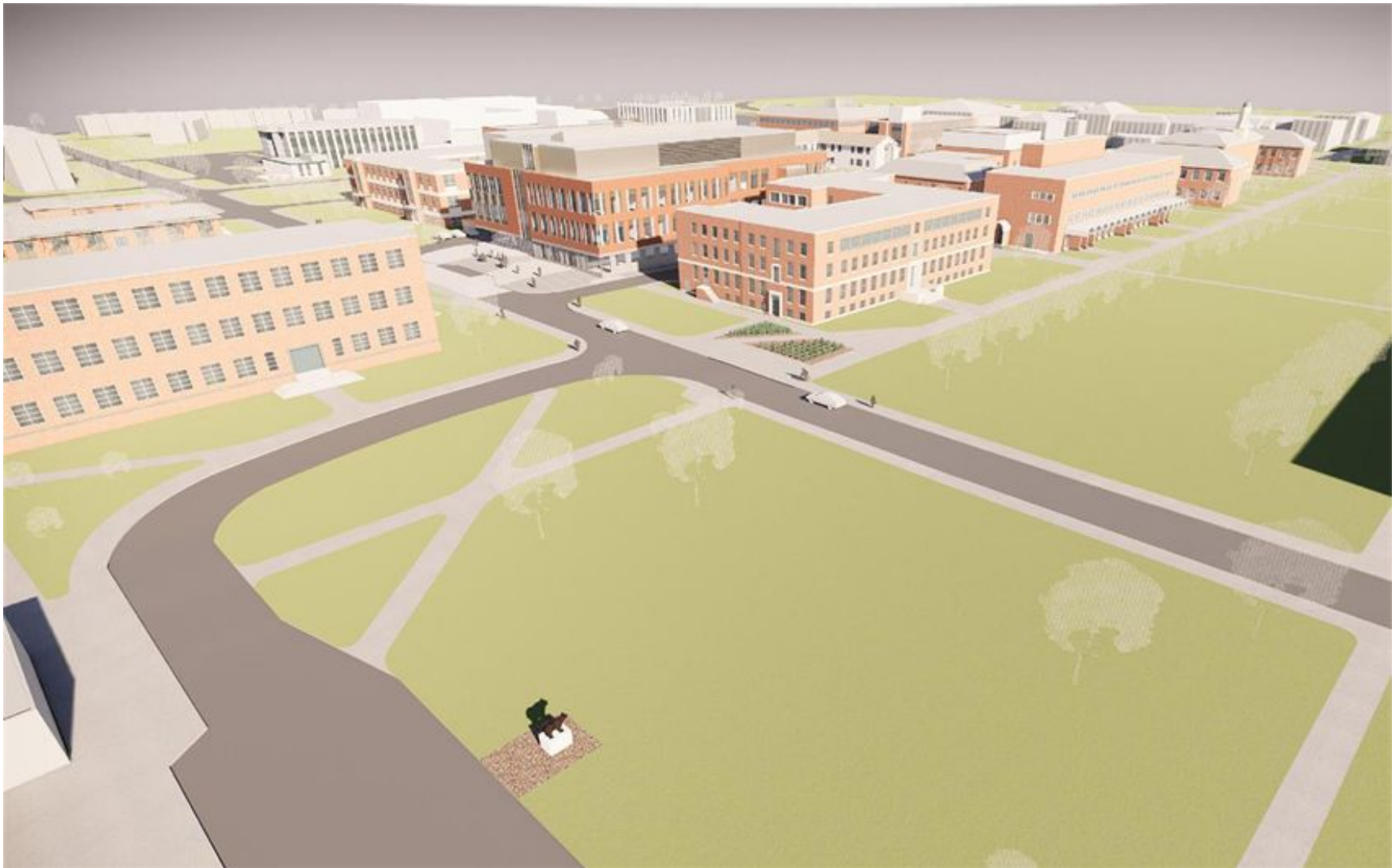
engineering.umaine.edu

- \$78M to \$80M all-in cost
- \$74.3-M raised to date
- Record capital gift - \$10M
- Record private fundraising - \$20.3M to date
- 500 private donors
- Best student project design suite in northeast
- Increases capacity by 1000 students, 45 faculty and 9 staff
- UMaine engineering graduates critical to design and construction
- Sets stage for renovation of four existing buildings



Engineering Education and Design Center

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Ferland Engineering Education and Design Center

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Cloke Plaza Entrance

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PCA Commons

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Team meeting rooms in background; View up to 2nd floor commons.





Maine Street from Long Road Entrance

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Campus Welcome and STEM Outreach Center visible to the right.





Student Project Design Suite

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Collaborative Classroom

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3rd Floor Looking South

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Level 3 Floor Plan Biomedical Engineering

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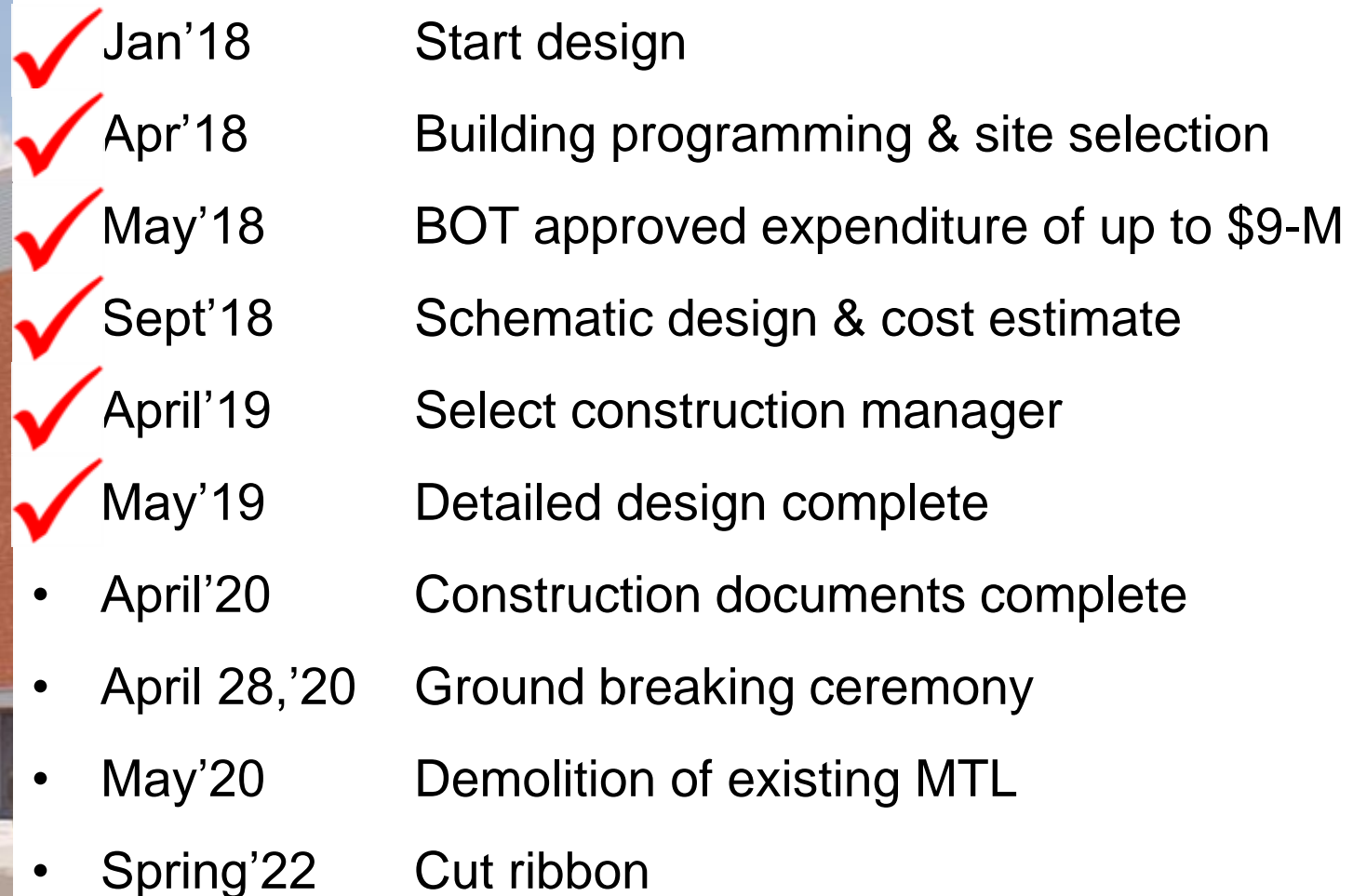




Expected Timeline for Project

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- 
- | | |
|----------------|-----------------------------------------|
| ✓ Jan'18 | Start design |
| ✓ Apr'18 | Building programming & site selection |
| ✓ May'18 | BOT approved expenditure of up to \$9-M |
| ✓ Sept'18 | Schematic design & cost estimate |
| ✓ April'19 | Select construction manager |
| ✓ May'19 | Detailed design complete |
| • April'20 | Construction documents complete |
| • April 28,'20 | Ground breaking ceremony |
| • May'20 | Demolition of existing MTL |
| • Spring'22 | Cut ribbon |



Funding Commitments

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Source		Amount
\$50-M state debt service		\$47.8-M
UMaine reserves		\$1.0-M
UMaine debt service paid back at \$250k/yr for 30 years		\$5.2-M
Ferland naming gift		\$10.0-M
Packaging Corporation of America gift		\$1.0-M
Abbagadasset Foundation		\$1.0-M
Gustavus and Louise Pfeiffer Research Foundation		\$1.5-M
Pratt & Whitney		\$1.0-M
Other private gifts		\$4.6-M
Pending gifts		\$0.4-M
TOTAL TO DATE	In total, there are 500 private donors	\$74.3-M

Estimated total all-in cost: \$78M to \$80M

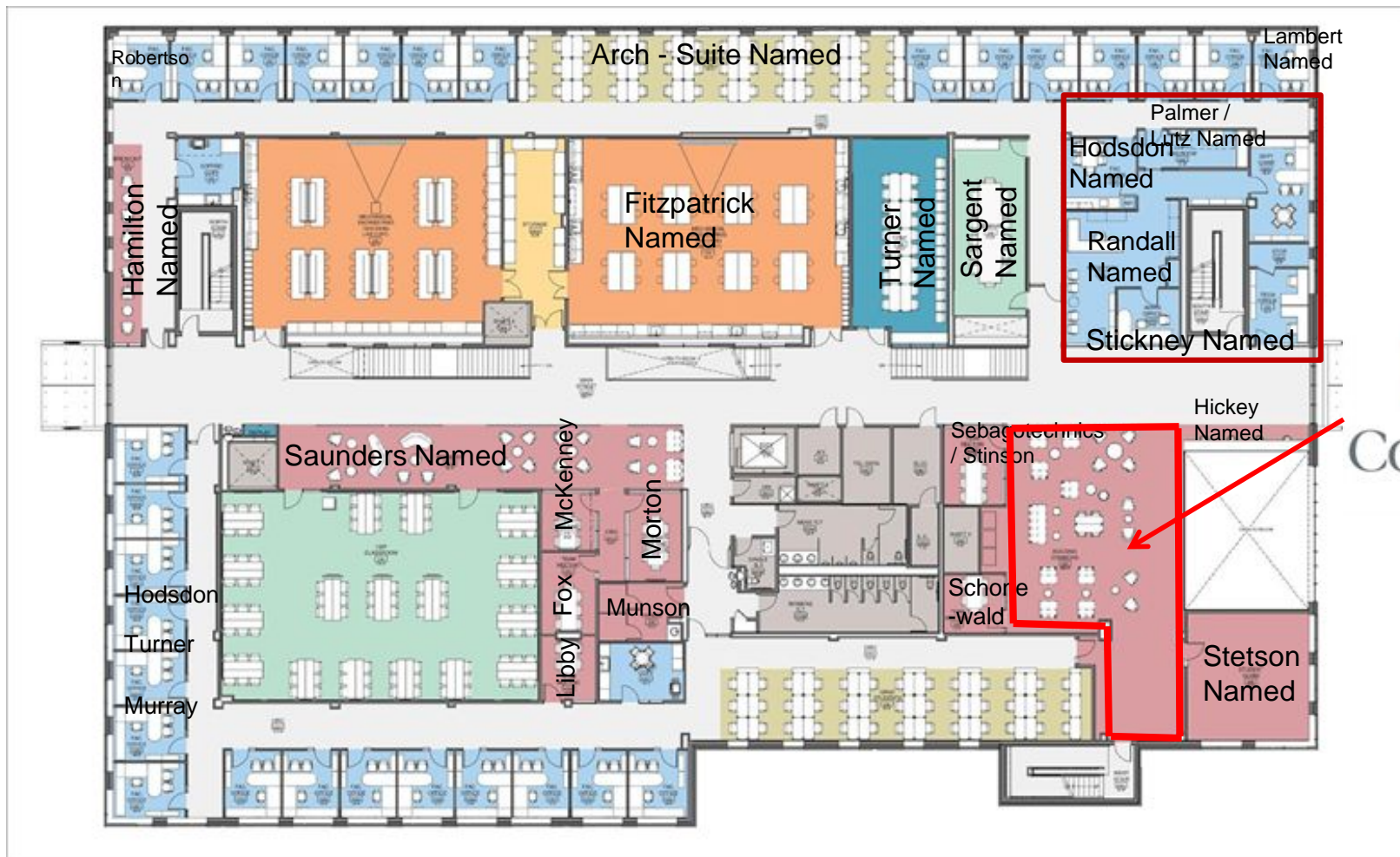


Gift from Consigli Construction

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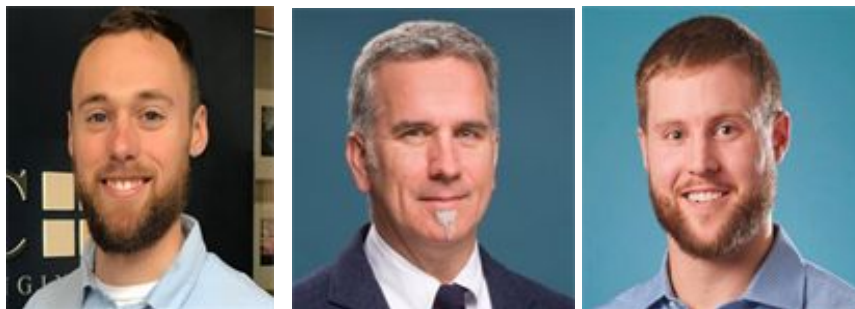
\$250,000 – Second Floor Student Commons





UMaine Engineering Graduates

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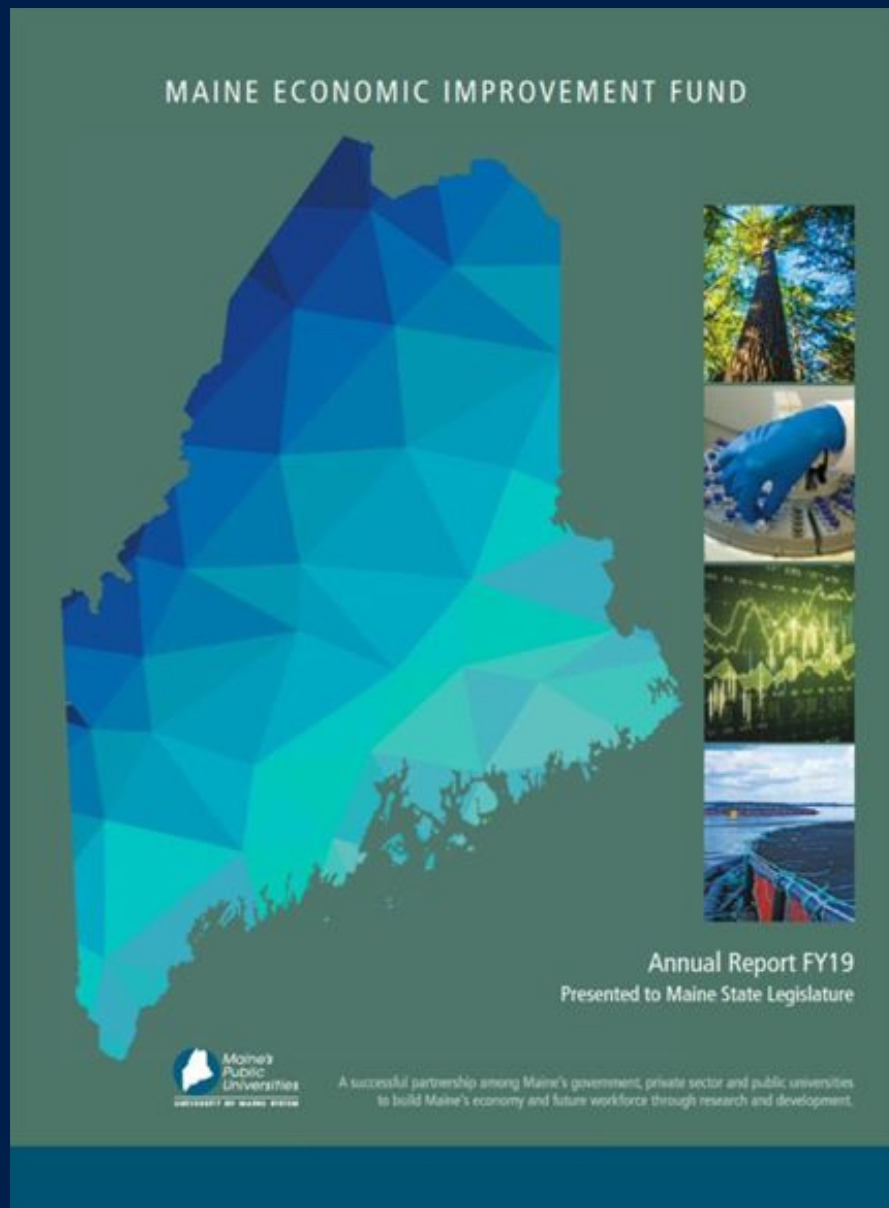




Thank you, donors!

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Maine Economic Improvement Fund

FY 2019 Annual Report

March 16, 2020

President Joan Ferrini-Mundy



The role of MEIF is to solve fundamental problems and discover new solutions and to provide researchers at Maine's public universities with the investment necessary to:

- Attain external grants and contracts to support R&D activity in Maine's seven sectors
- Attract and retain world-class researchers
- Provide support for modern laboratories and state-of-the-art equipment
- Create new products, patents, technologies, companies and exciting job opportunities in Maine
- Create and sustain economic development and innovation



MEIF History

Established by the Maine Legislature in 1997, MEIF represents the ongoing commitment between the state, the private sector and our public universities, working together to advance research and economic development for the benefit of all Maine people.

Through MEIF, the University of Maine System (UMS) is at the center of statewide efforts to leverage economic development through targeted investment in university-based R&D. MEIF continues to be funded through an annual state appropriation to UMS.

By statute, MEIF dollars are directed to support university-based research, development and commercialization in the state's legislatively designated seven strategic technology areas.



MEIF Seven Sectors

1. Advanced Technologies for Forestry and Agriculture
2. Aquaculture and Marine Sciences
3. Biotechnology
4. Composites and Advanced Materials Technologies
5. Environmental Technologies
6. Information Technologies
7. Precision Manufacturing



FY2019 MEIF Highlights

In FY2019, the state's **\$17.35 million** MEIF investment was leveraged at a rate of **4.4:1** by our UMS campuses for an additional **\$76.57 million** in federal and private-sector grants and contracts for R&D and workforce development in the seven sectors.

MEIF funds and the external grants and contracts leveraged funded the work of **587 researchers** and technicians, and **1,054 graduate and undergraduate students**.

These grants and contracts provided more than **\$2.5 million** to purchase major equipment to upgrade and outfit university laboratories that support R&D for Maine.

Maine's public universities secured new patents, worked on development projects with large and small businesses and start-ups, and provided R&D support to **530 companies and individuals**.



How do we measure success?

In accordance with the MEIF Statute, the Annual Report shall include

“The annual measurable goals and objectives of the fund, as established by the board, and an assessment of the achievement of those goals and objectives. The goals and objectives must include, but may not be limited to, education, research and development..”

In FY2014 The University of Maine System approved the current MEIF goals and metrics based on the UMS Strategic Outcomes in place at that time:

UMS Strategic Outcomes Target 1 –
Increase Research Capacity and Activity

UMS Strategic Outcomes Target 2 –
Support New Technologies, Licensing, and Commercialization

UMS Strategic Outcomes Target 3 –
Increase Economic Development Partnerships

UMS Strategic Outcomes Target 4 –
Support R&D Workforce Development



MEIF Target 1: Increase Research Capacity and Activity

Goal: UMS maintains a sponsored programs grant and contracts effort growing greater than 3 percent annually on a three-year rolling average from a 2013 baseline of \$45 million and NSF-defined total research expenditures of \$45 million in the MEIF sectors.

- FY2019 Goal @ 3% per year = \$53,732,353
- FY2019 result = \$76,571,798
- FY2019 annual growth = 23%

Goal: Activity from the seven MEIF sectors will account for 50 percent of the total R&D grants and contracts, with a 3 percent annual growth on a three-year rolling average. (FY2014 = 50%, FY2019=60%)

- | | |
|----------------------------------------------------|-----------------|
| • FY2019 total new awards all sources | = \$106,326,636 |
| • FY2019 Goal of 60% of new awards in MEIF sectors | = \$ 63,795,982 |
| • FY2019 Actual 72% of new awards in MEIF sectors | = \$ 76,571,798 |



MEIF Target 1 Return on Investment

Strategic Outcomes, Goals and Metrics

Figure 1 MEIF Return on Investment (UMS)
Tens of Millions Leveraged in Grants and Contracts
(Seven-Year Snapshot)





MEIF Target 2: Support New Technologies, Licensing and Commercialization Activity

Goal: UMS annual revenue from commercialization including intellectual property licensing increases at least 20 percent annually on a three-year rolling average from an FY2013 baseline of \$150,000, from the MEIF sectors.

- FY2019 Calculated goal (@ 20% per year growth) = \$447,898
- FY2019 Actual 3 year rolling average = \$511,016

Table 2

MEIF Target 2 — Commercialization Activity	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY19
Revenue from Commercialization	\$121,250	\$263,758	\$359,723	\$204,709	\$329,840	\$914,120	\$289,088
Rolling three-year average	N/A	N/A	\$248,244	\$276,063	\$298,091	\$482,890	\$511,016
Number of Patents Filed	15	32	28	19	18	20	17
Number of Patents Issued	16	12	6	5	8	6	6
Number of License Agreements and License Options	6	6	16	8	7	9	11

FY18–19 Change in three-year average revenue 6%



MEIF Target 3: Increase Economic Development Partnerships

The UMS annual revenue from activities with business and industrial partners in the MEIF sectors increased from an FY13 baseline of \$3.15 million to \$6.75 million by FY17, and the number of business and industry contracts in the MEIF sectors increased from a baseline of 407 in FY13 to 450 in FY17.

- The dollar value of Business and industrial contracts did not reach the goal of \$6.75 million by FY2017 but did exceed it in FY2019 at \$7,211,422
- The number of Business and Industry contracts did exceed the goal of 450 in FY2017 and has remained fairly consistent at an average of 553 over the last 5 years.

Table 3

MEIF TARGET 3 —

Business and Industry Contracts	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY19
Revenue from Business and Industrial Contracts	\$4,156,184	\$4,371,999	\$5,759,572	\$4,836,138	\$5,035,394	\$6,339,260	\$7,211,422
Number of Business and Industrial Contracts	407	500	624	519	565	528	530

FY18–19 Revenue Revenue Change 13.76%



MEIF Target 4: Support R&D Workforce Development

Goals:

UMS shall maintain a concerted effort to involve faculty, staff and students participating in research, development and commercialization, and shall report annually the number of employees directly supported by MEIF funds and by grants and contracts in the MEIF sectors.

As external funding is hard to predict, there is no specific numerical goal for employee count, but UMS shall report the annual number of faculty, staff and students to indicate trends and identify opportunities for growth

Grant and contract revenue also is an important source of funding for students' salary, tuition and other types of support, allowing many research-active students to offset their cost of education while getting valuable skills and on-the-job experience, positioning them well to be leading contributors to Maine's key growth sectors.



MEIF Target 4: R&D Workforce Development

Table 4-A

MEIF Target 4 — Workforce Development	FY19 Wages Paid from MEIF	FY19 Wages Paid from External Grants/Contracts	Totals
Number of Faculty and Staff Supported (FTE = Full-Time Equivalent)	130.72	456.65	587.37
Number of Graduate Students Supported (Headcount)	15	307	322
Number of Undergraduate Students Supported (Headcount)	116	616	732

Table 4-B

Graduate and Undergraduate Student Costs Paid from Grants and Contracts	FY2014	FY2015	FY2016	FY2017	FY2018	FY19
Student Salaries and Wages from Grants and Contracts	\$4,877,650	\$4,603,696	\$5,255,861	\$4,957,536	\$4,853,956	\$6,361,381
Student Tuition Paid by Grants and Contracts	857,781	835,961	956,963	870,787	373,118	\$457,884
Student Fellowships Paid by Grants and Contracts	199,400	552,944	197,744	233,111	214,000	\$298,386
Student Health Insurance Paid by Grants and Contracts	282,848	62,967	247,960	203,406	795,339	\$916,618
Total Soft Money Student Support	\$6,217,679	\$6,055,568	\$6,658,528	\$6,264,840	\$6,236,413	\$8,034,269

FY18–19 Change 29%