

University of Maine System – Board of Trustees Meeting

**July 20, 2020**

**Zoom Meeting**

**Revised  
7/17/2020**

The public is invited to view the meeting on the UMS Board of Trustees YouTube page.

The link to the Board of Trustees YouTube page can be found the Board website:

<https://www.maine.edu/board-of-trustees/>

**AGENDA**

**Monday, July 20, 2020**

**Call to Order @ 10:00 am**

The Board of Trustees will go directly into Executive Session

**Executive Session** from 10:00 am to 12:00 pm

**Lunch Break**

**Call to Order/Reconvene Public Meeting @ 12:30 pm**

**Citizen Comment (5 minutes)**

**Individuals who wish to speak during Citizen Comment, please contact the Board Office at [ums.trustees@maine.edu](mailto:ums.trustees@maine.edu) with your name and topic by 5:00 pm on Friday, July 17th.**

**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 (15 minutes)**

- Appointment of Standing Committees

**Chancellor's Report (10 minutes)**

**Vice Chancellor for Finance and Administration & Treasurer's Report (30 minutes)**

Tab 1 – [Finance & Administration Update](#)

**Interim Vice Chancellor for Academic Affairs' Report (40 minutes)**

Tab 2 - [Academic Affairs Update](#)

**Action Items (45 minutes)**

[Tab 3 - Confirmation of Boards of Visitor Appointments](#)

[Tab 4 - Board of Trustees Emergency Delegation Resolution](#)

[Tab 5 - Resolution for Gregory G. Johnson](#)

[Tab 6 - UMS Title IX Compliance Authority](#)

[Tab 7 - Proposed Board of Trustee Policy 314 - UMS Academic Integrity Policy](#)

**Consent Agenda (5 minutes)**

**Tab 8 - Acceptance of Minutes**

June 24, 2020 Finance, Facilities & Technology Committee

**Tab 9 - Tau Kappa Epsilon Ground Lease, UM**

**Discussion Topics**

- Tab 10 - Proposed Change to Board of Trustees Policy 205 Faculty & Student Representation to the Board of Trustees (10 minutes)
- Tab 11 - Unified Accreditation Update (10 minutes)
- Tab 12 - Transforming Teaching while Focusing on Learning (20 minutes)
- Tab 13 - UMS Safe Return Planning (20 minutes)
- Tab 14 - Roux Institute Update (10 minutes)
- Tab 15 - University of Maine Graduate and Professional Center Update (10 minutes)

**Date of the Next Meeting:** September 28, 2020 via Zoom.

**Attachments:**

Financial Update

Managed Investment Pool

Pension Fund

Operating Fund

2020 BOV Master List of All Members by Campus (*Confidential*)

2020 BOV Master List of Narratives for Proposed Candidates (*Confidential*)

The University of Maine System's Safe Return and Learning Principles

Proposed Change to Board of Trustees Policy 205 - *Faculty & Student Representatives to the Board of Trustees*

Proposed New Board Policy 314 – *UMS Academic Integrity*

Student Representatives Academic Integrity Policy Memo

**Reports:**

[UMS Interactive Dashboard](#)

Agenda Calendar

Named Chairs and Professorships Annual Report

Management Group Appointments Report

Board of Trustees Committee Assignments 2020-2021

Capital Project Status Report

Executive Summary

Capital Project Status Report

Capital Project Status Report – Bond Report

**Presentations:**

Wireless Sensing Research - Faculty Spotlight Presentation

Adult Credential and Degree Completion and the Micro-Credentialing Project

Transforming Teaching while Focusing on Learning

UMS Scientific Advisory Board Presentation

The Roux Institute Initiative UM-USM

The MaineMBA: Investment, Innovation & Impact

**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:** 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 July 20, 2020 Board of Trustees meeting.

1. Financial Update – Vice Chancellor Low will present the UMS Flash Reports.
2. Campus Peer Update – Vice Chancellor Low will provide an update on recent changes in campus peers through the Hanover Research Project.

### Attachments:

[Managed Investment Pool Flash Reports](#)  
[Pension Fund Flash Reports](#)  
[Operating Fund Flash Reports](#)

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## AGENDA ITEM SUMMARY

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

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

  1. **Faculty Spotlight:** The Faculty Spotlight was created to highlight knowledge and innovation leaders serving on the faculty of Maine's public universities by celebrating their accomplishments, commitment to scholarship, and the global impact of their work. President Ferrini-Mundy has recommend Ali Abedi for this distinction. Dr. Abedi is a Professor of Electrical and Computer Engineering and also serves as Assistant Vice President for Research and Director of Center for Undergraduate Research. Dr. Abedi will provide a short presentation on:
    - a. Wireless communication research at UMaine and how it impacts Maine's Broadband access initiative.
    - b. Biomedical research and how it impacts people of Maine.
    - c. Space related research and how it puts UMaine on the global map.
  2. **Adult Degree Completion and Micro-Credential:** Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, will provide an update for the Board of Trustees on two of its Strategic Initiatives: the Adult Credential and Degree Completion initiative and the UMS Micro-Credential initiative. All of the components for each will be in place by the end of July in support of 1) an outreach campaign for adult students, which will begin in August and continue through the year, and 2) in support of the roll out of pilot micro-credential opportunities during the Fall 2020 semester.
  3. **KPI Update:** Dr. Robert Placido will update the Trustees on the status of Fall 2020 enrollment trends.

Presentations:

[Wireless Sensing Research - Faculty Spotlight Presentation](#)

[Adult Credential and Degree Completion and the Micro-Credentialing Project](#)

7/9/2020





## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Confirmation of Boards of Visitors' Appointments for 2020-2021
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY**  
University of Maine System Charter
5. **BACKGROUND:**

In accordance with the University of Maine System Charter, each Board of Visitors consists of up to 20 members recommended by campus Presidents and confirmed by the Board of Trustees. Membership should reflect the mission of the university and the region it serves. Boards of Visitor appointment recommendations from the Presidents are outlined in the attached biographical sketches distributed to the Board of Trustees.

Campuses may contact the potential candidate(s) to determine his/her interest prior to submitting the name(s) to the Clerk's Office. The list of proposed members may be larger than the number of seats the President intends to fill, understanding that this is the list from which they will draw to extend invitations.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees confirms the Boards of Visitors' appointments for 2020-2021, as presented.

Attachments:

[2020 BOV Master List of All Members by Campus](#) (*Confidential*)

[2020 BOV Master List of Narratives for Proposed Candidates](#) (*Confidential*)

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Board of Trustees Emergency Delegation Resolution
2. **INITIATED BY:** Dannel Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
 Primary Outcomes: 103 Bylaws of Board of Trustees  
 Enhance fiscal positioning
5. **BACKGROUND:**

The University of Maine System is tracking enterprise-level risk and developing risk mitigation strategies. One such risk is that a Board quorum would not be readily available within the time necessary for the Board or Chancellor to take certain emergency actions that require Board approval. To mitigate this risk, it is recommended that the Board of Trustees adopt an emergency delegation resolution outlining the authorization level for Board leadership and the Chancellor to take limited actions only as necessary to preserve the System's financial viability if the actions to be taken would normally require Board approval but a quorum of the Board is not obtainable within the time in which such action is required.

If a quorum of the Board of Trustees cannot be established for a meeting or conference call, the first step would be to convene the Executive Committee. The Executive Committee has the authority to act on behalf of the Board between meetings as outlined in the Bylaws Section 3.1.f:

....It [Executive Committee] shall have and exercise between meetings of the Board, any and all powers of the latter not specifically reserved to it, except that it may not take action against an expressed policy of the Board.

If a quorum of the Executive Committee is not obtainable, at least two Trustees from the following leadership positions - the Chair, Vice Chair, Chair of the Finance, Facilities and Technology Committee and Chair of the Audit Committee – should meet with the Chancellor to take limited action only as necessary to preserve the System's financial viability. Following the action the Chair, Vice Chair or Chair of the Finance, Facilities, and Technology Committee will inform the Board of the necessary decision, which may endorse or ratify the action(s) as deemed appropriate at the time.

The Board Office will verify if a quorum of the Board or the Executive Committee is not obtainable.

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**6. TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees adopts the following emergency delegation resolution:

If actions normally requiring Board approval become necessary in any emergency situation that threatens the financial viability of the System, but a quorum of at least the Executive Committee cannot be established in time to take such action, at least two Trustees from the following leadership positions - the Chair, Vice Chair, Chair of the Finance/Facilities/Technology Committee and Chair of the Audit Committee – should meet and/or discuss with the Chancellor the necessary actions and will have the authority to take such limited action(s) as are deemed necessary to preserve the System's financial viability. Following the action the Chair, Vice Chair or Chair of the Finance, Facilities, and Technology Committee will inform the Board of the necessary decision, which may endorse or ratify the action(s) at its next meeting with a quorum as deemed appropriate at the time.

7/9/2020



## AGENDA ITEM SUMMARY

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

Admiral Gregory G. Johnson has served as a Trustee for the University of Maine System from May 11, 2011 to May 26, 2020. During his nine years of service he set a high standard for the level of involvement for a Board member including service on the following committees:

- Executive Committee – for nine years
- Academic and Student Affairs Committee – for ten years and chair for eight years
- Audit Committee
- Human Resources & Labor Relations Committee
- Finance/Facilities/Technology Committee - for ten years
- Investment Committee

Trustee Johnson was Vice Chair of the Board from 2013 to 2016. In addition, he served as the UMS Trustee representative to the University of Maine Foundation for eight years.

Trustee Johnson has been an outstanding mentor, colleague and friend to Trustees and staff and has exemplified commitment to the University through his unfailing commitment and presence. He completes his second and final term on the Board of Trustees on May 26, 2020.

### 6. **TEXT OF PROPOSED RESOLUTION**

A resolution for Board approval will be presented at the May 18, 2020 Board of Trustees meeting.

05/07/20



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Title IX Compliance Authority

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

3. **BOARD INFORMATION:**

**BOARD ACTION:** X

4. **OUTCOME:**

Primary Outcomes:

Student Success

Enhance fiscal positioning

**BOARD POLICY:**

**402** *Sex Discrimination, Sexual Harassment,  
Sexual Assault, Relationship Violence,  
Stalking and Retaliation*

**501** *Student Conduct Code*

5. **BACKGROUND:**

In early May 2020 the U.S. Department of Education released long-awaited final regulations governing campus sexual assault under Title IX, the federal law prohibiting sex discrimination at federally funded institutions.

U.S. colleges and universities that accept federal funding, as all UMS universities do, must come into compliance with the new regulations, which have the force of law, by August 14, 2020.

The new regulations, which have been the subject of national controversy and even litigation, require substantial changes to UMS Title IX investigations and conduct hearing policies and practices, including UMS Board Policies 402 and 501. UMS General Counsel, Title IX, and Student Affairs personnel have been actively studying the regulations to determine what changes are necessary to UMS Board policy and Title IX practices to be in compliance.

Given the significant scope of the new regulations and potential UMS policy changes necessary, it was determined that there was insufficient time to prepare the necessary changes to UMS Board Policies 402 and 501 for this July 2020 Board meeting. However, UMS does expect to have appropriate policy changes drafted, reviewed by outside Title IX legal counsel, and ready to enforce by August 14.

UMS therefore seeks authority from the Board to enforce the necessary policy changes effective August 14 and seek Board ratification and approval of the same as changes to Board Policies 402 and 501 at its September 27-28, 2020 meeting, with advance reading and approval from the Board's Academic and Student Affairs Committee at its September 14, 2020 meeting as well.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the University of Maine System, acting through the General Counsel and System Title IX personnel, to draft and begin enforcing appropriate policies to be fully in compliance with federal Title IX regulations effective August 14, 2020, and to bring such revisions to Board Policies 402 and 501 as may be necessary to the Board for ratification and approval at its September meetings, first to the Academic and Student Affairs Committee on September 14 and then the full Board on September 28.

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Proposed Board of Trustees Policy 314 –  
*UMS Academic Integrity Policy*
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
New policy proposal 314  
UMS Academic Integrity Policy
5. **BACKGROUND:**

The UMS has had a System-wide Student Conduct Code since 1972; however, there has not been a similar approach to academic integrity, the policies for which remain varied and at the campus level. The proposed UMS Academic Integrity Policy is an intended counterpart to the Student Conduct Code, and will provide necessary fairness, transparency, and uniformity for students, faculty, and staff in the context of unified accreditation.

In 2018, the office of the Vice Chancellor for Academic Affairs convened a workgroup made up of representatives from each campus drawn from faculty, student affairs, and other relevant departments, to review existing campus Academic Integrity Policies and craft a new policy and administrative procedures for System-wide implementation. The proposed policy and procedures were shared in draft form multiple times with all campuses, their Chief Academic Officers, and their Presidents. The policy and procedures were accordingly revised based on their collective feedback. It has also been vetted through the UMS General Counsel's Office to address any compliance and due process concerns. The Office of the Vice Chancellor for Academic Affairs recommends that the Board accept the proposed new policy and procedures on Academic Integrity for September 1, 2020 implementation.

The Academic and Student Affairs committee approved this item to be forwarded to the July 20, 2020 Board of Trustees meeting, for approval of the following resolution:
6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves the proposed new Board Policy 314 on UMS Academic Integrity and its corresponding academic procedures as outlined by the Deputy Vice Chancellor for Academic Affairs, to be effective on September 1, 2020.

Attachments:

[Proposed New Board Policy 314 – UMS Academic Integrity](#)  
[Student Representatives Academic Integrity Policy Memo](#)

Revised - 7/15/2020



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## 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 July 20, 2020 Board meeting:

April 27, 2020 – Academic & Student Affairs Committee  
April 27, 2020 – Human Resources & Labor Relations Committee  
April 29, 2020 – Finance, Facilities, Technology Committee  
May 14, 2020 – Investment Committee  
May 14, 2020 – Audit Committee  
May 18, 2020 – Board of Trustees 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.

07/09/20



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tau Kappa Epsilon Ground Lease, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
 Primary Outcomes: 802 – Disposition of Real Property  
     Increase enrollment  
     Improve student success and completion
5. **BACKGROUND:**  

The University of Maine System acting through the University of Maine (UM) requests authorization to amend or enter a ground lease with Tau Kappa Epsilon (TKE) Housing Corporation. This request is pursuant to Board Policy 802, Disposition of Real Property, which requires Board approval for leases exceeding ten years or \$500,000. In this case, the requirement is in regards to the duration and approval by the full Board is required.

Tau Kappa Epsilon (TKE) is a fraternity in good standing on the University of Maine campus. The current lease through its housing corporation, TKE Housing Corporation, began September 1, 1970 and expires on August 31, 2020. The new agreement would be for a further 30 years for less than one acre at 370 College Avenue, just north of the Alford Arena on College Avenue. The amended lease would continue to include an annual rent of \$1. The land is being used for the purposes of operating a University recognized fraternity house. The structure located on the land is owned by the Fraternity and subject to the terms of the lease with the University.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the July 20, 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 a ground lease for a term as long as 30 years with the Tau Kappa Epsilon (TKE) Housing Corporation for land located in the town of Orono, subject to review and approval of all final terms and conditions by the University of Maine System Treasurer and General Counsel.

7/9/2020





## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Proposed Change to Board of Trustees Policy 205 *Faculty & Student Representation to the Board of Trustees*

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

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

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

5. **BACKGROUND:**

It is proposed that Board of Trustee Policy 205 – *Faculty and Student Representation to the Board of Trustees* be amended to reflect the addition of a faculty and student representative from the University of Maine School of Law.

This proposed change was discussed at the June 22, 2020 Academic and Student Affairs Committee. The Committee agreed to proceed with the proposed policy change, the agenda item is included as an information item for the July 2020 Board meeting. The proposed change will then proceed as an action item for the next Academic and Student Affairs Committee meeting and the September 2020 Board meeting.

Attachment:

[Proposed Change to Board of Trustees Policy 205 - \*Faculty & Student Representatives to the Board of Trustees\*](#)

7/9/2020



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation Status 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:**

At its meeting on June 23, 2020, the New England Commission of Higher Education (NECHE) voted to accredit the University of Maine System, effective July 1, 2020. The Commission's decision was based on the System's Substantive Change Request for Unified Accreditation and previous discussions with the U.S. Department of Education that the System, as chartered under Maine law, could be accredited as an "institution of higher education" under the federal Higher Education Act of 2008. The Commission's approval, in effect, unifies the previously separate institutional accreditations of the public universities that together make up the University of Maine System, in accord with the Chancellor's September 2019 recommendation and the Board's January 2020 authorization and direction to do so.

Unified accreditation presents a transformative opportunity for UMS universities to work more closely together than ever before, sharing resources and programs necessary to create more opportunities and access for students and find collaborative new efficiencies as that advance UMS's teaching, research, and public service missions throughout the State of Maine.

UMS Chief of Staff and General Counsel James Thelen will provide an update on next steps, which include planning for both NECHE's confirming visit next spring and the Self Study that UMS will prepare in advance of NECHE's comprehensive evaluation of the initial implementation of unified accreditation in Fall 2022.

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Transforming Teaching while Focusing on Learning

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

3. **BOARD INFORMATION:** X

**BOARD ACTION:**

4. **OUTCOME:**

**BOARD POLICY:**

5. **BACKGROUND:**

The pandemic has caused universities to rethink and even transform the "delivery" of instruction - we now have on-site, blended, on-line synchronous and asynchronous, hybrid, remote, face-to-face modes, and more options to choose from. Not only does using these modes require new or unfamiliar technologies, but the match among faculty members' experience, the subject matter they are teaching, and the students' needs also informs the choices that are made.

In all of this the most important factor of all is student **learning**. What does it take to put a focus on student learning first while pivoting to a range of instructional modalities? How do we understand their learning needs? UM President Joan Ferrini-Mundy will provide some examples based on work at UMaine and beyond, for putting learning first.

Presentation:

[Transforming Teaching while Focusing on Learning](#)

Revised - 7/15/2020



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** UMS Safe Return Planning
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

On July 1, the University of Maine System announced *Together for Maine* principles that will guide System universities and their communities to safely resume in-person teaching, learning, and working on System campuses this fall. UMS Chief General Services Officer Chip Gavin and UMS Vice Chancellor for Academic Affairs Robert Placido, who led the overall development of the *Together for Maine* principles, will summarize the planning effort from the late April formation of the Fall 2020 Safe Return Planning Committee to the present. Dr. Melissa Maginnis, Assistant Professor of Microbiology at the University of Maine and lead of the UMS Scientific Advisory Board, will update the Board on the latest testing science related to COVID-19 and the UMS testing strategies that are likely to be pursued as part of UMS's safe return planning.

### Additional Resources:

More information about the Scientific Advisory Board (SAB):

<https://umaine.edu/president/science-advisory-board/>

A recent podcast the SAB did on The Maine Question:

<https://umaine.edu/podcasts/2020/06/25/s2e16-what-can-we-learn-from-ums-experts-about-coronavirus/>

### Attachment:

[The University of Maine System's Safe Return and Learning Principles](#)

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## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Roux Institute Update
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**  
Support Maine through Research  
and Economic Development
5. **BACKGROUND:**

Building upon a decade of expansion through a network of campuses in the U.S. and beyond, Northeastern University, joined by technology entrepreneur David Roux, is launching a graduate education and research campus in Portland, Maine. The Roux Institute at Northeastern University is designed to educate generations of talent for the digital and life sciences sectors, and drive sustained economic growth in Portland, the state of Maine, and northern New England.

The venture was envisioned by David and his wife Barbara Roux to benefit his native state. Inspired by Northeastern's leadership in preparing citizens for the societal challenges posed by rapid advances in technology, the couple has invested \$100 million in the university to support the Roux Institute's future activities.

The Roux Institute will partner with leading employers in Maine and across the United States. Its graduate degree and certificate programs will focus on the practical application of artificial intelligence and machine learning in the digital and life sciences to prepare people for high-demand jobs and drive research that meets industry needs—goals that the Rouxs have been pursuing for years. The Roux Institute will not offer undergraduate degrees.

Presidents Ferrini-Mundy and Cummings will provide an update on the partnership between the Roux Institute and the University of Maine System.

Presentation:

[The Roux Institute Initiative UM-USM](#)

Revised - 7/15//2020



## AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** University of Maine Graduate and Professional Center 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
5. **BACKGROUND:**  
The Board of Trustees will be provided an update on the University of Maine Graduate and Professional Center.

The Maine Center is UMS's strategic initiative through which UMaine's Graduate School of Business, USM's Muskie School, and the University of Maine School of Law bring together graduate programs in law, business, and public policy to train the workforce of the future and grow Maine's economy and, through Maine Center Ventures, provide executive education and business incubation and acceleration tailored to the evolving needs of Maine's civic, business, and legal communities.

Presentation:

[The MaineMBA: Investment, Innovation & Impact](#)

Revised - 7/15/2020

## University of Maine System Managed Investment Pool

# TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>MIP Composite</b>	<b>345,833,629</b>	<b>100.0</b>	<b>100.0</b>	<b>3.9</b>	<b>-6.2</b>	<b>-0.9</b>	<b>3.0</b>	<b>2.9</b>	<b>3.1</b>	<b>4.2</b>	<b>6.0</b>
Allocation Index				3.5	-5.9	0.0	4.1	4.1	4.1	5.0	6.2
Policy Index				3.3	-6.4	-0.5	4.1	4.2	4.4	5.2	6.5
<b>Total Domestic Large Cap</b>	<b>61,110,223</b>	<b>17.7</b>	<b>17.0</b>	<b>4.8</b>	<b>-5.0</b>	<b>5.3</b>	<b>12.7</b>	<b>10.1</b>	<b>9.8</b>	<b>11.5</b>	<b>13.0</b>
S&P 500				4.8	-5.0	5.4	12.8	10.2	9.9	11.6	13.2
SSgA S&P 500	61,110,223	17.7	17.0	4.8	-5.0	5.3	12.7	10.1	9.8	11.5	13.1
S&P 500				4.8	-5.0	5.4	12.8	10.2	9.9	11.6	13.2
<b>Total Domestic Small/Mid Cap</b>	<b>26,785,523</b>	<b>7.7</b>	<b>7.0</b>	<b>8.6</b>	<b>-13.8</b>	<b>-5.7</b>	<b>1.3</b>	<b>3.9</b>	<b>4.1</b>	<b>7.2</b>	<b>10.5</b>
Russell 2500				7.4	-13.5	-7.4	-0.8	3.9	4.7	7.5	10.3
Westfield Capital	15,304,559	4.4	3.5	12.6	-1.2	10.1	17.6	12.4	8.6	10.8	13.7
Russell 2500 Growth				10.4	-1.6	5.3	13.5	11.6	8.7	11.3	13.3
DFA	11,480,965	3.3	3.5	3.6	-27.0	-21.6	-15.4	-5.3	-1.2	2.9	--
Russell 2000 Value				2.9	-25.6	-19.8	-14.7	-4.2	0.7	3.5	6.5
<b>Global Equity</b>	<b>31,707,569</b>	<b>9.2</b>	<b>10.0</b>	<b>4.6</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
MSCI World				4.8	-8.2	0.2	6.8	5.9	5.8	7.6	9.3
Walter Scott Global Equity	31,707,569	9.2	10.0	4.6	--	--	--	--	--	--	--
MSCI World				4.8	-8.2	0.2	6.8	5.9	5.8	7.6	9.3
<b>Total International Equity (including emerging markets)</b>	<b>75,387,361</b>	<b>21.8</b>	<b>21.0</b>	<b>6.1</b>	<b>-12.0</b>	<b>-7.6</b>	<b>-3.0</b>	<b>-1.8</b>	<b>-0.1</b>	<b>1.5</b>	<b>4.6</b>
MSCI EAFE				4.4	-14.3	-8.3	-2.8	-0.4	0.8	2.9	5.3
Morgan Stanley	18,048,181	5.2	5.0	3.9	-9.9	-4.9	1.2	-0.3	0.8	2.8	5.5
Globeflex	498	0.0	0.0	0.1	-20.6	-17.5	-12.7	-5.7	-2.0	1.1	4.2
MSCI EAFE				4.4	-14.3	-8.3	-2.8	-0.4	0.8	2.9	5.3
JO Hambro	17,808,785	5.1	5.0	7.2	--	--	--	--	--	--	--
MSCI EAFE				4.4	-14.3	-8.3	-2.8	-0.4	0.8	2.9	5.3
Kabouter International Opportunities Offshore Fund II	17,984,023	5.2	4.0	12.7	-6.0	-1.3	3.2	--	--	--	--
MSCI EAFE Small Cap				7.1	-14.3	-4.8	-0.8	0.1	3.3	5.6	7.8
<b>Emerging Markets Equity</b>	<b>21,545,874</b>	<b>6.2</b>	<b>7.0</b>	<b>2.3</b>	<b>-15.8</b>	<b>-11.3</b>	<b>-8.2</b>	<b>-3.2</b>	<b>-1.8</b>	<b>-1.5</b>	<b>--</b>
MSCI Emerging Markets				0.8	-16.0	-10.0	-4.4	-0.2	0.9	1.2	2.5
Aberdeen Emerging Mkts	11,013,873	3.2	3.5	3.1	-16.9	-12.9	-6.9	-1.8	0.7	0.0	3.5
MSCI Emerging Markets				0.8	-16.0	-10.0	-4.4	-0.2	0.9	1.2	2.5
Mondrian EM Small Cap	10,532,001	3.0	3.5	1.5	-14.6	-9.6	-9.6	-4.7	-4.4	--	--
MSCI Emerging Markets Small Cap				2.4	-20.0	-16.4	-13.1	-5.5	-4.0	-1.6	1.0



May 31, 2020

## University of Maine System Managed Investment Pool

# TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Fixed Income</b>	<b>77,225,832</b>	<b>22.3</b>	<b>24.0</b>	<b>1.9</b>	<b>0.3</b>	<b>2.5</b>	<b>3.6</b>	<b>3.2</b>	<b>3.0</b>	<b>3.1</b>	<b>4.5</b>
BBgBarc US Aggregate TR				0.5	5.5	8.1	9.4	5.1	3.9	3.6	3.9
Commonfund	22,312,183	6.5	7.0	1.4	1.8	4.8	6.1	4.3	3.6	3.6	4.5
BBgBarc US Aggregate TR				0.5	5.5	8.1	9.4	5.1	3.9	3.6	3.9
Vanguard Inflation-Protected Securities	11,411,317	3.3	3.5	0.5	5.0	7.1	7.9	4.2	--	--	--
BBgBarc US TIPS TR				0.3	4.8	7.1	8.0	4.3	3.3	2.3	3.6
Vanguard Short-Term Inflation-Protected Securities	11,200,014	3.2	3.5	0.8	1.2	2.7	3.3	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.7	1.3	2.8	3.5	2.3	1.9	1.2	1.7
Blackrock Strategic Income Opportunities	16,549,524	4.8	5.0	2.2	-1.3	1.2	2.9	--	--	--	--
3-Month Libor Total Return USD				0.0	0.5	1.5	1.7	2.0	1.5	1.1	0.9
Bain Capital Senior Loan Fund	15,752,794	4.6	5.0	3.9	-5.2	-3.4	-3.2	--	--	--	--
Credit Suisse Leveraged Loans				3.8	-6.0	-3.6	-3.4	1.7	2.6	3.0	4.2
<b>Total GAA</b>	<b>49,237,969</b>	<b>14.2</b>	<b>15.0</b>	<b>1.1</b>	<b>-7.1</b>	<b>-4.1</b>	<b>-1.6</b>	<b>0.7</b>	<b>1.2</b>	<b>2.0</b>	<b>3.7</b>
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				3.0	-5.0	0.9	6.0	4.9	4.8	5.4	6.7
GMO Global Absolute Return	24,194,274	7.0	7.5	-0.3	-11.1	-7.8	-5.2	-0.8	0.5	1.4	3.6
Blended Index				1.9	2.1	5.3	7.5	4.7	4.3	4.0	5.0
Newton Global Real Return	25,043,695	7.2	7.5	2.4	-3.0	-0.4	2.0	2.8	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				2.8	-4.5	1.1	6.0	4.8	4.7	5.2	6.4
<b>Total Hedge Funds</b>	<b>21,343,035</b>	<b>6.2</b>	<b>6.0</b>	<b>2.5</b>	<b>1.6</b>	<b>7.1</b>	<b>8.6</b>	<b>4.3</b>	<b>2.6</b>	<b>2.5</b>	<b>2.5</b>
HFRI Fund of Funds Composite Index				2.5	-3.2	-1.2	0.3	1.7	0.9	2.2	2.5
Lighthouse	21,343,035	6.2	6.0	2.5	1.6	7.1	8.6	5.3	--	--	--
Credit Suisse Long Shrt Eqt USD				4.1	-3.5	1.4	3.3	3.1	2.4	4.4	4.9
<b>Private Equity</b>	<b>1,934,934</b>	<b>0.6</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.1</b>	<b>6.4</b>	<b>9.8</b>	<b>9.3</b>	<b>--</b>	<b>--</b>
Landmark Equity Partners XV	1,934,934	0.6	0.0	0.0	0.0	2.1	6.4	9.8	9.3	--	--
CJA US All PE (1 Qtr Lag)				0.0	3.8	8.7	14.1	14.0	12.1	13.2	13.8
<b>Total Cash</b>	<b>1,101,182</b>	<b>0.3</b>	<b>0.0</b>								
Distribution Account	1,101,182	0.3	0.0	0.0	0.1	0.9	1.2	1.3	0.8	0.6	0.5
91 Day T-Bills				0.0	0.4	1.3	1.5	1.7	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&amp;P 500, 10% BC High Yield, 10% JPM EMBI+

Returns are net of manager fees

Landmark market value is estimated as of 5/31/2020.

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



May 31, 2020



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## University of Maine System Pension Plan

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Pension Composite</b>	<b>24,664,647</b>	<b>100.0</b>	<b>100.0</b>	<b>2.2</b>	<b>-0.6</b>	<b>4.2</b>	<b>7.0</b>	<b>4.2</b>	<b>4.4</b>	<b>3.9</b>	<b>4.5</b>	<b>6.1</b>
Allocation Index				2.3	-2.0	2.6	5.8	3.6	4.7	4.5	5.2	6.5
Policy Index				2.3	-1.9	2.8	6.2	4.1	4.9	4.8	5.4	6.8
<b>Total Global Equity</b>	<b>7,875,693</b>	<b>31.9</b>	<b>30.0</b>	<b>4.4</b>	<b>-4.4</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
MSCI World				4.8	-8.2	0.2	6.8	3.2	5.9	5.8	7.6	9.3
Walter Scott Global Equity Fund	7,875,693	31.9	30.0	4.4	-4.4	--	--	--	--	--	--	--
MSCI World				4.8	-8.2	0.2	6.8	3.2	5.9	5.8	7.6	9.3
<b>Emerging Markets Equity</b>	<b>675,657</b>	<b>2.7</b>	<b>3.0</b>	<b>1.5</b>	<b>-14.6</b>	<b>-9.6</b>	<b>-9.6</b>	<b>-10.2</b>	<b>-4.7</b>	<b>-4.4</b>	<b>-3.1</b>	<b>--</b>
MSCI Emerging Markets				0.8	-16.0	-10.0	-4.4	-6.6	-0.2	0.9	1.2	2.5
Mondrian EM Small Cap	675,657	2.7	3.0	1.5	-14.6	-9.6	-9.6	-10.2	-4.7	-4.4	--	--
MSCI Emerging Markets Small Cap				2.4	-20.0	-16.4	-13.1	-13.9	-5.5	-4.0	-1.6	1.0
<b>Total Fixed Income</b>	<b>10,756,388</b>	<b>43.6</b>	<b>43.0</b>	<b>1.1</b>	<b>3.2</b>	<b>5.5</b>	<b>6.6</b>	<b>6.1</b>	<b>4.2</b>	<b>3.5</b>	<b>3.1</b>	<b>4.1</b>
BBgBarc US Aggregate TR				0.5	5.5	8.1	9.4	7.9	5.1	3.9	3.6	3.9
Vanguard Total Bond Market Index	6,601,205	26.8	26.0	0.5	5.6	8.2	9.5	8.1	5.1	4.0	--	--
BBgBarc US Aggregate TR				0.5	5.5	8.1	9.4	7.9	5.1	3.9	3.6	3.9
Vanguard Inflation-Protected Securities	848,169	3.4	3.5	0.5	5.0	7.1	7.9	6.2	4.2	--	--	--
BBgBarc US TIPS TR				0.3	4.8	7.1	8.0	6.2	4.3	3.3	2.3	3.6
Vanguard Short-Term Inflation-Protected Securities - VTSPX	836,288	3.4	3.5	0.8	1.2	2.7	3.3	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.7	1.3	2.8	3.5	3.2	2.3	1.9	1.2	1.7
BlackRock Strategic Income Opportunities	1,183,815	4.8	5.0	2.2	-1.3	1.2	2.9	3.0	--	--	--	--
3-Month Libor Total Return USD				0.0	0.5	1.5	1.7	2.2	2.0	1.5	1.1	0.9
Bain Capital Senior Loan Fund	1,286,911	5.2	5.0	3.9	-5.2	-3.4	-3.2	--	--	--	--	--
Credit Suisse Leveraged Loans				3.8	-6.0	-3.6	-3.4	0.3	1.7	2.6	3.0	4.2
<b>Total GAA</b>	<b>1,887,291</b>	<b>7.7</b>	<b>8.0</b>	<b>2.4</b>	<b>-3.0</b>	<b>-0.4</b>	<b>2.0</b>	<b>2.4</b>	<b>2.6</b>	<b>2.2</b>	<b>2.8</b>	<b>4.2</b>
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				3.0	-5.0	0.9	6.0	3.2	4.9	4.8	5.4	6.7
Newton Global Real Return	1,887,291	7.7	8.0	2.4	-3.0	-0.4	2.0	4.6	2.8	--	--	--
60% MSCI ACWI (Net) / 40% FTSE WGBI				2.7	-3.9	1.5	6.4	3.5	4.9	4.9	5.1	6.3
<b>Total Alternative Investments</b>	<b>1,310,016</b>	<b>5.3</b>	<b>5.0</b>	<b>2.5</b>	<b>1.6</b>	<b>7.1</b>	<b>8.6</b>	<b>2.0</b>	<b>4.3</b>	<b>2.8</b>	<b>2.9</b>	<b>2.8</b>
HFRI Fund of Funds Composite Index				2.5	-3.2	-1.2	0.3	-0.3	1.7	0.9	2.2	2.5
Lighthouse	1,310,016	5.3	5.0	2.5	1.6	7.1	8.6	2.0	5.3	--	--	--
Credit Suisse Long Shrt Eqt USD				4.1	-3.5	1.4	3.3	0.8	3.1	2.4	4.4	4.9



May 31, 2020

## University of Maine System Pension Plan

**TOTAL PLAN PERFORMANCE**

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Real Assets</b>	<b>2,020,797</b>	<b>8.2</b>	<b>8.0</b>									
Principal	2,020,797	8.2	8.0	-0.9	-0.3	2.5	3.2	4.9	6.1	7.7	9.0	11.0
NCREIF ODCE				0.0	1.0	3.8	4.9	6.2	6.8	8.5	9.9	11.4
<b>Total Cash</b>	<b>138,805</b>	<b>0.6</b>	<b>3.0</b>									
Distribution Account	138,805	0.6	3.0	0.0	0.2	0.9	1.1	1.5	1.4	0.8	0.6	0.4
91 Day T-Bills				0.0	0.4	1.3	1.5	1.9	1.7	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&amp;P 500, 10% BC High Yield, 10% JPM EMBI+

Returns are net of manager fees



May 31, 2020

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## University of Maine System Operating Fund

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Operating Funds Composite</b>	<b>280,896,095</b>	<b>100.0</b>	<b>100.0</b>	<b>1.5</b>	<b>0.1</b>	<b>2.7</b>	<b>4.3</b>	<b>3.0</b>	<b>2.5</b>	<b>2.4</b>	<b>2.7</b>
Allocation Index				1.2	0.2	2.9	4.4	3.3	2.7	2.6	2.7
<b>Liquidity Pool Composite</b>	<b>72,391,781</b>	<b>25.8</b>	<b>30.0</b>	<b>0.0</b>	<b>0.6</b>	<b>1.6</b>	<b>1.8</b>	<b>1.6</b>	<b>1.1</b>	<b>0.9</b>	<b>0.7</b>
State Pool	35,860,970	12.8		0.1	0.8	1.8	2.0	1.8	1.3	1.0	0.8
BOA General Fund	1,960,425	0.7		0.0	0.2	0.4	0.4	0.6	0.4	0.3	--
Federated Gov't Obligations	4,987,391	1.8		0.0	0.4	1.4	1.6	1.6	--	--	--
JP Morgan US Gov't Money Market Fund	29,582,994	10.5		0.0	0.4	1.3	1.5	1.5	--	--	--
FTSE T-Bill 3 Months TR				0.0	0.5	1.5	1.8	1.7	1.1	0.8	0.6
<b>Income Pool Composite</b>	<b>142,074,755</b>	<b>50.6</b>	<b>47.5</b>	<b>1.3</b>	<b>1.4</b>	<b>3.3</b>	<b>4.1</b>	<b>2.9</b>	<b>2.5</b>	<b>2.3</b>	<b>2.8</b>
Income Research + Management	79,669,878	28.4	26.0	0.9	2.9	4.3	4.9	2.9	2.2	1.9	--
BBgBarc US Govt/Credit 1-3 Yr. TR				0.3	2.7	4.0	4.6	2.8	2.1	1.7	1.7
BlackRock Strategic Income Opportunities	20,539,763	7.3	7.0	2.2	-1.3	1.2	2.9	2.8	2.6	--	--
3-Month Libor Total Return USD				0.0	0.5	1.5	1.7	2.0	1.5	1.1	0.9
Loomis Sayles Bank Loans	20,082,353	7.1	7.0	2.9	-5.5	-3.3	-3.0	1.1	2.0	2.3	3.4
Loomis Bank Loans Custom Index				2.7	-4.7	-2.0	-1.5	1.9	2.6	3.1	4.2
Vanguard Total Bond Market Instl' Fund	21,782,761	7.8	7.5	0.5	5.6	8.2	9.5	5.1	4.0	3.6	3.9
BBgBarc US Aggregate TR				0.5	5.5	8.1	9.4	5.1	3.9	3.6	3.9
<b>Total Return Pool Composite</b>	<b>66,429,559</b>	<b>23.6</b>	<b>22.5</b>	<b>3.7</b>	<b>-5.7</b>	<b>0.0</b>	<b>4.0</b>	<b>3.6</b>	<b>3.7</b>	<b>3.8</b>	<b>5.0</b>
Lighthouse	15,667,334	5.6	5.0	2.5	1.6	7.1	8.6	5.3	--	--	--
Credit Suisse Long Shrt Eqt USD				4.1	-3.5	1.4	3.3	3.1	2.4	4.4	4.9
Newton Global Real Return	11,821,154	4.2	4.0	2.4	-3.0	-0.5	1.9	2.8	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				2.8	-4.5	1.1	6.0	4.8	4.7	5.2	6.4
PIMCO All Asset	11,274,592	4.0	4.0	3.3	-8.4	-5.1	-2.1	1.3	2.5	2.2	4.2
Blended Index				1.9	2.1	5.3	7.5	4.7	4.3	4.0	5.0
Vanguard Total World Stock Index	27,666,479	9.8	9.5	5.1	-9.3	-1.2	5.2	5.1	5.4	7.1	--
FTSE Global All Cap Index				4.7	-9.6	-1.3	4.9	5.2	4.6	5.8	7.1

## 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&amp;P 500 / 10% BC High Yield / 10% JPM EMBI+

Loomis Bank Loans Custom Index blends performance of "S&amp;P/LSTA Leveraged Loan Index" before 9/1/2014 and "S&amp;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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- This report may contain confidential or proprietary information and may not be copied or redistributed to any party not legally entitled to receive it.

### **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.





## The University of Maine System's Safe Return and Learning Principles



UNIVERSITY OF MAINE AT AUGUSTA • UNIVERSITY OF MAINE • UNIVERSITY OF MAINE AT MACHIAS • UNIVERSITY OF MAINE AT FARMINGTON  
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## UNIVERSITY OF MAINE SYSTEM



Our world needs higher education now more than ever. A pandemic has swept the globe. A new passion has awakened in us to acknowledge and root out structural racism. The teaching and learning at the core of the University of Maine System's public mission advance knowledge, diversity of thought, and human understanding in these challenging times, all of which are critical to the future health of our communities and society.

We are fortunate in Maine that our state leaders and public health authorities have so far kept the coronavirus from spreading unchecked. This presents us an opportunity to look ahead to how we can safely resume our academic operations in the fall.

As we have done throughout the pandemic, we continue to balance the advancement of knowledge with the public health of our university communities. With new capacity now to limit virus transmission through testing, contact tracking, and isolation, along with a strong communal discipline to follow social distancing

and other recognized public health measures, Maine's public universities will resume in-person teaching and learning on our campuses this fall because classroom instruction and immersion in a diverse community of ideas remains the best model to serve the majority of our learners. Doing so provides support and enrichment opportunities that are especially important to our first-generation and special population students. And for at-risk faculty, staff, and students, we'll employ new technologies and flexible teaching and learning modalities so that all have meaningful opportunities to participate with those on campus in their teaching, work, and learning.

Since the last day of on-campus instruction this past spring, our scientists, university presidents, faculty, and System and campus leaders have worked to be ready to bring people back together this fall if the science and the guidance of civil authorities would permit it. The work has not been easy or without risk, as we are still living in the midst of a global pandemic that requires us all to do our part to maintain personal and community health and public safety. The Together for Maine principles we announce today represent our commitment to serve our students and the state with science-informed plans that each of our public universities will be using to reduce the spread of disease, accommodate vulnerable members of our community, respond to incidents of coronavirus infection, and protect each other and our communities. I hope you'll do your part to keep our university communities safe as we return to our universities this fall.

Dannel P. Malloy, *Chancellor*



## Fall 2020 SAFE RETURN Planning

The core questions for everyone in the university community since in-person operations were suspended in March has been how and when Maine's public universities could return to on-campus instruction and campus life. Chancellor Malloy formed the University of Maine System's Safe Return Planning Committee in April to answer those questions and to help the development of a proposed framework for the safe reopening of Maine's 38 public and private institutions collectively educating 72,600 students annually and contributing \$4.5 billion to the state's economy.

Informed and supported by the UMS Scientific Advisory Board chaired by University of Maine President Joan Ferrini-Mundy, the Fall 2020 Safe Return Planning Committee has established seven unifying principles regarding the nature of instruction, campus life, and the essential work of public higher education for the fall 2020 semester.

Each university within the University of Maine System has developed and will continue to adjust and refine reopening plans aligned with these unifying principles. The presidents of Maine's public universities and the dean of the University of Maine School of Law will begin sharing the details of their specific plans with students and families, faculty and staff, and stakeholders beginning on July 1 with regular communications and updates throughout the summer.

The planning effort included wide consultations with many stakeholders and has been aligned with parallel groups on all the campuses. Simultaneous academic

departments and faculty have been and will continue to work together to be prepared to support students on our campuses or wherever they may need to be this fall.

A list of the UMS committees and members who have contributed to our work to be Together for Maine this fall are included at the end of this document. These collaborative teams have met multiple times per week, sometimes daily.

More than 200 planning meetings and the equivalent of more than 40 weeks of effort already have been invested in these meetings alone. Thousands of additional hours have been invested by individual team members and by the important planning and implementation teams specific to each university.

The work that will bring our universities together for Maine this fall and the University of Maine System's commitment to student and community safety will persist throughout the pandemic. The University consistently seeks to take steps to minimize the risk of COVID-19 infections (or any other spread of disease) in accordance with applicable law, regulation, and guidance provided by health authorities. These efforts may include policies and safeguards implemented by the University, such as symptom checks, physical distancing, use of facial coverings, and isolating and quarantining when required. Despite these efforts, the University cannot categorically guarantee that any person entering UMS campuses or facilities will not contract COVID-19 or any other communicable disease, and any such person must assess and accept the risks of illness or injury for themselves.



## Together for Maine UNIFYING PRINCIPLES

**1. Passing the Test and Planning for Isolation:** It is important that the UMS is prepared for and committed to mitigation of viral transmission using the approach — test, trace, and isolate for safety. Each UMS campus will begin the semester with a plan and commitment for broad-based infection testing that complies with and takes safety steps stronger than those currently called for by civil authorities. Every student, faculty, and staff member from states or places beyond Maine will be required to have a negative COVID-19 test in hand when the semester begins. Further, other categories of vulnerable



[VIDEO Melissa Maginnis](#)

**“The coronavirus is especially stealthy and can be transmitted for up to 14 days by carriers who feel healthy and show no signs of infection. The biomedical community is working very hard to develop a vaccine and antiviral treatments for COVID-19, but we may still be several months or more away from a breakthrough.”**



Melissa Maginnis, Assistant Professor of Microbiology and Virologist, UMaine Department of Molecular and Biomedical Sciences; Lead of the UMS Scientific Advisory Board

populations will warrant special consideration. The universities will conduct and require asymptomatic testing throughout the semester via high-quality RT-PCR testing through established partnerships. Universities will have isolation plans and spaces that permit students to continue their education during periods of mandated isolations and quarantine should such periods occur. Quarantine and isolation refer to practices for potentially ill individuals or for those known to be ill to remain away from others for a period of time. Details about testing will be forthcoming in much greater detail.

**2. Staying Together for Maine:** Classes will begin as scheduled on August 31. In-person instruction will end and students will be asked to depart residence halls no later than Wednesday, November 25 — the day before Thanksgiving. The final two weeks of the semester and exams will occur as scheduled after Thanksgiving, but remotely. Both travel outside of Maine during the semester and university-sponsored travel will be limited. Students or employees who do leave the state at any point during the semester will be required to adhere to the public health testing or quarantine protocols in place at the time of their return.

**3. Campus space and safety modifications:** Distance is a key line of defense against the spread of infection. Engineered options to improve physical distancing will include space-focused alterations to campus facilities, residence halls, and classrooms, and the installation of physical barriers in key areas of human interaction. We will work together to minimize crowds, closed spaces, and close contacts. Group-size limitations, fewer students in residence, and innovative classroom locations and approaches will further help us de-densify campuses. The universities will also be focused and investing in increased cleaning protocols and new hand sanitation stations, and providing disinfectant wipes at key locations.

## Together for Maine PREPARING OUR CAMPUSES FOR THE FALL

- **Six-foot or more physical distancing:**

Instructional, administrative and other spaces will be updated to accommodate physical distancing of six feet or more. This includes marking seats, rearranging or removing furniture, marking distancing spaces in areas where queues may form, and other steps as may be warranted to promote and make possible physical distancing. This includes classrooms, offices, and common residential and social spaces.

- **Handwashing and sanitizer stations:**

Handwashing will be strongly encouraged and supported with supplies and signage. Numerous hand sanitizer stations also will be visible and available inside the entrances of facilities and throughout campus facilities.

- **One-way foot traffic:**

Pedestrian foot traffic will be differentiated by direction in some areas. This may include steps such as designating areas of one-way foot traffic, enter-only and exit-only at classroom and building access points (except in the case of emergencies), and physical separation devices.

- **Paper towels in lieu of air dryers:**

Paper towels and appropriate emptying of the associated trash receptacles will replace air hand dryers.

- **Disinfectant wipes:**

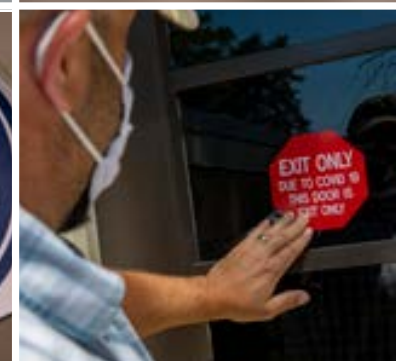
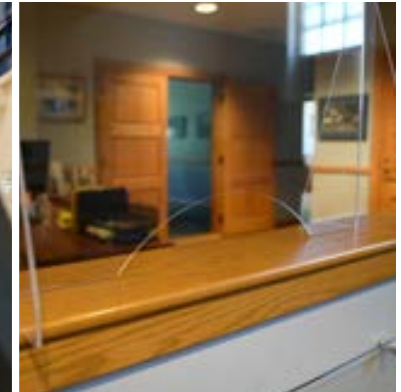
Disinfectant supplies will be available at many locations for the immediate wiping down of common spaces and places such as classroom desks by individual users.

- **Physical barriers:**

Physical barriers of various kinds are being installed to shield individuals from the respiratory droplets of others in many areas where person-to-person interactions occur.

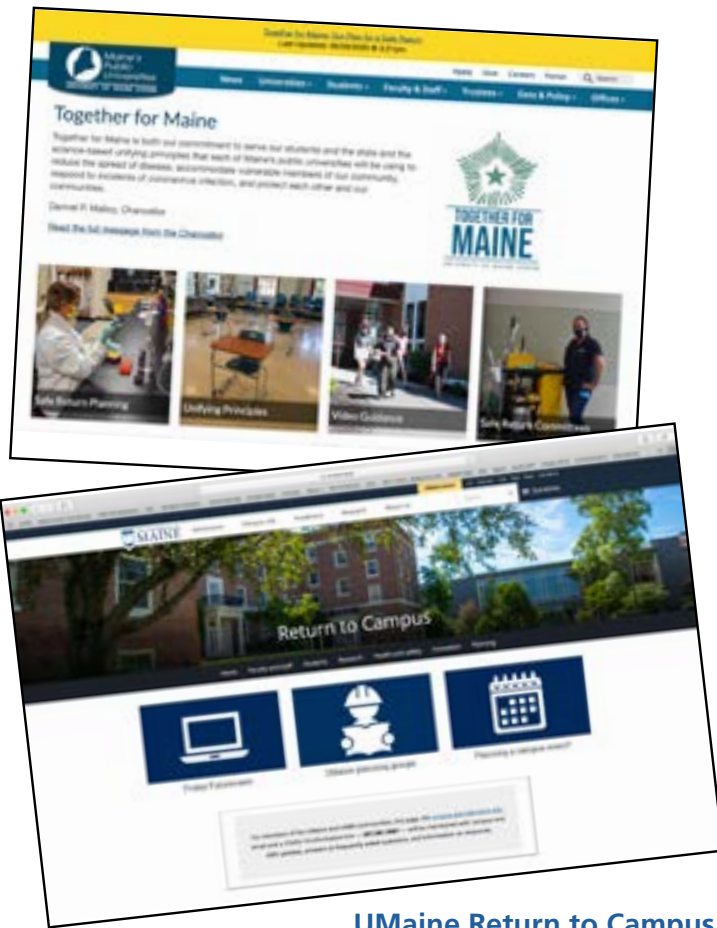
- **Signage:**

There will be signs posted to remind all of us of the various changes in practices and the things we all can do to help ensure in-person education can continue.



## Together for Maine UNIFYING PRINCIPLES

### [Together.Maine.Edu](https://www.togethermaine.edu)



### [UMaine Return to Campus](https://www.togethermaine.edu)

- 4. Making a pledge is the Maine thing:** Each student, staff, and faculty member will be asked and challenged to be a champion for keeping themselves and others safe. Social compacts or pledges will be in place at all campuses. These pledges will include commitments to science-based practices, such as wearing a face covering, that are clearly demonstrated to significantly reduce the spread of disease. The pledges will also include actions such as monitoring your own health, avoiding unnecessary travel, and staying home when sick.
- 5. Communication will be crucial:** The Chancellor and presidents will be communicating openly and often about our status, adjustments to this plan and about the System's ability to continue with in-person instruction. Guidance will be clear and updated immediately when necessary to maintain alignment with the directives of civil authorities.





## Together for Maine UNIFYING PRINCIPLES

**6. Instruction will be innovative and flexible:** With millions of dollars in classroom technology improvements happening this summer with the support of the Board of Trustees, classes will be offered in modalities that range from online to outdoors and from in-person to hyflex. Our outstanding faculty will continue their strong commitment to providing high-quality learning opportunities for all students, using well-established high-impact practices and implementing new practices to reach students where they are. The schedule also will be different this fall both in terms of our time on campus and daily schedules.

**7. Working Together for Maine:** Support and training for faculty and staff: The employees of Maine's public universities are entrusted with and expected to prioritize student, personal, and community health. A comprehensive training and support guide has been developed to direct a phased reopening and return to campus operations. The guide recognizes the challenges of life in the midst of pandemic and that some members of the university community are at greater risk or may be in need of special consideration. The guide outlines the flexibility and accommodations for work units and individual employees that will be available and the emphasis the UMS is placing on collective care and support.

The return to campus guidelines are considered a part of the UMS' Employee Policies and Procedures, and every faculty and staff member will be required to complete a training on the guide and its protocols.

### Classroom Spaces Pass the Test on Group Size Guidance

**75% of University of Maine System's 772 classroom spaces will have 15 or fewer people.**

**90% of classroom spaces will have 20 or fewer people in them.**

**98% of classroom spaces already adhere to the requirement of civil authorities to limit group gatherings to 50 people.**



## Together for Maine INNOVATIVE AND FLEXIBLE INSTRUCTION

"We are working hard to make sure student learning goes forward in all kinds of modes — online and in person. Over the summer, our outstanding faculty have come together to think about the most innovative ways to offer lab courses and a group of successful faculty ambassadors are making themselves available as mentors."



[VIDEO President Ferrini-Mundy](#)



Joan Ferrini-Mundy, President of the University of Maine and its regional campus, the University of Maine at Machias

"In BIO100 labs at UMaine, we guide our students to ask questions, test predictions, analyze and interpret results, and reflect on why it all matters. In fall 2020 we will launch a semester-long ecological field study. Students will use their home ecosystems, the UMaine campus, or anywhere as research sites. A collaborative, interactive mapping tool will allow students to see and learn from each other's lab results, and apply molecular to global biological concepts in regional or national contexts."



Julia McGuire, Lecturer in Biology, University of Maine

## Fall 2020 SAFE RETURN COMMITTEES

### The membership of the Safe Return Planning Team includes:

Jeremy Chubbuck, Associate Executive Director of Facilities Management, UMaine  
Robert Norman, Manager of Training and Development, UMaine  
Stewart Harvey, Executive Director of Facilities and Capital Management Services, UMaine  
Brenda McAleer, Dean of the College of Professional Studies and Associate Provost, UMA  
Robert Marden, Director of Campus Safety and Security, UMA  
Tiffany Maiuri, Director of Custom Enterprise Solutions, UMF  
Christine Wilson, Vice President for Student Affairs, UMF  
Erin Soucy, Dean for the Undergraduate School of Nursing, UMFK  
Brian Schaefer, Director of Facilities Management, UMFK  
Leslie Kelly, Associate Dean of Information Services and Distance Education, UMFK  
Marnie Kaler, Dean of Students and Admissions, UMM  
Barbara Blackstone, Dean of Professional Programs, UMPI  
Joe Moir, Director of Facilities Management, UMPI  
Jason Johnston, Dean, College of Arts and Sciences, UMPI  
Chris Lindstrom, Vice President of Campus Human Resources, UMS  
Dominic Barraclough, Vice Provost for Mission and Accreditation, USM  
David Roussel, Assistant Vice President of Student Affairs, USM  
Ron Saindon, Director of Public Safety and Chief of Police, USM  
Nicole Vinal, Assistant Dean for Finance and Administration Law School, UML  
Sara Mlynarchek, Assistant General Counsel, UMS  
Dan Demeritt, Executive Director of Public Affairs, UMS  
Robert Placido, Vice Chancellor of Academic Affairs, UMS — Co-Chair  
Chip Gavin, Chief Facilities Management and General Services Officer, UMS — Co-Chair



Fall 2020

## SAFE RETURN COMMITTEES



### The UMS Scientific Advisory Board includes:

Joan Ferrini-Mundy, President, University of Maine — Chair  
Melissa Maginnis, Assistant Professor of Microbiology, UMaine — Lead  
Caitlin Howell, Assistant Professor of Biomedical Engineering, UMaine  
Kristy Townsend, Associate Professor of Neurobiology, UMaine  
Robert Wheeler, Associate Professor of Microbiology, UMaine  
Sara Huston, Assistant Research Professor, Chronic Disease Epidemiologist, USM

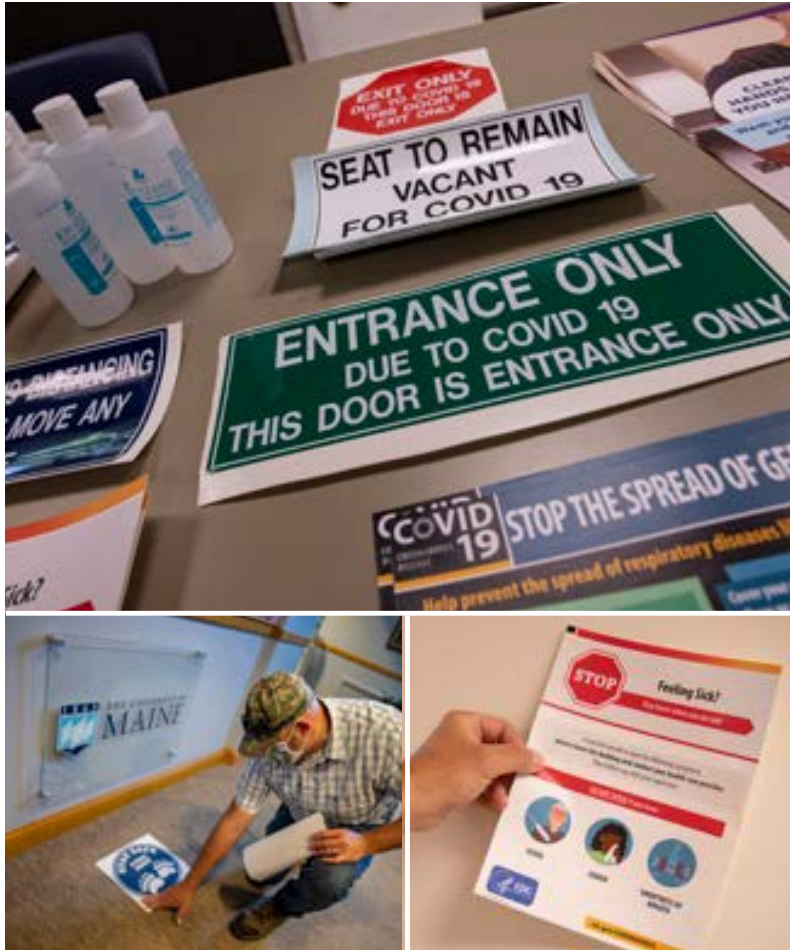
### The Residential Advisory Board includes:

Andra Bowen, Associate Director of Residence Life, UMaine  
Kenda Scheele, Associate Vice President and Senior Associate Dean, UMaine  
Brian Ufford, Director of Student Life, UMF  
David Roussel, Assistant Vice President of Student Affairs, USM  
Daniel Sturup, Executive Director of Auxiliary Services, UMaine  
Sheri Fraser, Dean of Students, UMA  
Marnie Kaler, Dean of Students and Admissions, UMM  
Matthew Morrin, Dean of Students, UMFK  
Sarah Coyer, Director of Student Life, UMPI  
Sara Mlynarchek, Assistant General Counsel, UMS



Fall 2020

## SAFE RETURN COMMITTEES



### The Incident Commanders of the Respective Campus Emergency Teams include:

Joe Szakas, Vice President of Academic Affairs/Provost, UMA  
Brenda McAleer, Incident Cmd (Alt), UMA  
Rob Marden, Incident Cmd (Alt)/Safety Officer, UMA  
Laurie Gardner, Chief Business Officer, UMF  
Tiffany Maiuri, Incident Cmd/Communications, UMF  
Keenan Farwell, Incident Cmd (Alt)/Operations/Logistics, UMF  
Marnie Kaler, Dean of Students and Admissions, Incident Cmd (Alt)/Planning/  
Dining/ Housing, UMM  
Leslie Kelly, Associate Dean of Information Services and Distance Education, UMFK  
Brian Schaefer, Incident Cmd (Alt)/Operations (FM)/Safety Officer, UMFK  
Roland LaCroix, Chief of Police, UMaine  
Bob Norman, Incident Cmd (Alt), UMaine  
Lisa Burton, Incident Cmd (Alt)/Safety Officer, UMaine  
Fred Thomas, Director of Safety and Security and Regulatory Compliance, UMPI  
Joe Moir, Incident Cmd (Alt)/Operations-FM/Logistics, UMPI  
Benjamin Shaw, Incident Cmd (Alt)/Finance, UMPI  
Ronald Saindon, Director of Public Safety and Chief of Police, USM  
Timothy Farwell, Incident Commander (Alt)/Security, USM



# Planning for a Healthier and Safer Maine

## Together.Maine.edu

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The University of Maine System is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities.

The following person has been designated to handle inquiries regarding nondiscrimination policies: Director of Equal Opportunity, 101 North Stevens Hall,  
University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

# UNIVERSITY OF MAINE SYSTEM

## Policy Manual

### GOVERNANCE AND LEGAL AFFAIRS

#### Section 205 Faculty and Student Representation to Board of Trustees

Effective: 11/18/71

Last Revised: 07/10/06; 1/11/10; 7/15/13; 9/28/20

Responsible Office: Clerk of the Board

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#### Policy Statement:

The Trustees endorse the concept of faculty and student access to the University System decision-making process to provide advice and opinions on matters of common interest, and to enhance communication and sense of community within the University of Maine System.

To create the environment for interaction among and between faculty and student representatives, the Trustees and System administration, the Trustees will provide opportunities for participation in the meetings of the committees of the Board.

One faculty member, one undergraduate student from each of the seven universities and the Law School, 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 Academic & Student Affairs Committee and the Finance/Facilities & Technology Committee.

The faculty and student governing bodies at each university are charged to develop procedures through the institution's formal committee selection processes for the election of one member each as representatives to the Board of Trustees. Normally, the representative is expected to complete a two year term; therefore, it is an expectation that the minimum term of service by both 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.

#### Related Documents:

Administrative Guidelines for Faculty and Student Representatives

Shared Governance Statement

Duties of the UMS Student Representatives to the Board of Trustees

UNIVERSITY OF MAINE SYSTEM  
Board of Trustees

**ADMINISTRATIVE GUIDELINES  
FOR FACULTY AND STUDENT REPRESENTATIVES**

1. Appointment to Committees

Faculty and student representatives are responsible for submitting nominations to the Clerk of the Board for appointment to standing committees by August 15 of each academic year.

Faculty and student representatives will be appointed, as appropriate, by the Chair of the Board to Trustee ad hoc Committees.

2. Attendance at Committee Meetings

Faculty and student representatives are encouraged to attend all meetings of their committees and will be notified of the time and place of the meetings by the Clerk of the Board. Committee meetings, except for discussion of issues which are covered by law, are open to the public.

Faculty and student representatives will be provided an opportunity to meet in their groups in conjunction with the regularly scheduled Board meetings.

3. Attendance at Board of Trustees Meetings

Faculty and student representatives are encouraged to attend all public meetings of the Board of Trustees. Participation in Board meetings is limited to Board members and the Chancellor. Other persons, including faculty and student representatives, are occasionally invited by the Trustees or the Chancellor to make comments pertinent to the subject under discussion. Faculty and student representatives are urged to make their input within the committees to the end that committee recommendations are properly reflective of their viewpoints.

Executive sessions of the Board of Trustees and its Committees are not open to faculty and student representatives.

4. Reimbursement for Travel Expenses

Faculty and student representatives are entitled to reimbursement for in-state travel expenses incurred in fulfilling their obligations as a representative. If a representative needs to travel from out-of-state, he/she must confer with the Board Office prior to the travel date to see if the travel is reimbursed. Attendance by technology is encouraged as an alternative to out of state travel. Travel vouchers and information on travel arrangements and policies may be obtained from the Board Office. All travel vouchers are to be submitted to the Board Office.

5. Procedures for Access to the Board Agenda

In order to provide increased opportunities for more effective linkages between student and faculty thinking and Board action, the Chancellor will schedule periodic meetings with the representatives for discussion of mutual issues and concerns.

All formal recommendations regarding campus-level affairs made to the Board of Trustees must be through the campus President to the Chancellor, and through the Chancellor to the Board of Trustees. Recommendations either system-wide in nature or affecting more than one campus must be made through the Chancellor for Board consideration.

July 2014

## University of Maine System Board of Trustees

### Statement on Shared Governance

The University of Maine System is a public body created by charter and state statutes to carry out responsibilities on behalf of the citizens of Maine. Authority to carry out these responsibilities is vested in the Board of Trustees, appointed by the Governor and confirmed by the Legislature. The following statement on Shared Governance expresses the System's commitment to fostering an atmosphere of trust, communication, and participation. The statement, however, is in no way intended to jeopardize, modify or minimize the authority of the Board of Trustees assigned by the State of Maine.

Shared governance relates to collaboration in specific areas where the mission of a University is strengthened by the joint participation of administrators and faculty members. Shared governance does not mean everything has to be done by joint efforts or by delegating decision making to faculty members; rather, it is an approach whereby the talents and collective intelligence of the university community are used to make effective and efficient decisions in specific areas.

The Board of Trustees affirms its support of governance systems and processes that are characterized by collaboration between the Board, the administration, faculty, students and staff in communication and decision making. Collaboration benefits the quality of education by:

**Creating an atmosphere that fosters trust:** Effective decision-making depends on accountability and the development of trust among the parties. This trust then provides the foundation for effective activities and efficient use of participants' time and reflects the collective knowledge of both faculty members and administrators.

**Enhancing communication and participation:** Effective communication is essential for successful shared governance. With respect to major decisions that could affect the educational process, such as budgeting, communication and program changes, input from all involved groups should be sought early in the process and final decisions should be communicated to all parties. Channels for communication should be widely known and participation encouraged.

**Encouraging participation and efficiency:** Those involved in shared governance need to be sufficiently informed to participate effectively. Efficiency in implementing decisions is the result of clearly defined roles and willing participation or understanding among those affected. Suitable resources and support must be made available for effective and efficient implementation of collaborative decisions.

Through governance bodies established at the university level, and through the roles of faculty and student representatives to the Board of Trustees, the University of Maine System Board of Trustees strives to strengthen communication and participation of faculty, students and staff.

At the university level, there are three major areas in which shared governance plays a role, as described below:

1. Academic policies.
2. Peer Review and Academic Administrative Selection processes
3. Budget and Strategic Planning

Faculty have a critical role in fundamental areas such as curriculum, instruction, research and student life. Faculty engagement in these areas is important to assure the competence and quality of university graduates.

Faculty participate in the selection and review of their peers, including recommendations for appointment, reappointment, promotion and tenure, in accordance with the boundaries of the collective bargaining agreement. Faculty also participate in the selection process for academic administrators.

In major decisions regarding the direction of the university, such as mission, strategic plans and budgets, it is desirable that input be sought from all involved groups early in the process and that final decisions be communicated to all parties. Channels for communication, consultation and information dissemination should be widely known and documented. Faculty participation in discussion of these topics should be encouraged.

### **Policy**

Each university is expected to have in place a policy that clearly outlines how collaborative discussion of critical academic issues occurs at the university. This policy will be consistent with the guidelines in this document and in most cases will be embodied in the by-laws of the faculty governance body.

Approved by the UMS Board of Trustees on March 23, 2007.



## **Duties of UMS Student Representative to the Board of Trustees**

### **Goals of defining duties:**

- a) Improve efficacy of Student Representatives in conjunction with the Board Policy Manual (Governance and Legal Affairs, Section 205, Faculty and Student Representation to Board)
- b) To ensure Student Representatives are meeting Board expectations

### **Outline of Duties**

It shall be the responsibility of the Student Representative to:

- Attend bimonthly UMS Board of Trustees meetings
- Be familiar with the nature, needs, and concerns of their student body
- Be familiar with the nature and process of decision making within the System
- Act as a liaison between the Board and their respective Student Government
- Advocate in the best interest of the students who are enrolled at their respective campus
- Provide reports of Board meetings to their respective student government
- Serve as a non-voting member of the committee to which they have been appointed
- Take notes during respective committee meetings and forwarding to appropriate contacts
- Communicate between Board meetings with other student representatives
- Serve as an advocate for the University of Maine System
- Serve as a meeting facilitator on a rotating basis with other student representatives
- Meet any additional expectations of their respective student government

### **University of Maine System Academic Integrity Policy Effective as of September 1, 2020**

Academic integrity violations strike at the heart of the educational mission of the University of Maine System. The academic community of the University of Maine System recognizes that adherence to high principles of academic integrity is vital to the academic function of the University. Academic integrity is based upon honesty. All students of the University are expected to be honest in their academic endeavors. All academic work should be performed in a manner that will provide an honest reflection of the knowledge and abilities of each student. All members of the academic community should regard any breach of academic honesty as a serious offense.

In accordance with the System's mission, campuses within the System have increased cooperative programs with each other to provide better access to courses and programs for students. Students are taking University courses while still in high school, the number of non-traditional students is increasing as is enrollment in on-line and asynchronous courses, and students are increasingly taking courses from multiple campuses during the same semester. All of these factors represent positive change because they represent increased educational opportunity for all students. These factors also require that the University of Maine System adopt this System Academic Integrity Policy to set forth specific and uniform standards of academic integrity that will apply to all courses on all campuses within the System.

Each University campus may adopt procedures for carrying out the provisions of this Policy within the guidelines set forth by this Policy as described below, as long as those campus procedures are consistent with this Policy. Professional schools, such as the School of Law, having a professional code of ethics may adopt additional procedural provisions to be applicable to their own students, as long as they are consistent with this Policy and all procedural requirements of this Policy are met.

#### **Responsibilities:**

While the institution offering the course has jurisdiction in matters of academic integrity, the entire academic community shares the responsibility for establishing and maintaining standards of academic integrity. Those in charge of academic tasks have an obligation to make known the standards and expectations of acceptable academic conduct in all academic contexts (e.g. classrooms, online, research, laboratories, clinicals, internships, etc.). Each student has an obligation to know and understand those standards and expectations. While the academic community recognizes that the responsibility for learning and personal conduct is an individual matter, all students, faculty, and staff are expected to help to maintain academic integrity at the University by refusing to participate in, or tolerate, any academic dishonesty.

#### **Violations:**

Academic integrity means not lying, cheating, or stealing. To cheat on an examination, to steal words or ideas of another, or to falsify the results of one's research corrupts the essential process by which knowledge is advanced. Cheating, plagiarism, fabrication of data, giving or receiving unauthorized help



on examinations, and other acts of academic dishonesty are contrary to the academic purposes for which the University exists.

Violations of academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means. Academic integrity means that one's work is the product of one's own effort, and that one neither receives nor gives unauthorized assistance in any assignment. Because advanced academic work depends on the sharing of information and ideas, academic integrity at the college level includes rigorous adherence to the conventions for acknowledging one's use of the words and ideas of other people.

Put plainly: academic honesty is very important. It is dishonest to cheat on exams, to copy term papers or to submit papers written by another person, to fabricate experimental results, or to copy parts of books, articles, or websites into your own papers without putting the copied material in quotation marks and clearly indicating its source.

### **Types of Academic Integrity Violations**

The following is a listing of most, but not necessarily all, actions that are violations of academic integrity:

#### **I. Plagiarism**

Plagiarism is the submission of another's work as one's own, without adequate attribution. Plagiarism is academic theft. Examples include, but are not limited to:

- a. Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else, including works purchased from a vendor.
- b. Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks.
- c. Creating an academically dishonest paraphrase. When paraphrasing (presenting another person's ideas or information in one's own words), one must find truly one's own way of expressing the original meaning. Simply inserting synonyms into the source's sentence structures is plagiarism.
- d. Failure to identify the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that is not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items -- for example, books, articles, material on the Internet, television programs, instructors' lectures, and people, including other students, friends, and relatives.

- e. Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, or mathematical proof) that are derived from the work of others.

## II. Cheating

Cheating is the act or attempted act of deception by which a student seeks to misrepresent that they have mastered information on an academic exercise that they have not mastered. Cheating is also the use or attempted use of unauthorized assistance in an examination, paper, homework assignment, or other project. Examples include, but are not limited to:

- a. Copying answers from another student's examination.
- b. Communicating in any way with another student or a third party during an examination without the permission of the instructor.
- c. Using unauthorized materials or devices (including notes, textbooks, calculators, and communication devices) during an examination without the permission of the instructor.
- d. Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor.
- e. Collaborating with other students or third parties on a take-home examination, paper, homework assignment, or other project without the permission of the instructor.
- f. Duplicate work: submitting a paper or other project in more than one course without the permission of the instructors. Students are expected to produce original work for each course. A student should not submit identical or substantially similar papers or projects in two different courses (in the same or different semesters) unless both instructors have given their permission.

## III. Fabrication

Fabrication is the use of invented information or the falsification of research or other findings in an academic exercise. Examples include, but are not limited to:

- a. Fabrication of a citation: inventing a citation for a research paper or other project.
- b. Alteration of an assignment: changing a graded examination, paper, homework assignment, or other project and re-submitting it to the instructor to claim an error in grading.
- c. Changing findings, excluding valid data that doesn't support one's thesis, or engaging in other similar activities.

## IV. Contributing to academic dishonesty

Contributing to academic dishonesty is assisting another student's academic dishonesty. Examples include, but are not limited to:

- a. Writing a paper or other project for another student.
- b. Allowing another student to copy from one's examination, paper, homework assignment, or other project.
- c. Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows such assistance is not authorized by the instructor.

V. Other forms of dishonest academic conduct

Other forms of dishonest academic conduct include any actions by which one seeks an unfair academic advantage over others. Examples include, but are not limited to:

- a. Destroying or altering the academic work of another student.
- b. Lying about or otherwise misrepresenting the work of another student.
- c. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
- d. Bribing any other person to obtain an unadministered test or any information about the test.
- e. Entering a building or office for the purpose of obtaining an unadministered test.
- f. Continuing to work on an examination or project after the time specified for the student has elapsed.
- g. Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
- h. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, on a test, a "change of grade" form, an electronic record, or other official academic record of the University that relates to grades.

**Procedures:**

Alleged violations of the Academic Integrity Policy are to be administered through the procedures below as soon as they have been detected. These procedures are designed to create a fair and consistent system for dealing with alleged violations. Students are strongly encouraged to respond to violations of academic integrity that they witness by reporting the violation to the instructor of the course in which it occurred.

While their case is pending or after they have been found in violation of the Academic Integrity Policy, students may not withdraw from the course in which the alleged or established violation occurred.

1. If a faculty member (including an instructor or graduate teaching assistant) has information that a violation of academic integrity may have occurred during an academic term, the faculty member will inform the student in private (either in person or in writing) of the information the faculty member has, the specific incident and the aspect of academic integrity that is alleged to have been violated. The student shall be provided with the opportunity to explain the circumstances and the action. The allegation may be dropped by the faculty member if an explanation by the student is accepted as being adequate.
2. If, after hearing the student's explanation, the faculty member chooses to continue the complaint, the faculty member will complete an Academic Integrity Violation Form within ten business days in order to document the violation and any informal resolution or any academic sanction(s) imposed by the instructor. This action includes notifying the Student Conduct Officer and the appropriate academic administrator. The Academic Integrity Violation Form can be found on the University of Maine System website, at the following URL:
3. The faculty member will provide the student with a copy of the completed Academic Integrity Violation Form in person or via email.
4. Upon receipt of the Academic Integrity Violation Form, the student has ten business days to:
  - a. Admit to the violation of the Academic Integrity Policy by signing the appropriate line on the form. If this option is chosen, or if the student does not return the form, the academic sanctions imposed by the instructor automatically apply. The academic administrator will supply a copy of the form to the Student Conduct Officer.
  - b. Contest the faculty member's finding regarding the violation of the Academic Integrity Policy and/or the appropriateness of the imposed sanction(s) by signing the appropriate line on the form and submitting a letter requesting review to the Dean of the College or designated academic administrator. The letter (no more than two pages in length) requesting review shall state the violation(s) and/or sanction(s) to be reviewed and a detailed rationale for the request for review.

#### **Sanctions:**

A student who admits to being responsible or who is found to be responsible for a violation of academic integrity will be subject to appropriate academic sanctions. Academic sanctions will be determined in accordance with the procedures outlined below. The exact academic sanction will depend on the particular circumstances of each individual case. **Academic sanctions imposed under this policy are completely separate and independent from any disciplinary action, which may be taken against the student under the University of Maine System Student Conduct Code.** A student may receive both an

academic sanction and a disciplinary sanction for the same act of academic dishonesty. A disciplinary sanction may only be imposed upon the student in accordance with the University of Maine System Student Conduct Code.

Repeated violations or those deemed sufficiently serious may be referred directly to the Student Conduct Officer for appropriate action under the Student Conduct Code. Whether an allegation of academic misconduct is “sufficiently serious” will be determined by the College Dean or designated academic administrator in consultation with the Chief Student Affairs Officer.

The following is a list of possible academic sanctions that may be imposed upon students for violations of academic integrity. This list shall not be taken to be exhaustive and may be modified or enlarged to meet particular circumstances in any given situation. A combination of two or more of these academic sanctions may be imposed when justified by the type of violation.

1. The faculty member can impose appropriate grade penalties up to and including F or zero grades on an assignment, exam or paper, and/or in one or more courses. Faculty members may be permitted to exercise discretion in prescribing lesser penalties or additional academic tasks appropriate to allow the student to complete a course and thereby receive a grade representing demonstrated knowledge of the course.
2. The faculty member, the Dean, or other appropriate academic administrator may impose other academic actions as may be appropriate (e.g. referral to the academic program for consideration of continuance in that program).

**Further Procedures:**

1. If a student contests the faculty member’s finding, a hearing will be scheduled before the Dean of the College or, in the absence of a Dean of the College, another academic administrator designated by the Chief Academic Officer or their designee.
  - a. Within seven business days of receipt of the letter requesting review, the Dean of the College or designated academic administrator will notify the student and faculty member of the date, place, and time of the hearing.
  - b. Prior to the hearing, the Dean of the College or designated academic administrator will review the Academic Integrity Violation Form, information provided by the faculty member, and written and verbal statements provided by the student, the faculty member, and any witnesses. At the hearing, the student may ask questions of the faculty member or other witnesses through the dean or designated academic administrator.
  - c. The reporting faculty member will attend the hearing, and can ask questions of the student or other witnesses through the dean or designated academic administrator.

d. Students may bring a support person with them to the hearing, but the support person shall not be permitted to speak during the hearing except quietly to the student.

e. The Dean of the College or designated academic administrator will make a determination regarding the request for review within two weeks of the hearing. The outcome of the review may result in a higher sanction, lower sanction, the same sanction, or no sanction at all being imposed. The Dean or designated academic administrator will notify the student and faculty member in writing of their final decision and provide a copy to the Student Conduct Officer.

2. The student or faculty member may each request a review of the Dean's or designated academic administrator's decision by submitting a letter (no more than two pages) requesting review of their decision to the Dean or designated academic administrator no later than two weeks after receipt of the Dean's or designated academic administrator's decision. The letter shall state the violation(s) and/or sanction(s) to be reviewed and a detailed rationale for the request for review. If either party requests a review, the other party shall be provided with a copy of the request for review letter. The review of the Dean's or designated academic administrator's decision shall be a paper review and shall be conducted by an Academic Appeals Committee or the Chief Academic Officer (CAO). If a Committee is appointed, it must have an odd number of members and include at least one student and two faculty members. The Committee or CAO will consider all written information provided by the faculty member, all written information provided by the student and any witnesses and the Dean's or designated academic administrator's written decision. The Committee (by a simple majority) or CAO will then make a determination regarding the request for review within two weeks of receiving the request. The outcome of the review may result in a higher sanction, lower sanction, the same sanction, or no sanction at all being imposed. The decision of the Committee or CAO will be the final decision, and is not subject to review. The Committee or CAO will notify the student, the faculty member and the Dean or designated academic administrator in writing of their final decision and provide a copy to the Student Conduct Officer.

3. Minor Violations: Faculty members may feel that certain violations, based either upon the nature of the violation or its circumstance, warrant an informal warning rather than formal action. As with formal violations, the instructor must discuss the alleged violation with the student either in person or in writing. If the instructor finds there was a minor violation, the instructor may give the student an informal warning or require the student to redo the assignment. A Violations Form should still be completed by the instructor with the infraction and sanction documented. The instructor will provide the student and the Student Conduct Officer with a copy of the form.

After two minor violation reports from any institution in the UMS, the Student Conduct Officer(s) will consult with Academic Deans or other relevant academic administrators and reporting faculty members to determine if a more serious academic sanction should be imposed under this policy and whether a formal student conduct charge under the Student Conduct Code should be filed against the student.

4. Repeated academic violations or those deemed to be of sufficient severity by the faculty member or Dean of the College (or other appropriate academic administrator) may be considered disciplinary in

nature and may be referred directly to the Student Conduct Officer for formal action under the Student Conduct Code. The faculty member may proceed with the academic integrity process under this policy at the same time as an action under the Conduct Code is proceeding. Sanctions under the Conduct Code may include, but are not limited to, ineligibility for all future academic honors and awards, departmental and university awards, and graduation honors in addition to the appropriate academic sanctions. Sanctions for violation of the Student Conduct Code may be found in section IV. of the Student Conduct Code which may be found at the following URL:

<http://staticweb.maine.edu/wp-content/uploads/2019/01/Student-Conduct-Code-2018-Complete-accessible.pdf-correctedByPAVE.pdf?Ofa197>

The maximum sanction imposed under the Conduct Code will be dismissal from the university and, for students whose violation is determined after graduation, revocation of the degree. Disciplinary action taken under the Student Conduct Code is independent of and may be taken in addition to an academic sanction imposed under this Policy.

**Resources and Related Policies and Forms:**

Academic Integrity Violation Form

University of Maine System Student Conduct Code

**Date Issued:** September 1, 2020

## ***Academic Integrity Policy***

### **Memorandum**

**TO:** Academic & Student Affairs Committee Board Members

**FROM:** Student BOT Representatives

**DATE:** June 26, 2020

**SUBJECT:** Suggested revisions by the Student Representatives to the UMS Board of Trustees

Prior to the second reading of the Academic Integrity Policy at the June 22nd ASA committee meeting, student representatives developed a list of concerns with the document which they shared with Kay Kimball, Rosa Redonnett, and others in the system office. After consulting with general counsel and others, Kay Kimball responded to student concerns via email, the content of which was reiterated at the June 22nd ASA meeting.

We are appreciative of the quick adaptation to make the document gender-inclusive at the ASA meeting. The remaining concerns that student representatives still wish to address are detailed below. We are encouraged by the Board's interest in engaging with students in this discussion and look forward to working together to address our remaining concerns:

#### ***The Academic Integrity Violation Form to receive student input***

We understand this form has not been produced yet. Student reps would like to ensure that the notice students receive alerting them of academic violation adequately explains the student's rights and outlines the process in language that is accessible to students. In the event of an appeal, it should be made clear that the two-page limit refers only to the cover letter and that supporting documentation is in addition, and that a student can request for a committee to review the hearing, as opposed to solely the CAO.

#### ***Reduce the amount of time for the appeals process to protect student wellbeing.***

With appeals, the process as outlined can take more than 57 business days, or, 12 weeks out of the 15 week semester; though, there is no actual cap. Although we can appreciate the time it takes to synchronize schedules of multiple busy parties, the excessive time allowance shows that student wellbeing is not prioritized. Students should expect to have quicker turnaround for something so impactful as academic sanctions. 12 weeks may not feel like a long time to faculty and staff, but it is a significant amount of time out of the school year for a student.



*Require confirmation that the student has received the violation form before issuing sanctions.*

Procedures: 4. Upon receipt of the Academic Integrity Violation Form:

“...or if the student does not return the form, the academic sanctions imposed by the instructor automatically apply.”

Student reps would like a phone call or any other method of communication to take place to confirm receipt of violation form before sanctions are automatically imposed. Because of the impact academic sanctions can have on student outcomes, sanctions should never be imposed procedurally, but only after it is confirmed that the student understands what is happening.

*Clarify the interaction between academic and disciplinary sanction.*

Sanctions:

“A student may receive both an academic sanction and a disciplinary sanction for the same act of academic dishonesty.”

We believe this is simply miswritten. It was explained to the student reps, and to the board during the ASA meeting, that although one incident may include violations of both academic (i.e. cheating) and conduct (i.e. stealing an exam from an instructor’s office), each violation would be treated separately. This should be re-write to clarify that a conduct violation cannot be sanctioned academically, nor can an academic violation receive disciplinary sanctions.

*If the university has an appeals committee, require its use when reviewing the Dean’s decision*

“The review of the Dean’s or designated academic administrator’s decision shall be a paper review and shall be conducted by an Academic Appeals Committee or the Chief Academic Officer (CAO). If a Committee is appointed, it must have an odd number of members and include at least one student and two faculty members.”

The purpose of this entire policy is to unify the universities in how they deal with academic integrity violations. By allowing some universities to have a carefully constructed appeals committee and others a single official, this passage creates no such unity. However, we recognize that some schools may not have the capacity to have such an appeals committee. Therefore, we are asking only that *if* a university has such an appeals committee, it is *always* used and not left to the discretion of the CAO. This, at least, unifies the process for each university.

*Remedy the grammatical errors and rewrite unclear sentences.*

It is crucial that the Academic Integrity Policy be written for clarity and easy comprehension. Because students are not provided counsel, students need to be comfortable reading the entire policy. We would like to see the entire document copy-edited.

Ex. of grammatical errors:

" d. Failure to identify the source of quotations and paraphrases. Of course one must cite the source of quotations; one must also cite the source of ideas and information that is not common knowledge even when paraphrased (presented in one's own words). Sources include unpublished as well as published items -- for example, books, articles, material on the Internet, television programs, instructors' lectures, and people, including other students, friends, and relatives."

**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

## **UMS Named Chairs and Professorships FY2020 Annual Report**

<b>Campus</b>	<b>Chair/Professorship/ Libra</b>	<b>Name</b>	<b>Position Title</b>	<b>Annual Compensation</b>	<b>Start Date</b>	<b>End Date</b>	<b>Expires (FY)</b>
UM	Adelaide C. Bird and Alan L. Bird Professorship in History	Elizabeth McKillen	Professor of History	\$4,000.00	9/1/2015	8/31/2020	2021
UM	Adelaide C. Bird and Alan L. Bird Professorship in History	Stephen Miller	Professor of History	\$4,000.00	9/1/2015	8/31/2020	2021
UM	C. Ann Merrifield Professorship in Science Education	Michelle Smith	Assistant Professor of Biological Sciences	\$5,000.00	9/1/2015	8/31/2020	2021
UM	Dr. Waldo "Mac" Libbey '44 Professor	Yifeng Zhu	Associate Professor of Electrical & Computer Engineering	\$2,400.00	1/1/2015	12/31/2019	2020
UM	George H. Denton Libra Professor of Earth Sciences	Aaron Putnam	George H. Denton Assistant Professor of Earth Sciences	\$43,000.00	9/1/2015	8/31/2019	2020
UM	Henry W. Saunders Distinguished Professor of Hardwood	Robert Wagner	Director of the Cooperative Forestry Research Unit and Professor of Forest Ecosystem Science	\$7,000.00	7/1/2004	3/31/2021	2021
UM	Libra Professor	Heather Leslie	Director of the Darling Marine Center	\$15,000.00	9/1/2015	8/31/2019	2020
UM	Louis C. Calder Professorship in Pulp and Paper Technology	Douglas Bousfield	Professor of Chemical Engineering	\$10,000.00	1/1/2016	12/31/2020	2021
UM	Roger Clapp Castle and Virginia Averill Castle Distinguished Professor of Electrical Engineering	Mauricio Pereira da Cunha	Professor of Electrical & Computer Engineering	\$9,600.00	1/1/2015	12/31/2019	2020

## **UMS Named Chairs and Professorships FY2020 Annual Report**

USM	Edward S. Godfrey Professor	Peter Pitegoff	Professor of Law	\$10,000.00	6/27/1905	-	ongoing
USM	USM Distinguished Professor	Burt Loudon	Professor of Philosophy	\$2,500.00	7/4/1905	-	ongoing
UM	Edwin L. Giddings Professor of Forest Policy	Adam Daigneault	Associate Professor of Forest Resources	\$5,000.00	10/1/2016	9/30/2021	2021
UM	Bailey Professorship	Dr. Daniel Bilodeau	Associate Professor of Theatre	\$2,000.00	9/1/2018	6/1/2022	2023
UM	Trustee Professorship	Dr. Ramesh Gupta	Professor of Mathematics and Statistics	\$12,500.00	9/1/2018	8/31/2023	2024
UMA	Trustee Professorship	Dr. Elizabeth Powers	Assistant Professor of English	\$14,935.00	Spring 2018	6/1/2019	2019
UM	McConnell Professorship	Dr. Richard Borgman	Professor of Finance	\$7,000.00	9/1/2018	6/1/2019	2023
UMFK	Trustee Professorship	Dr. Stephen Hassen	Associate Professor of Biology & Environmental Studies	\$12,500.00	9/1/2018	5/31/2019	2020
UM	Trustee Professorship	Dr. Michael Kinnison	Professor of Evolutionary Applications	\$12,500.00	9/1/2019	6/1/2020	2020
UMFK	Trustee Professorship	Dr. Steven Pane	Professor of Music	\$12,500.00	9/1/2019	6/1/2020	2020
UMA	Trustee Professorship	Dr. Laura Corlew	Assistant Professor of Psychology	\$15,028.00	9/1/2019	6/1/2020	2020
USM	Libra Professorship	Dr. Ervin staub	Professor Emeritus from U Mass Amherst	\$14,500.00	9/1/2019	8/31/2020	2020
UM	Libra Professorship	Dr. Mark Richard	Professor of History and Canadian Studies at SUNY	\$15,000.00	9/1/2019	6/1/2020	2019
UMF	Libra Professorship	Dr. Dan Beach-Quick	Associate Professor of English & Creative Writing	\$2,450.00	9/1/2019	6/1/2020	2019
UMF	Libra Professorship	Dr. Dephine Letort	Professor of Angolophone Studies	\$3,820.00	9/1/2019	6/1/2020	2019
UMFK	Libra Professorship	Dr. John Mack Faragher	Professor of History and American Studies	\$3,950.00	1/1/2019	6/1/2019	2019
UM	Libra Professorship	Dr. Rebecca Sockbeson	Associate Professor of Education	\$32,947.00	1/1/2019	6/1/2019	2019
UMFK	Libra Professorship	Ladosha Wright		\$2,367.00	1/1/2019	6/1/2019	2019

## **UMS Named Chairs and Professorships FY2020 Annual Report**

UM	Libra Professorship	Madeline Sayet		\$14,805.00	9/1/2018	6/1/2019	2019
UM	Trustee Professorship	Dr. Craig Mason	Professor of Education	\$12,500.00	9/1/2020	8/31/2021	2020
UMA	Trustee Professorship	Peter Precourt	Professor of Art	\$15,028.00	9/1/2020	6/01/2021	2020
UMF	Trustee Professorship	Dr. Kristen Case	Associate Professor of English	\$5,000.00	9/1/2020	6/30/2021	2020
UMFK	Trustee Professorship	Dr. Scott Brickman	Professor of Music and Education	\$12,500.00	9/1/2020	6/01/2021	2020
USM	Libra Professorship	Dr. Ilka Pinz	Department of Biology	\$160,566.30	9/1/2019	6/01/2021	2020
UMF	Libra Professorship	Simon Peter Mtuy		\$8,240.00	9/1/2019	6/01/2021	2020
UMF	Libra Professorship	Tara Beth Mtuy		\$6,240.00	9/1/2019	6/01/2021	2020
UM	Libra Professorship	Allen Jeffs		\$15,000.00	9/1/2019	6/01/2021	2020
UMFK	Libra Professorship	Ken Baldauf	Professor from Florida State University	\$4,402.00	9/1/2019	6/01/2021	2020
UMFK	Libra Professorship	Mark Winne	Senior Advisor from the Center for Livable Future	\$3,850.00	9/1/2019	6/01/2021	2020
UM	Libra Professorship	Dr. Jeffrey Gauthier	Libra Assistant Professor of Management	\$200,000.00	9/1/2019	8/31/2023	2024



**University of Maine System  
Management Group Appointments/Changes  
Board of Trustees Meeting July 2020**

Campus	Name	Position Title	Effective Date	Prior Salary	New Salary	Previous Position Title	Notes
USM	Leigh Saufly	Dean of the Law School	4/15/2020		\$ 240,000		New Hire

## Board of Trustees

James R. Erwin, Chair  
Mark R. Gardner, Vice Chair  
Ellen N. Doughty, Clerk of the Board  
Heather A. Massey, Staff Associate for Board Operations

## **COMMITTEE ASSIGNMENTS 2020 – 2021**

### **EXECUTIVE COMMITTEE**

James R. Erwin, Chair  
Mark R. Gardner, Vice Chair  
Sven P. Bartholomew  
Samuel W. Collins  
James O. Donnelly  
Lisa M. Eames  
Trevor J. Hustus  
David M. MacMahon  
Kelly A. Martin  
Patricia A. Riley  
Betsey M. Timm

### **ACADEMIC & STUDENT AFFAIRS COMMITTEE**

Lisa M. Eames, Chair  
Timothy L. Doak  
James R. Erwin  
Mark R. Gardner  
David M. MacMahon  
A Pender Makin  
Michael H. Michaud  
Betsey M. Timm

#### Faculty Representatives:

Harlan Onsrud, UM  
Timothy Surrette, UMA  
Clyde Mitchell, UMF  
Kennedy Rubert-Nason, UMFK  
Heather Ball, UMM  
Lisa Leduc, UMPI  
Matthew Bampton, USM

#### Student Representatives:

Ameya Karapurkar, UM Grad. Student  
Eli Rubin, USM Grad. Student  
Abigail Despres, UM  
Salvatore Cardinale, UMA  
David Ballard, UMF  
Abigail Pooler, UMFK  
Kendra Bear-Perley, UMPI  
Nathan Carlow, USM

### **FINANCE/FACILITIES/TECHNOLOGY COMMITTEE**

Mark R. Gardner, Chair (July-Dec. 2020)  
James O. Donnelly, Chair (Jan.-June 2021)  
Emily A. Cain  
Samuel W. Collins  
Timothy L. Doak  
James R. Erwin  
Trevor J. Hustus  
David M. MacMahon  
Kelly A. Martin  
Patricia A. Riley

#### Faculty Representatives:

Clyde Mitchell, UMF  
Harlan Onsrud, UM  
TBD

#### Student Representatives:

David Ballard, UMF  
Eli Rubin, USM  
Abby Despres, UM

### **AUDIT COMMITTEE**

James O. Donnelly, Chair (July-Dec. 2020)  
David M. MacMahon, Chair (Jan.-June 2021)  
Sven P. Bartholomew  
Emily A. Cain  
James R. Erwin  
Mark R. Gardner  
Kelly A. Martin  
Michael H. Michaud

### **HUMAN RESOURCES & LABOR RELATIONS COMMITTEE**

Sven P. Bartholomew, Chair  
Samuel W. Collins  
James R. Erwin  
Mark R. Gardner  
Trevor J. Hustus  
Michael H. Michaud  
Patricia A. Riley  
Betsey M. Timm

### **INVESTMENT COMMITTEE**

Kelly A. Martin, Chair  
Sven P. Bartholomew  
James O. Donnelly  
James R. Erwin  
Mark R. Gardner  
Trevor J. Hustus  
Betsey M. Timm

#### Non-Trustee/Non-Voting Members:

Peter Handy  
Erik Haywood  
Robert Blackwood

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### **UMS Board of Trustee Representatives on other Boards**

### **BOARD OF TRUSTEE - BOARD OF VISITOR (BOT/BOV) EXECUTIVE COMMITTEE**

James R. Erwin (exp. 2021)  
Timothy L. Doak (exp. 2021)

### **UNIVERSITY OF MAINE FOUNDATION**

Emily A. Cain (exp. 2021)  
Lisa M. Eames (exp. 2021)  
Patricia A. Riley (exp. 2021)

### **PULP AND PAPER FOUNDATION**

Michael H. Michaud (exp. 2021)

### **UMS Representative to the MAINE PUBLIC BROADCASTING CORP.**

Kathy Olmstead (exp. 2022)

### **MAINE CENTER VENTURES – Board of Directors**

James R. Erwin  
Mark R. Gardner  
Kelly A. Martin

The Board Chair and Vice Chair are ex-officio voting members of all Board Committees and the Chancellor is an ex-officio non-voting member of all Board Committees.

7/10/20





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## Executive Summary

### Overview:

Attached is the Capital Project Status Report for the July 20, 2020 Board of Trustees meeting. The report reflects a total of 24 projects; no new projects have been added since the last report. Three projects have been removed and three more are scheduled for removal on the next report.

### COVID-19 Impact on Capital Construction:

While many projects continue to move forward at this time under the various provisions of state and federal pandemic guidance, some impacts are beginning to surface.

- While many projects are continuing, four projects have been placed on hold and their status updated accordingly in the report. The change in status is due at least in part to the current pandemic and associated disruptions and uncertainties. These four projects are: Handley Hall HVAC System Upgrade, UMA; Welcome Center, UMA; Wishcamper Parking Lot, USM; and, Fitness Equipment Purchase and Space Renovation, USM. These will be reviewed and revisited in the fall/winter for need, viability, options and potential future resumption.
- Where construction is underway as exempted by federal and state pandemic guidance or orders, the University is requiring contractors to provide a COVID-19 work plan that outlines their process for ensuring workers respect social distancing and other recommended or mandated practices for minimizing the spread of the virus.
- Since mid-March the University has been conducting pre-bid meetings virtually; providing photos and videos of existing conditions and responding to questions issued by email.
- Since April the process of receiving bids transitioned to an electronic process. The University receives bids by email and provides a link to access an online or phone connection for the bid opening.
- Capital Planning and Project Management is collaborating with each campus to understand the policies each has put in place as well as any local municipal orders or policies to ensure our contractors are heeding them.
- The University has started seeing communication from contractors that material deliveries are being delayed with potential schedule and cost impacts.

### Bond Project Status Report:

The special portion of this report calling out only bond projects now reflects twenty-nine (29) projects. These twenty-nine projects are currently estimated to account for more than \$38 million of the \$49 million in voter approved general obligation bond funding. About \$5.8 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 \$51.1 million, including the bond funding and other project resources.

- Six of these bond projects are complete and another five are substantially complete.
- Eight (8) of these bond projects also appear on the Capital Project Status Report with approved budgets above 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.
- The remaining bond funded 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. As projects are completed, they 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.

Update to UM Ferland Engineering Education & Design Center Project:

This project continues on schedule. The Contractor, Consigli Construction Company, Inc., mobilized to the site on May 19 with demolition of the Machine Tool Lab building commencing immediately thereafter. The current contract includes site work, demolition, concrete and building steel. The remaining scope of work is currently being bid with a Guaranteed Maximum Price due by the end of June and expectation of a final contract by mid-July.

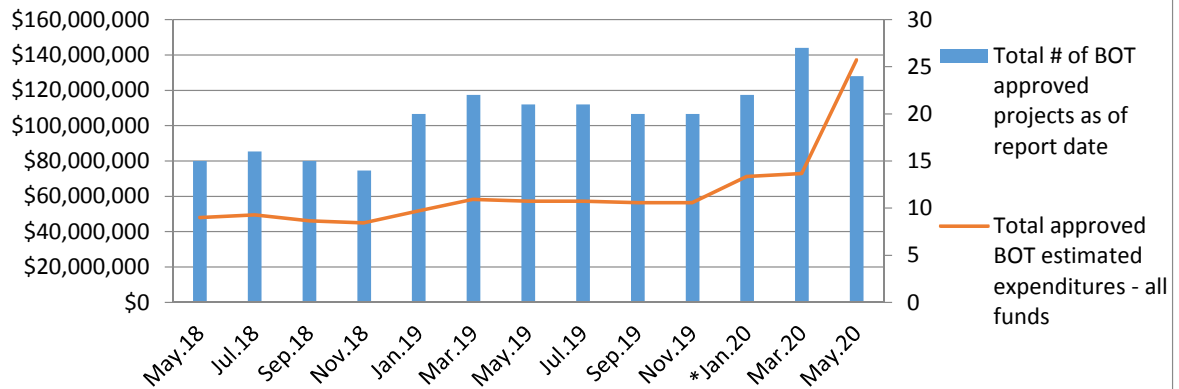
Update to USM P3

The Pre-Development Agreement with Capstone Development Partners has been finalized as approved by Trustees and early design and re-scoping activities have once again begun in earnest. This project continues on a deferred timeline.

Sullivan Gym Sodexo Kitchen temporary location

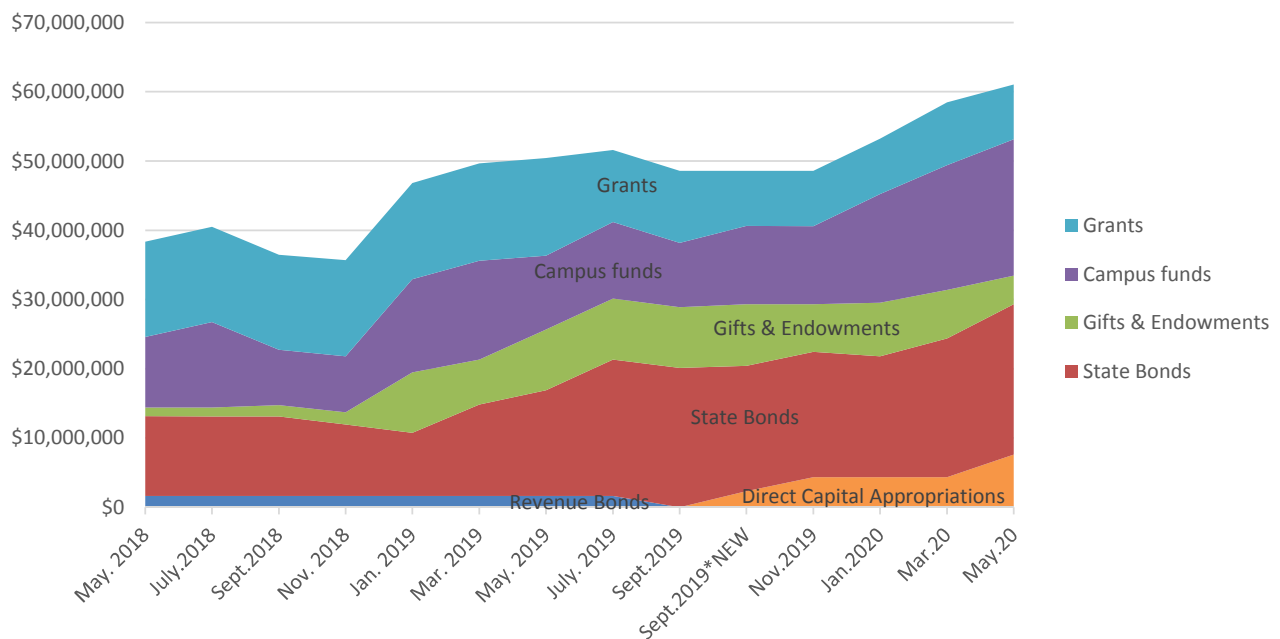
The anticipated demolition of the existing Woodbury Student Center at the USM campus in Portland to avoid increasing the university footprint and to enable construction of the new Career and Student Success Center and Portland Residence Hall on the same site will displace the existing kitchen facility serving the Portland campus. Sodexo and USM have been working on a solution for this to enable uninterrupted food service to the Portland Campus. The proposed solution will allow Sodexo to use existing equipment and stay nearby by renovating the underutilized Racquetball and squash courts in Sullivan Gym. The cost for this work is currently estimated at less than \$500,000 and is likely to be handled through the Sodexo contract without the need for direct University capital investment. Since the estimate is below board threshold at this time, no authorization is required or requested at this time, but the description of the potential initiative is provided for Trustees' information.

**Graph A: Current number and approved cost of active major capital facility projects**



\*Graph reflects the Jan.20 corrected amount of \$71,245,000 and overrides data previously presented.

**Graph B: Total Funding by Source for Active Major Capital Facility Projects**



\*Direct Capital Appropriations funds as shown in Graph B consist of capital appropriations in anticipation of revenue bonding, as well as MEIF funds. This reporting category was introduced in September 2019 to make this graph clearer.

Note: The fiscal values reflected in Graphs A and B generally track each other but are based on different data sets, so differences can exist without indicating an error. Graph A is based on maximum project values as approved by the Board of Trustees. Graph B is based on project account values in the general ledger. The project account values generally are entered following the actions of Trustees and as a project proceeds, so the values in Graph B can be lower, lag or otherwise differ in some instances from Graph A.

7/9/2020

**Capital Project Status Report**  
**Board Approved Projects**  
**June 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
<b>UMA</b>								
**Handley Hall HVAC System Upgrade (1200029)	2018 State Bond (100%)	Hold	2020	2021	\$575,000	\$575,000	4%	Board approved \$575K in September, 2019.
**Augusta Welcome Center (1100077)	2018 State Bond (100%)	Hold	2021	2021	\$6,850,000	\$6,850,000	3%	Board approved \$6.85M in January 2020.
<b>UM</b>								
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.
**Darling Marine Center Waterfront Infrastructure (5100459, 5100460, 5100461)	Grants (69%), Campus E&G Funds (31%)	Construction in Progress	2017	2021	\$3,000,000	\$5,200,000	11%	Board approved \$3M in July, 2017. Board approved increase of \$2.2M in September, 2019.
**Engineering Education and Design Center (5100458, 5100493, 5200604)	Gifts (13%), Campus Funds (7%), Campus Auxiliary Reserves (10%), State Appropriations (70%)	Bidding	2024	2024	\$1,000,000	\$72,000,000	10%	Board approved \$1M in September, 2017. Board approved additional \$8M in May, 2018. Additional \$63M BOT approved March, 2020 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 (18%) Campus Auxiliary Reserves (82%)	Complete	2019	2020	\$550,000	\$950,000	91%	Board approved \$550,000 January, 2019. Board approved additional \$400K in May, 2019.
UM Energy Center Phase II (5100516, 5100517)	Campus Operating (32%) Campus Reserves (68%)	Pre-Design in Progress	2023	2023	\$5,700,000	\$5,700,000	4%	Board approved \$5.7M March, 2019.
ASCC Renovation - Mezzanine Office Expansion (5100525)	Campus E&G Funds (100%)	Design in Progress	2020	2020	\$450,000	\$1,400,000	3%	Board approved \$1,400,000 March, 2020

**Capital Project Status Report**  
**Board Approved Projects**  
**June 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
<b>UMF</b>								
Dearborn Gym HW Upgrades (2100087)	2018 State Bond (100%)	Substantially Complete	2019	2020	\$600,000	\$850,000	94%	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.
<b>UMFK</b>								
**UMFK Enrollment/Advancement Center (3100042)	Bond (0%), Campus E&G (100%)	Bidding	2022	2021	\$3,249,000	\$3,249,000	6%	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
<b>USM</b>								
USM Center for the Arts (6100300)	Gifts (100%)	Pre-Design in Progress	2022	2023	\$1,000,000	\$1,000,000	18%	Board approved \$1M in January, 2018.
***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 (30%), Campus E&G (70%)	Design in Progress	2020	2023	\$1,000,000	\$5,700,000	2%	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 (14%), Campus E&G Funds (86%)	Project 6100316 is Construction in progress, Project 6100323 is Complete	2019	2021	\$2,580,000	\$4,388,000	15%	Board approved \$2.58M in January, 2019. Board approved \$1.808M in January 2020.
USM Nursing Simulation Lab (6100327)	2018 State Bond (100%)	Construction in Progress	2021	2021	\$1,500,000	\$1,500,000	17%	Board approved \$1.5M in January 2020.
Brooks Patio Renovations (6200255)	Campus E&G Funds (100%)	Construction 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%)	Hold	2020	2021	\$1,710,000	\$1,710,000	4%	Board approved \$1.71M in January, 2020.

**Capital Project Status Report**  
**Board Approved Projects**  
**June 2020 - Finance, Facilities and Technology Committee**  
**With Grand Totals and % of Current Approved Estimates**

<b>Campus, Project Name (Project ID)</b>	<b>Funding Source(s) &amp; each source's share of expenditures to date</b>	<b>Status</b>	<b>Original Estimated Completion</b>	<b>Current Est. Completion</b>	<b>Original Approved Estimate</b>	<b>Current Approved Estimate</b>	<b>% Expended of Current Approved Estimate</b>	<b>Prior Actions, Information &amp; Notes</b>
Port Parking Garage Study (6100331)	Campus E&G Funds (100%)	Pre-Design in Progress	2022	2022	\$1,200,000	\$1,200,000	2%	Board approved in March 2020. Initial spending limit \$400,000 with addtl \$800,000 to be authorized by the Chancellor and Vice Chancellor for Finance and Administration and Treasurer and contingent upon site location approval from the City of Portland
**Fitness Equipment Purchase and Space Renovation (0000000)		Hold	2020	2021	\$700,000	\$700,000	0%	Board Approved March, 2020. No expenditures as of yet.
<b>UMPI</b>								
**Folsom 105 Nursing Renovation (7100026)	Bond (100%)	Bidding	2020	2020	\$800,000	\$800,000	16%	Board approved \$800K March, 2020.
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 April 30, 2020 as a percentage of the current approved project estimate.

**Bond Project Status Report**  
**Active Bond Projects**  
**June 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
<b>UMA</b>								
**Augusta Campus Welcome Center (1100077) Project Manager: Ann Vashon/Walter Shannon	Hold	2021	2021	Bond (100%)	\$2,885,000	\$185,589	\$6,850,000	Board approved \$6.85M in January 2020.
**Handley Hall A/C Replacement (1200029) Project Manager: James Kauppila/Keenan Farwell	Hold	2020	2021	Bond (100%)	\$450,000	\$23,520	\$575,000	Board approved budget of \$575,000 in September, 2019
<b>Total Bond for Campus</b>					<b>\$3,335,000</b>	<b>\$209,109</b>	<b>\$7,425,000</b>	
<b>UMF</b>								
Dearborn Gym Hot Water Upgrades (2100087) Project Manager: Keenan Farwell	Substantially Complete	2019	2020	Bond (100%)	\$850,000	\$799,903	\$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	2021	Bond (100%)	\$200,000	\$175,926	\$200,000	
**Dakin Hall Shower Renovations (2100093) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$49,382	\$200,000	
**Lockwood Hall Shower Renovations (2100094) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$80,676	\$200,000	
**Stone Hall Shower Renovations (2100095) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$26,606	\$200,000	
UMF Campus Paving (2100097) Project Manager: Keenan Farwell	Complete	2019	2019	Bond (100%)	\$97,338	\$97,338	\$97,338	
**274 Front St Renovation (2100096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2022	Bond (100%)	\$450,000	\$26,672	\$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%)	\$200,729	\$200,729	\$200,729	
**Exterior Painting Merrill Hall (2200096) Project Manager: Keenan Farwell	Pre-Design in Progress	2020	2021	Bond (0%)	\$40,000	\$0	\$40,000	
Olsen Center Walk-In Replacement (2100090)	Complete	2020	2020	Bond (0%) (Campus E&G Funds (100%))	\$100,453	\$40,465	\$291,453	
Olsen Center Renovations (2100102) Project Manager: Keenan Farwell	Pre-Design in Progress	2023	2023	Bond (100%)	\$1,900,000	\$7,177	\$1,900,000	Approved budget of \$300,000, as it remains in study/design phase.
<b>Total Bond for Campus</b>					<b>\$5,293,520</b>	<b>\$2,355,695</b>	<b>\$6,034,520</b>	

**Bond Project Status Report**  
**Active Bond Projects**  
**June 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
<b>UM</b>								
Neville Hall Renovation (5100534) Project Manager: Art Bottie	Design in Progress	2021	2021	Bond (100%), Campus E&G (0%)	\$300,000	\$19,404	\$1,500,000	Approved budget of \$300,000 as it remains in study/design phase.
<b>Total Bond for Campus</b>					<b>\$300,000</b>	<b>\$19,404</b>	<b>\$1,500,000</b>	
<b>UMFK</b>								
**UMFK Enrollment/Advancement Center (3100042) Project Manager: Jacob Olsen	Construction in Progress	2022	2021	Bond (0%), Campus E&G (100%)	\$3,249,000	\$184,126	\$3,249,000	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
<b>Total Bond for Campus</b>					<b>\$3,249,000</b>	<b>\$184,126</b>	<b>\$3,249,000</b>	
<b>UMM</b>								
UMM Science Building Roof Replacement (4100042) Project Manager: Art Bottie	Substantially Complete	2020	2020	Bond (100%)	\$325,000	\$266,612	\$325,000	
UMM Dorward Hall Roof Replacement (4100043) Project Manager: Art Bottie	Substantially Complete	2020	2019	Bond (100%)	\$300,000	\$255,940	\$300,000	
UMM Sennett Roof Replacement (4100044) Project Manager: Art Bottie	Design in Progress	2020	2020	Bond (100%)	\$150,000	\$10,097	\$150,000	
UMM Reynolds Center Roof Repair (4200044) Project Manager: Art Bottie	Substantially Complete	2020	2020	Bond (100%)	\$164,000	\$149,446	\$164,000	
UMM Site Work (4200045) Project Manager: Joshua Burke	Substantially Complete	2020	2020	Bond (100%)	\$60,000	\$50,195	\$60,000	
<b>Total Bond for Campus</b>					<b>\$999,000</b>	<b>\$732,289</b>	<b>\$999,000</b>	
<b>USM</b>								
Woodward Hall Renovations (6100301) Project Manager: Carol Potter	Complete	2019	2019	Bond (86%), Campus E&G Funds (14%)	\$1,500,000	\$1,172,840	\$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	Complete	2019	2020	Bond (31%), Gifts (43%), Campus E&G Funds (26%)	\$150,000	\$561,053	\$561,053	Board approved \$500,000 in January, 2019. Board approved additional \$180K in May, 2019.



**Bond Project Status Report**  
**Active Bond Projects**  
**June 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
**Career and Student Success Center (6100325) Project Manager: Ann Vashon	Design in Progress	2021	2023	Bond (94%), Campus E&G Funds (6%)	\$19,000,000	\$38,813	\$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 Construction in Progress, Project 6100323 is Complete	2019	2021	Bond (14%), Campus E&G Funds (86%)	\$1,460,000	\$90,652	\$4,388,000	Board approved \$2.58M in January, 2019. Board approved additional \$1.808M in January, 2020.
Nursing Simulation Lab Science (6100327) Project Manager: Joe Gallant	Construction in Progress	2021	2021	Bond (100%)	\$1,500,000	\$257,716	\$1,500,000	Board approved \$1.5M in January, 2020.
Robie Andrews Renovation (6100339) Project Manager: Joe Gallant	Design in Progress	2021	2021	Bond (0%)	\$491,605	\$0	\$491,605	
<b>Total Bond for Campus</b>					<b>\$24,101,605</b>	<b>\$2,121,074</b>	<b>\$27,113,498</b>	

**UMPI**

Wieden Renovation Bond (7100025) Project Manager: Joseph Moir	Design in Progress	2020	2020	Bond (100%)	\$125,000	\$32,167	\$4,000,000	Approved budget of \$125,000, as it remains in study/design phase.
**Folsom 105 Nursing Renovation (7100026) Project Manager: Joseph Moir	Bidding	2020	2020	Bond (100%)	\$800,000	\$126,372	\$800,000	Board approved \$800K March, 2020.
<b>Total Bond for Campus</b>					<b>\$925,000</b>	<b>\$158,538</b>	<b>\$4,800,000</b>	
<b>Totals:</b>					<b>\$38,203,125</b>	<b>\$5,780,235</b>	<b>\$51,121,018</b>	

Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. Completed projects will remain on this report unless otherwise specified.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.						Bond Funding expended reflects total expended as of April 30, 2020.
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# Wireless Sensing Research

Dr. Ali Abedi, Assistant Vice President for Research  
Professor of Electrical and Computer Engineering  
Founding Director, Wireless Sensor Networks Laboratory (WiSe-Net)  
Director, Center for Undergraduate Research (CUGR)  
Interim Director, Innovative Media Research and Commercialization Center (IMRC)  
University of Maine, Orono

July 20, 2020 Presentation to the Board of Trustees



## About WiSe-Net Laboratory



**About:** Wireless Sensor Networks (WiSe-Net) laboratory was established in 2005 within Electrical and Computer Engineering Department at the University of Maine. This 900 sqft facility in Engineering and Science Research Building was later expanded in 2010 with addition of a 3600 sq ft facility to house NASA's inflatable lunar habitat and further expanded in 2014 to include 1000 sq ft in Carnegie Hall for indoor navigation research.

**External Funding:** Funding for WiSe-Net lab have been provided through competitive federal, state, and private sector funding for a total of **47** project with research expenditure of **\$15,405,912** to date and counting. Major funders include NSF, NASA, DoD, NIH, MTI, and private companies in Maine and other states.

**Training:** Since 2005, *4 Postdoctoral fellows, 28 doctoral and Master's students* in Electrical Engineering were trained at WiSe-Net lab. All these graduates have secured high tech jobs at reputable academic institutions, industry, and government agencies. Some examples include NASA, SpaceX, Ford, Arizona State University system, Harvard, Purdue, and more. In addition, over 40 Undergraduate Researchers and several hundred high school students were trained as well.

**Economic Impact in Maine:** Assisted numerous Maine based companies with technology transfer and R&D activities in the areas of wireless broadband, aging research, biomedical devices, and antenna design. Created a startup company in Maine and hired 10 new employees headquartered in Orono, ME.



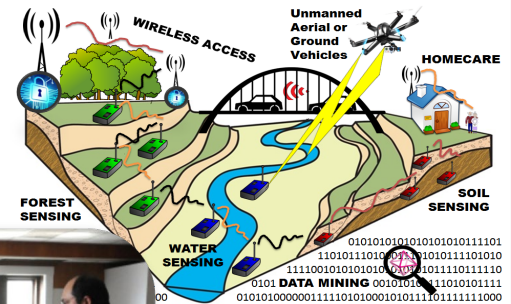
## Presentation Overview

1. Wireless communication research at UMaine and how it impacts Maine's Broadband access initiative.

2. Biomedical research and how it impacts people of Maine.

3. Space related research and how it puts UMaine on the global map.

Broadband Wireless Access and Secure Sensing (BWISSE)

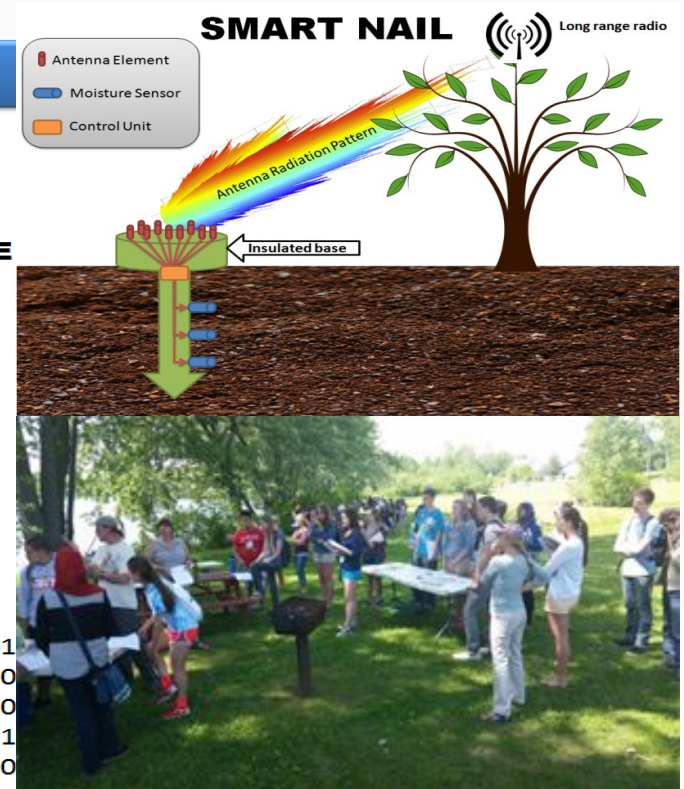
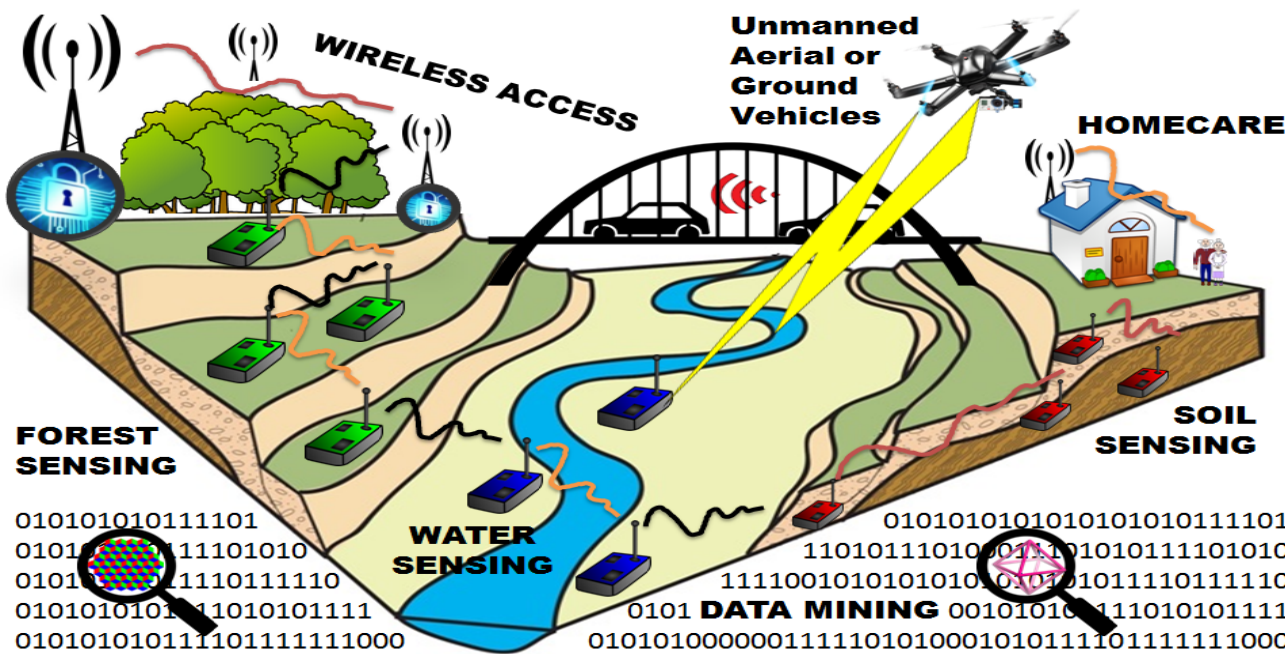




# Wireless Research

1. Wireless communication research at UMaine and how it impacts Maine's Broadband access initiative.

## Broadband Wireless Access and Secure Sensing (BWISSE)







## Biomedical Research

### 2. Biomedical research and how it impacts people of Maine.

#### Wireless Non-contact Hardware

Mattress with Sensor Array



#### Noninvasive and Comfortable

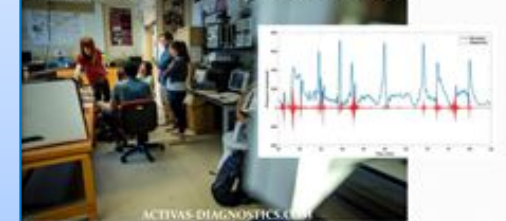


Over a decade of collaboration between Electrical Engineering and Psychology departments at UMaine resulted in the development of new technologies for newborn infants EEG monitoring, Veterans brain injury detection, athletes concussion monitoring, and early detection of Alzheimer's. This technology was commercialized at Activas-Diagnostics.

#### Hardware Development Team



#### Software Development Team



#### Clinical Trial Team





## Space Research

3. Space related research and how it puts UMaine on the global map.

### Project Examples

Lunar Habitat  
Rocket Launches  
Int'l Space Station  
Small Satellites



### High profile speakers:

Buzz Aldrin, Robert Lightfoot, NASA Admin

### WiSEE Conference Series

2010 Orono, ME  
2011, Montreal, Canada  
2013, Baltimore, MD  
2014, Amsterdam, Netherlands  
2015, Orlando, FL  
2016, Aachen, Germany  
2017, Montreal, Canada  
2018, Huntsville, AL  
2019, Ottawa, Canada  
2020, Venice, Italy (Virtual)

**Sponsors:** Airbus, IEEE, NASA, ESA, CSA



**Promise of Tomorrow  
Radio with Col. Mason**





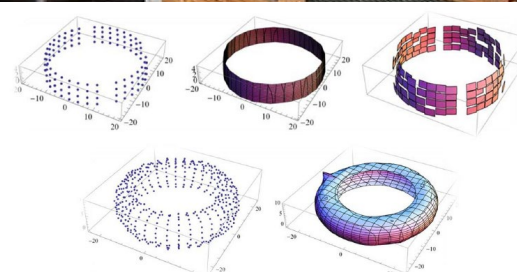


## Inflatable Lunar Habitat (2008-2020)

Built at NASA JSC  
42 ft diameter/10 ft tall  
Instrumented at UM



NASA funding \$1.5M  
+several follow up projects  
200-300 Visitors/Yr







## Wireless Sensors on Rockets (2009-15)

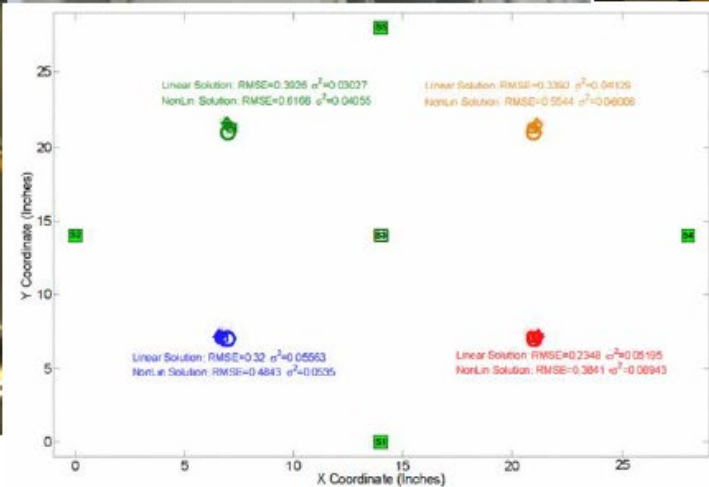
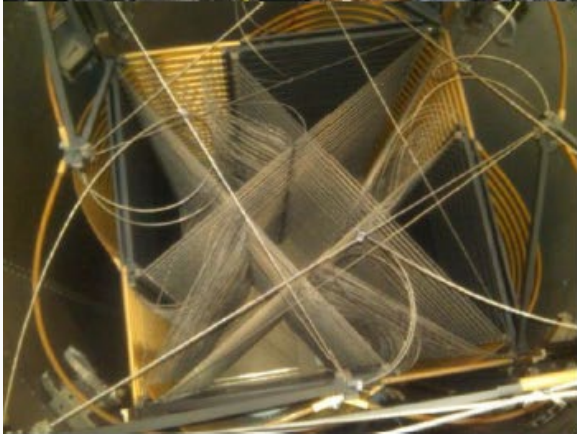
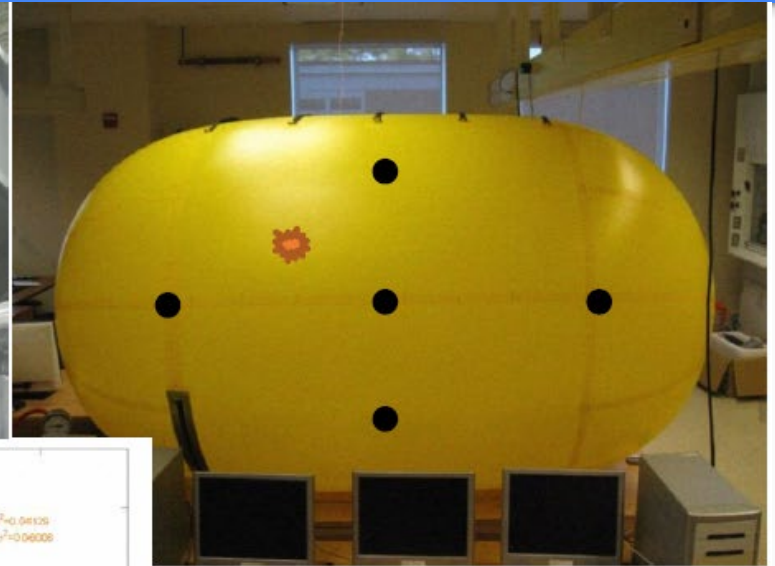


UM and CSULB  
Mojave, CA

Wireless Sensing  
Wireless Control  
Wireless Network



## ISS Impact Localization (2009-10)



Funded by JACOBS/JSC

- 3-axis Accelerometers
- IEEE 802.15.4 radios
- Wavelet based signal processing



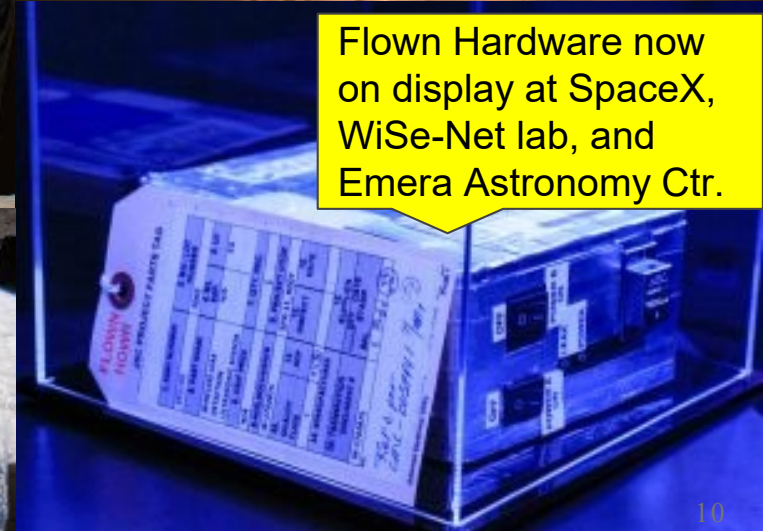


## Wireless Leak Detector (2011-16)

3 Yrs of Research  
3 Yrs of Development  
Launched to ISS on  
Dec 9, 2016



Flown Hardware now  
on display at SpaceX,  
WiSe-Net lab, and  
Emera Astronomy Ctr.





## NASA CubeSat Launch Init. (2020-23)

### ALBEDO - Saco Middle School

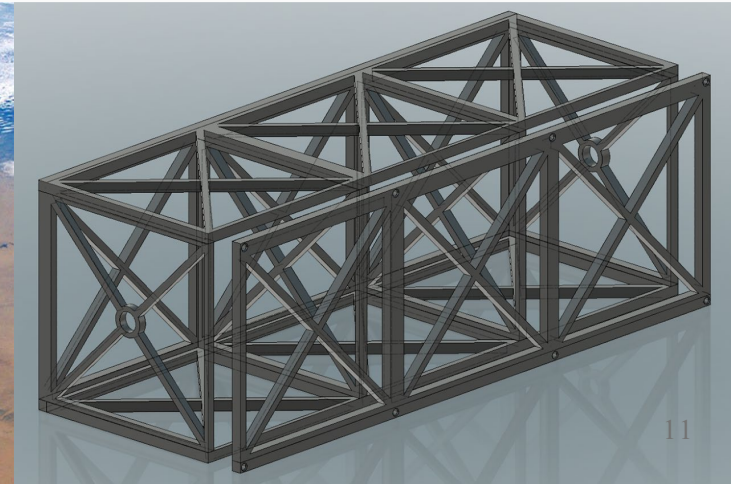
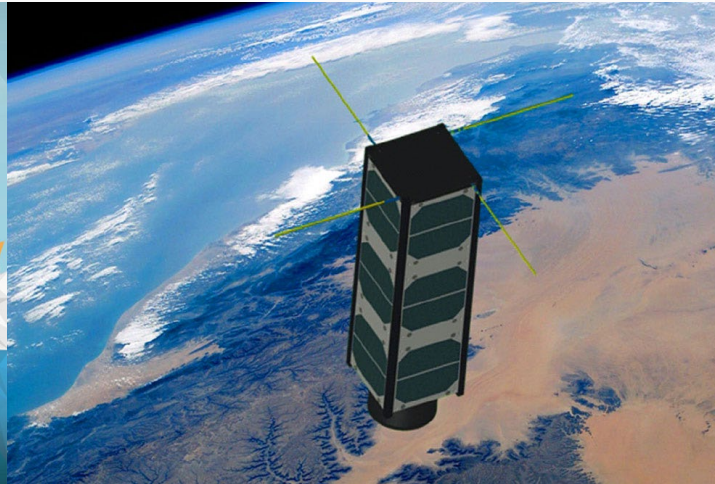
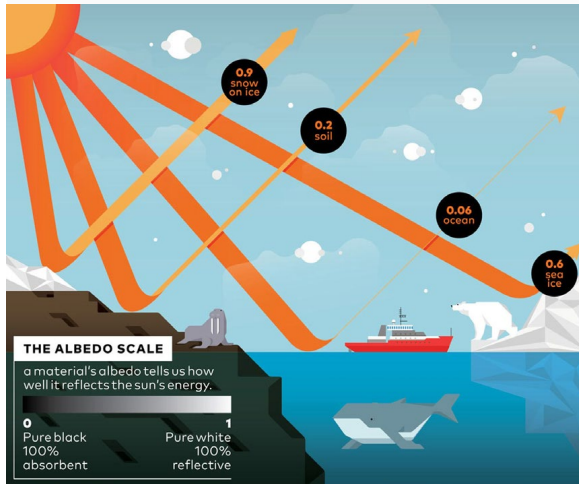
- Compare temperature and albedo across urban and rural areas to find urban heat islands.

### IMAGER - Fryeburg Academy

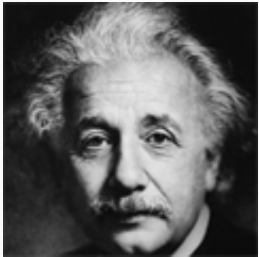
- Monitor coastal estuaries to distinguish water quality properties such as turbidity and phytoplankton concentration.

### HAB - Falmouth High School

- studies harmful algal blooms to see if they increase atmospheric temperature and water vapor levels in the atmosphere above them.



Thank you for your attention!



*"You see, wire telegraph is a kind of a very, very long cat. You pull his tail in New York and his head is meowing in Los Angeles. Wireless operates exactly the same way: you send signals here, they receive them there. The only difference is that there is no cat."*

**Contact info:**

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<https://umaine.edu/wisenetlab/>

<https://www.facebook.com/wisenetlab>



# Update: Adult Credential and Degree Completion and the Micro-Credentialing Project

Presented to the  
UMS Board of Trustees

Rosa Redonnett  
July 20, 2020



## Update: Adult Credential and Degree Completion

- Readiness discussions with campus leadership (2019 and ongoing)
- Finalizing the metrics for tracking success of the initiative
- Formal rollout of outreach campaign – August 2020 (with continued messaging through 2020-21)
  - Comprehensive “come back” campaign for phase 1
  - Possible “aspirational” campaign (collaborative with MCCS) phase 2
  - Identified all students who attended last 5-10 years who did not complete anywhere
- Developing a single source, high quality one stop information resource website for adult learners
  - Chat capability
  - Career Insights (Burning Glass) in Phase 2 (go live Sept)
  - Promoting the range of credential options for adult learners (including micro-credentials)
  - Resources within the UMS and more broadly across the state
  - Go live is mid-July 2020

## Update: Adult Credential and Degree Completion

Developing an Adult Learner Success Center (to become a broader Student Success Center) to serve pre-entry adult learners across all campuses

- Phase 1 (by August 1): Working with MEOC to provide entry counseling and support; Regular meetings and professional development specific to this project with all Navigators within our campuses and at the UC Centers; Working with IT and others to track students upon first contact
- Phase 2 (Fall 2020): Hire, train and deploy two UMS Adult Learner Success Coaches
- Connecting all to the professional development and network of Maine Adult Promise
- Addressing the challenges identified as part of the AL 360 Comprehensive Survey conducted on all campuses Fall 2019 (results Feb 2020)
  - PLA Awareness
  - Career services awareness and connections
- Expanded academic programming
  - CBE program at UMPI (expanded range of programming)
  - Completion programs (ex. UMF)
  - Academic Partnership model (flexible course schedules and accelerated course formats)
  - Expanded online programs (UG and Grad)



## Update: Adult Credential and Degree Completion

- Increased scholarships (effective Summer 2020)
  - Expanding the current ADC scholarship to summer enrollment
  - Adding a second scholarship for students with no credits, or students seeking a second degree or certification (“upskilling”)
- Will be piloting small debt forgiveness Fall 2020
- Awarded Adult Learner grants to four campuses for FY21
  - UMA: Chemistry “boot camp”
  - UMFK: Career service enhancements to better serve adult students
  - UM: Expansion of PLA across UM
  - UMPI: Career services expansion (virtual) development of a user-friendly platform for accessing and engaging with PLA services
- Implementing pilot phase of UMS micro-credential project

## Update: UMS Micro-Credential Project

### Developing a path for stackable credentials – Micro Credentials and Meta-badges

#### ■ **UMS specific:**

- Hired Assistant Vice Chancellor for Innovation in Digital Badges and Micro Credentials
- Steering committee guiding the process, includes representation from all 7 campuses
- Framework and campus liaison roles have been developed
- Guidelines and Proposal form developed
- Badging platform selected June 2020: Concentric Sky/Badgr – collaborative with MCCS (first joint RFP)
- Awarded Lumina All Learning Counts grant to develop statewide ecosystem (see next slide)
- Work with Education Design Lab specific to 21<sup>st</sup> century skill development (UMS is a subgrantee of an EDL Lumina grant); presented at the Annual HR conference in May with EDL and Bangor Savings Bank; offered Resilience Badge to all UMS students Summer 2020
- Participating in HVCNE/NEBHE Credential Engine project

#### ■ Inventory of work within the UMS and identification of possible pilots

- Connecting with relevant leaders of campus projects (ex. UM Lifelong Learning, Career Services, Cooperative Extension, USM [work of the Career Hub], UMA [via Student Life], UMM [Program Innovation proposal], connections to UMS Academy, possible micro credential for completion of SAALT Institute, etc.)

## Update: UMS Micro-Credential Project

- Meetings with all CAOs, Campus Steering team members and all interested faculty and staff related to: 1) campus rollout, 2) professional development, and 3) possible pilots (over 100 meetings since February; official rollout late Summer/Fall 2020)
- Meetings with employers have begun (Educate Maine board; much delayed due to COVID)
- Numerous presentations: Maine SHRM, Educate Maine, IMS Global, Maine funders group, select groups at universities (including COE deans), DOL
- Identification of badging/micro-credential opportunities for 2020-2021 (approx. 10 identified for Fall)
- Will be offering some “innovation” funding to support collaborative development of micro-credentials (Fall 2020)
- Developing informational pieces: infographics, presentations, web site
- Developing a business model (with cost structure)

## Update: UMS Micro-Credential Project

■ Developing a path for stackable credentials – Micro Credentials and Meta-badges – **statewide** (one of the recommendations within our UMS plan):

■ **All Learning Counts (statewide grant – rec'd Sept 2019):**

- Partners: UMS, MCCS, DOL, DOC, Me DOE Adult Education, Maine State Libraries, UM, UMA, UM Wabanaki Center, UTC CTE program
- Awarded grant end of August 2019; 20 months, \$350,000
- Steering Committee formed and meeting; Subcommittees formed for areas of focus (incarcerated, low income, New Mainers, Native Americans), meetings in process
- ALC First Meeting with Funder (Lumina – October 30)
- ALC First Convening – Indianapolis, Dec 3-4
- Project Manager hired February 2020 (60% ALC, 40% ACDC)
- Process and framework determined
- First pilot will be a series of badges leading to a micro-credential for a computer support specialist, delivered collaboratively with Maine Adult Education



## Update: Adult Credential and Degree Completion and the Micro-Credentialing Project

▀ Questions??



# Transforming Teaching while Focusing on Learning

Joan Ferrini-Mundy  
President, University of Maine

*UMS Board of Trustees  
July 20 , 2020*



face-to-face

on-site

online

online asynchronous

remote synchronous

hyflex

individualized

clinical/practica

..... and more

# INSTRUCTIONAL MODALITIES

National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.

National Academies of Sciences, Engineering, and Medicine. 2018. **How People Learn II: Learners, Contexts, and Cultures**. Washington, DC: The National Academies Press.



# Learning: Some Basics

- Humans actively seek information.
- Knowledge is constructed from prior knowledge, skills, and beliefs.
- Culture is critical in shaping how people learn.
- Mental models and metacognition are key to developing knowledge.
- Learning cannot happen without motivation.

Drawn from HPL I and II

# Learner-Focused Instruction Examples

(independent of instructional modalities)

**Example 1:** Dr. Tim Boester, Assistant Professor of Mathematics; *Mathematics 122, Precalculus*

*prior knowledge, skills, and beliefs influence ability to learn*

**Example 2:** Dr. Melissa Maginnis, Assistant Professor of Microbiology; Dr. Sally Molloy, Assistant Professor of Genomics; and Dr. Melody Neely, Associate Professor, Molecular and Biomedical Sciences; *Honors 150/155 Phage Genomics*

*metacognition*

**Example 3:** Dr. Julia McGuire, Lecturer in Biology; *Biology 100, Basic Biology*

*culture and motivation*

## Example 1: What is an angle?

### Student responses:

- A unit of measurement for determining the difference in direction between 2 vectors that have the same origin.
- A measure of distance between two intersecting rays
- A space between 2 lines that is measured in degrees
- The measurement between two lines
- An angle is a measurement of the distance between two intersecting lines.
- The precise measurement between 2 corners

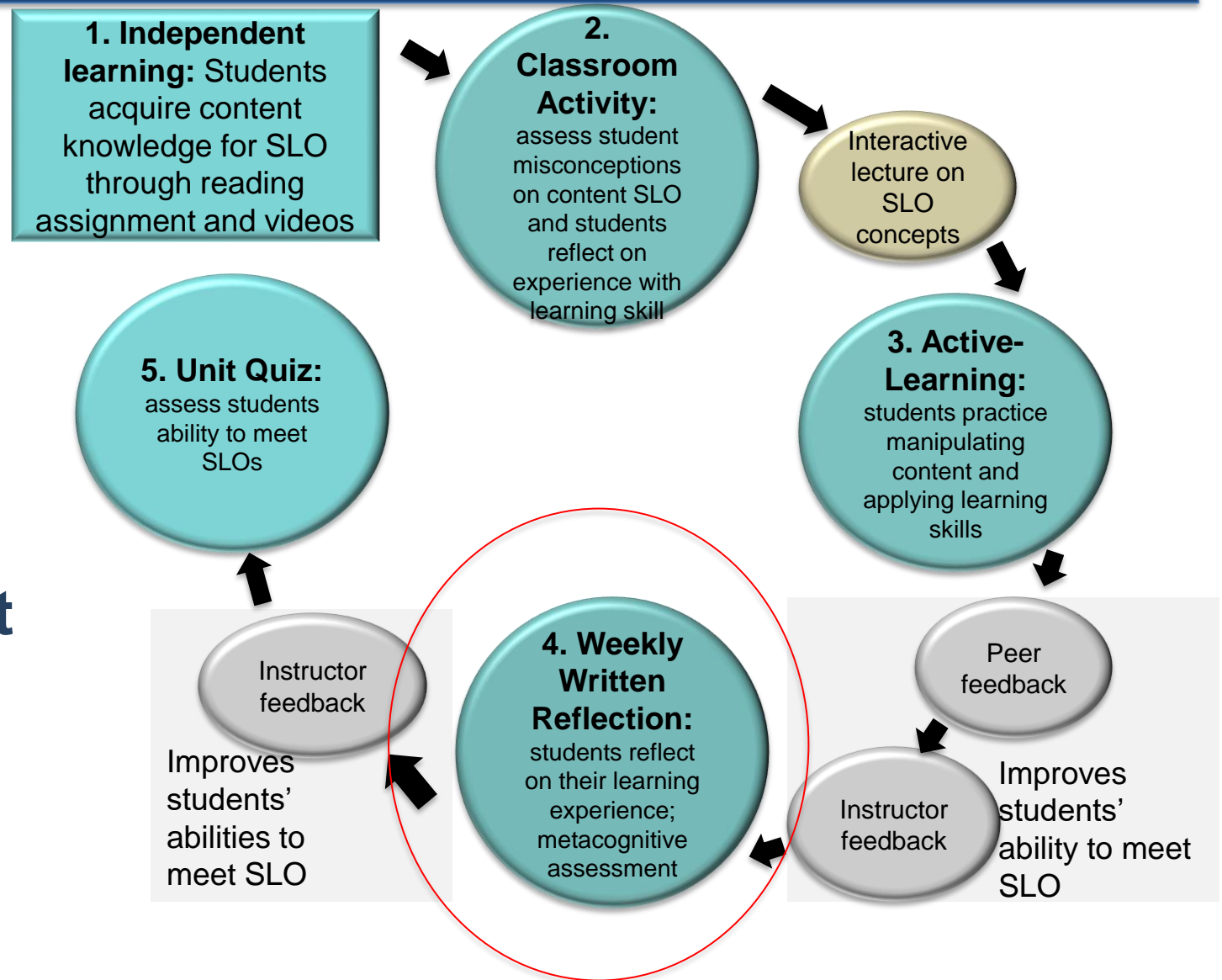
## Example 1: What is an angle?

### **Student responses:**

- When two straight lines intercept one another and have space between them
- The space between two lines that intersect
- Two rays going different directions that are connected at a point, or vertex.
- When two rays shoot out from the same point
- Space between two rays that connect at a vertex.
- It's a line that bends at a certain degree

## Example 2: Understanding gene structure and transcription

**Phage  
Genomics  
Course  
Learning  
Cycle Leads  
to  
Achievement  
of Student  
Learning  
Objectives  
(SLOs)**



Slide courtesy of Melissa Maginnis & Sally Molloy

# Example 2: Understanding gene structure and transcription

## 2. Classroom Learning Activity

### Written student activity

- Students reflect on their own experiences to learn the skill
- Students use what they understand from reading assignment to answer a content question
- Students draw it to learn it

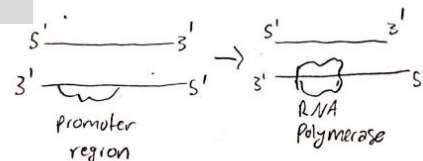
Let's get warmed up ☺

1. What strategy do you use when faced with a really difficult task or a question to which you do not immediately know the answer?

The best thing to do is break it down into pieces you know. Circle or highlight words that dictate what the question is looking for specifically. Also you can look at the basic concepts behind the question to help you understand the bigger, more difficult question.

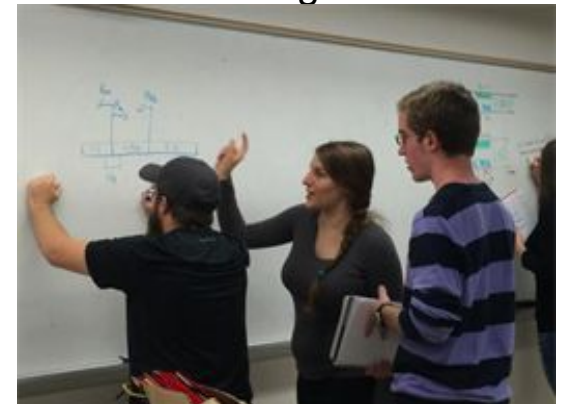
2. Using an illustration with text labels, describe your understanding of a bacterial promoter.

A bacterial promoter is a region on bacterial DNA that allows for RNA Polymerase to attach, leading to transcription. Promoters are important since they allow transcription to proceed.



### Interactive lecture

Instructor helps students collectively outline approach to learning skill and students and instructor actively discuss content of SLO using that learning skill



Slide courtesy of Melissa Maginnis & Sally Molloy

# Example 2: Understanding gene structure and transcription

## 3. Classroom Activity

### I. Understanding Gene Structure and Transcription.

For the double stranded sequence below, identify or determine the following:

- The -10 box
- The -35 box
- The +1 site
- The start codon and coding region.
- The template strand
- The coding strand

**Students  
Practice  
Learning Skill**

Applying  
knowledge to a  
new situation

Demonstrate  
understanding  
of gene  
structure

```

CTTTTTTGTGCTCATACGTTAAATCTATCACCGCAAGGGAATTTTCTTTCCTTCC
GAAAAAACACGAGTATGCAATTTAGATAGTGGCGTTCCCTATTTATAGATTGTGGCACG

GTGTTGACTATTTTACCTCTGGCGGTGATAATGGTTGCATGTACTAAGGAGGTTGTATG
CACAAC TGATAAAATGGAGACCGCCACTATTACCAACGTACATGATTCCTCCAACATAC

GAACAACGCATAACCCTGAAAGATTATGCAATGCGCTTTGGGCAAACCAAGACAGCTAA
CTTGTTGCGTATTGGGACTTTCTAATACGTTACGCGAAACCCGTTTGGTTCTGTTCGATT
  
```

## Example 2: Understanding gene structure and transcription

### 4. Classroom Learning Activity

Students reflect on the content (promoters) and their success applying knowledge to challenging problems

Number 3 was definitely the hardest problem in Activity 2. **My first approach was to look for the things that I understood; the start & stop codons and the template versus coding strands.** Even that proved to be difficult but I made some progress and I thought that I had a good grasp on it. **Then, our group met and it turned out that I had nothing written that looked like what they had. I had mixed up the coding and template strand, so the start codon that I had found was in fact not correct.** By working with them, I realized that I definitely needed to look at transcription and focus on all the little parts that are crucial to looking at sequences, such as the -35 box and the +1 site. Just going off of my previous knowledge and the slight reading I had done was not even close to cutting it when it came to identifying the coding region or any of the other stuff. **I was surprised about how hard it can be to attack a problem like this that you've never seen before.** In previous classes, all of the “critical thinking” questions were basically just for you to regurgitate knowledge back but you had to make sure to string together as much as you could. They never really asked us to apply our knowledge like this problem did.

Slide courtesy of Melissa Maginnis & Sally Molloy



## Example 3: Understanding biology with ecological sampling across scales

“Meeting students where(ever) they are: After piloting this lab, we know we can. This spring we had several students who were, or had family who were immunocompromised. We were able to adapt this lab so students can sample from their windows and apply the same concepts—even from a 16th floor apartment building!”

Slide content courtesy of Julia McGuire.



## Example 3: Understanding biology with ecological sampling across scales

The data they first collect along a line in their yard, (or a park, the woods, a street) are: latitude, longitude, agricultural zone, counts of abiotic (non-living) and biotic (living) things and observed interactions, and environmental conditions, like temperature, precipitation, and cloud cover.

After their first lab of general observations of living and non-living things along a line (transect) that they walk in their yard (or other location), students propose a question to study, find some previous research about it, and propose a hypothesis to test. These are all the data that they will add to the map each week of their study.

Slide content courtesy of Julia McGuire.



# Example 3: Understanding biology with ecological sampling across scales

## Week 1 - general observations

Current conditions at

Bangor, Bangor International Airport (KBGR)

Lat: 44.8°N Lon: 68.82°W Elev: 190ft.



Fair  
**28°F**  
-2°C

Humidity 32%  
Wind Speed NW 15 G 23 mph  
Barometer 30.70 in (1039.9 mb)  
Dewpoint 2°F (-17°C)  
Visibility 10.00 mi  
Wind Chill 16°F (-9°C)  
Last update 22 Mar 12:53 pm EDT

March 18, 2020

11am - 1pm

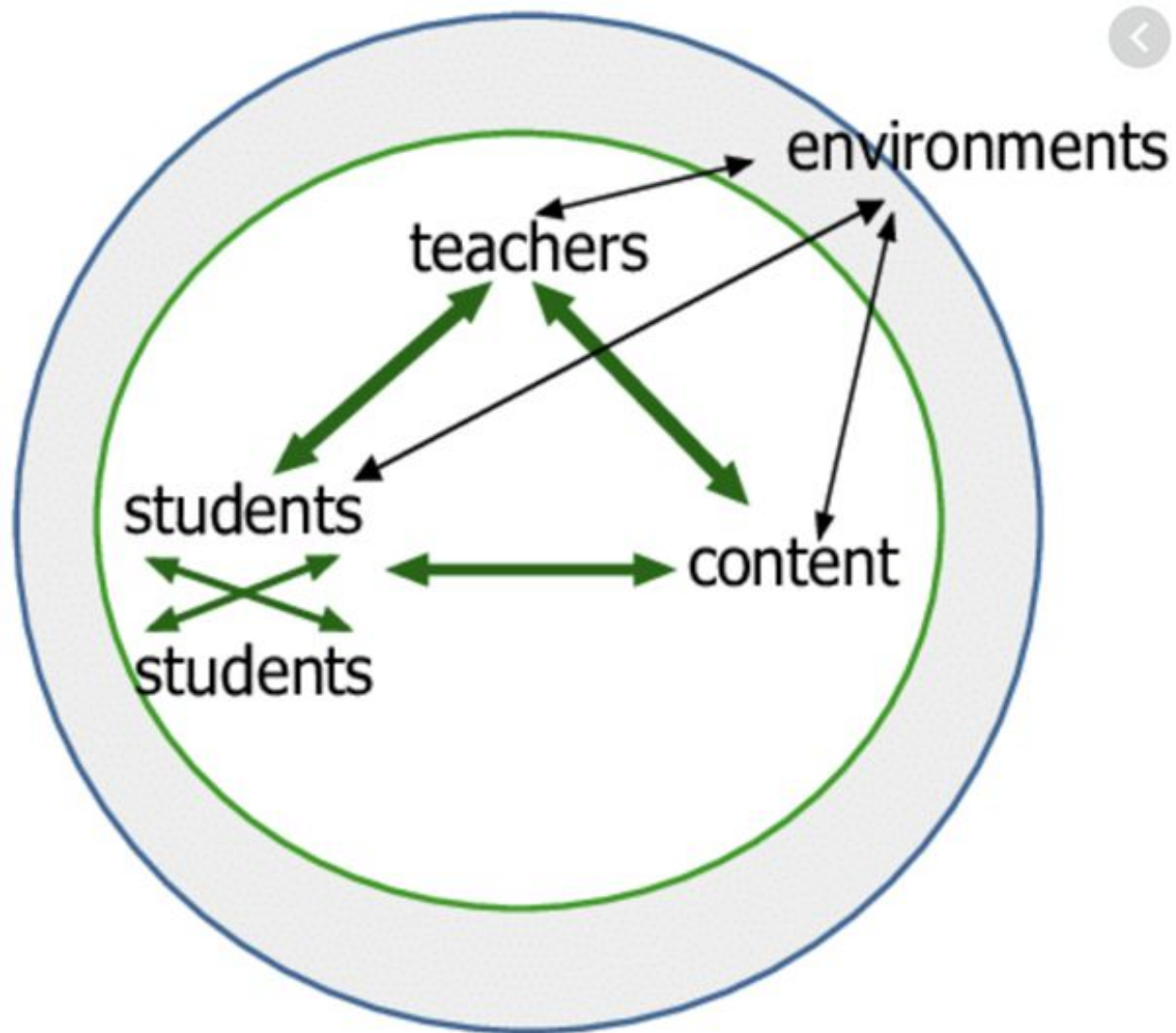
50 paces across my front yard

- Chilly, sunny, windy
- My yard is close to the river, and mostly bare with a little snow, covered in fall maple leaves and dead grass.
- Early plants species (n=18)
- Few animals species (n=8)

I **predict** that with each weekly transect, there will be more plants and animals, as spring onset begins, and plant resources are available for animal communities [1,2,3]. I will observe generally, and also do quadrat sampling. I will count plants and animals, and graph changes



Slide courtesy of Julia McGuire.

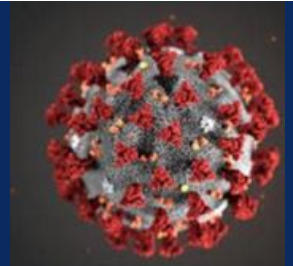


Cohen, D., Raudenbush, S., & Ball, D. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119–142.





# UMS Scientific Advisory Board



Melissa Maginnis, PhD,  
Virology, UMaine, Lead



Rob Wheeler, PhD,  
Immunology, UMaine



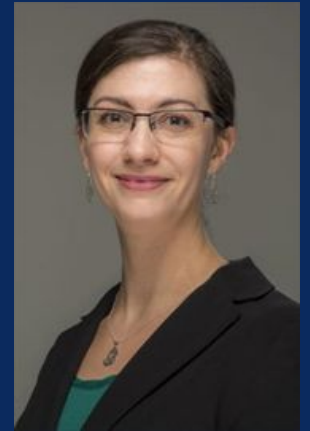
Joan Ferrini-Mundy, PhD,  
President UMaine & UMM, Chair



Kristy Townsend, PhD,  
Biomedical Sciences, UMaine

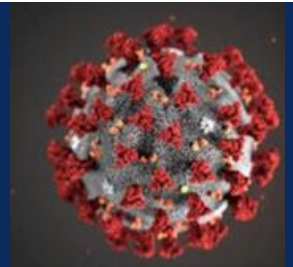


Sara Huston, PhD,  
Epidemiology, USM

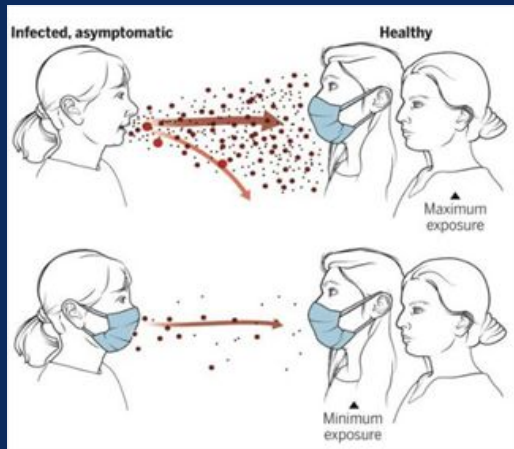


Caitlin Howell, PhD,  
Biomedical Engineering,  
UMaine

# UMS Scientific Advisory Board Charge and Focus

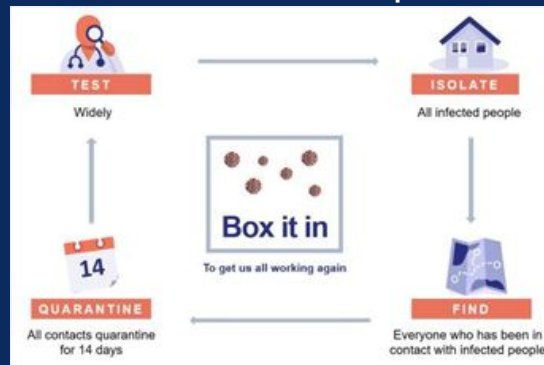


## Transmission and Mitigation Practices

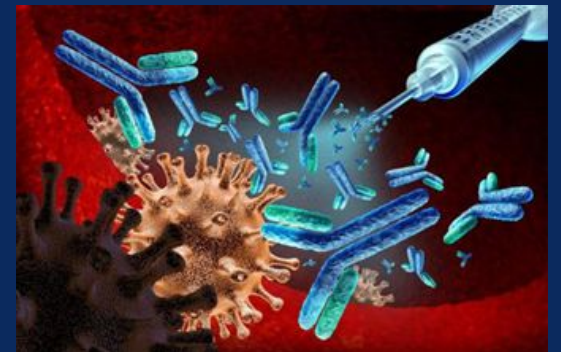


## Testing

## Public Health Response



## Vaccines and Treatments



# Current National Guidance on COVID-19 Management\*

Test



Rapid, high-throughput diagnostic testing for the UMS community

Trace



Contact tracing of COVID-19+ (contacts within <6ft for >15 min are quarantined)

Isolate



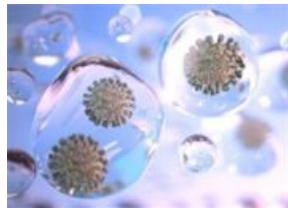
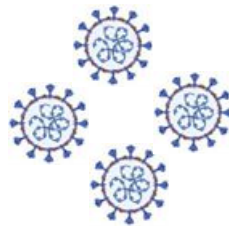
Isolation of COVID-19+ patients until healthy to return

**14-day Quarantine:** keeps individuals from transmitting disease during the known period of incubation (2-14 days, 5 days median) for SARS-CoV-2<sup>1</sup>

\* Based on procedures that have been successful in “flattening the curve” around the globe



# Testing for SARS-CoV-2 Infection: An essential part of the arsenal to prevent spread of COVID-19



Incubation Period:

- Pre-symptomatic
- Asymptomatic
- Viral replication, shedding, transmission



Symptomatic

SARS-CoV-2  
Infection

2 - 14 days

Variable depending on disease progression, complications

RECOVERY

**Timeline since initial infection**



# University of Maine System Roux Institute/Northeastern University Update

UMS Board of Trustees Meeting  
July 20, 2020

*President Joan Ferrini-Mundy  
University of Maine and University of Maine at Machias*

*President Glenn Cummings  
University of Southern Maine*

## Development of academic program collaborations

- **UMaine and Northeastern have completed a global 4+1 agreement, with initial delivery in Computer Science and Bioinformatics**
  - Future agreements in other academic areas will be governed under the same 4+1 structure and articulated in addenda to the current agreement.
  - Pending identification of funding sources, initial 4+1 students will begin their program in Computer Science or Bioinformatics as early as spring 2021.
  - Creation of the Computer Science and Bioinformatics academic content was led by UMaine and Northeastern faculty with assistance from their respective Graduate Schools.



# Prospects for research collaborations

- **UMaine visit to Northeastern Burlington Campus Feb. 12, 2020**
  - Toured research facilities
  - Shared 13-page list of possible UMaine research collaboration areas
  - Presidents Aoun & Ferrini-Mundy and Provosts Gilbert & Bean had strategic partnership discussion
- **Northeastern visit to UMaine Feb. 18, 2020**
  - Toured Advanced Structures and Composites Center; Advanced Manufacturing Center; Frontier Institute for Research in Sensor Technologies; School of Computing and Information Science; and biomedical, wireless communication and other facilities

# Prospects for joint funded projects

- **UMaine and Northeastern vice presidents for research agreed to provide seed funding to initiate research collaborations.**
- **Northeastern sees collaboration opportunities with Advanced Structures and Composite Center, and Advanced Manufacturing Center.**
- **UMaine and Northeastern have developed an MOU to support joint collaborative research projects between the two institutions.**



# UMaine and NU Research MOU Executed

- **Agreement signed on May 9, 2020 to develop research collaborations between the two universities**
  - Joint seed grant funding program request for proposals released with a July 22, 2020 deadline
  - Interdisciplinary proposals with UMaine and NU faculty teams working together to address any of the following areas, or combination thereof:
    - **Artificial Intelligence**
    - **Earth and Climate Sciences**
    - **Health and Life Sciences**
    - **Manufacturing**
    - **Marine sciences**
  - Up to 3 projects will be selected in the inaugural round funded at a level up to \$50,000 for one year with start dates of September 1st

# Next Steps

- **Joint review committee of research leaders at UMaine and NU will evaluate seed grant proposals and make funding recommendations in August**
- **Up to 3 jointly funded seed grant projects will commence one year projects starting September 1<sup>st</sup>**
- **Subsequent seed grant funding rounds planned after evaluation of the process utilized in the inaugural round**
- **Ongoing facilitated meet and greet fora between faculty**
- **Further work on 4+1 agreements, including potential areas for expansion (e.g. Biotechnology)**
- **Visiting Scholars is in planning phase, where Northeastern faculty would visit UMaine for a month or semester and vice versa.**





## Beginning conversations on academic pathways for 4+1 & 3+1 Programs:

- Artificial Intelligence
- Bioinformatics
- Biomedical
- Nanotechnology
- Precision Health
- Robotics

### Discussions of research:

- Cutler Institute and the Muskie School of Public Service: Health Science and Public Health
- CSTH: Computer Science, Data Science, Engineering, Microbiology, & Cybersecurity
- MIST/CERL/Law School: Technology Transfer & Product Development





## Access to Facilities & Support Services

- Graduate Housing on the Portland Campus
- Student Center on the Portland Campus
- Labs & Research Facilities through joint partnership and projects
- Facilities for Athletics
- Mental health counseling and student support services

Also interested in the relationship between the Graduate Center and the Roux Institute

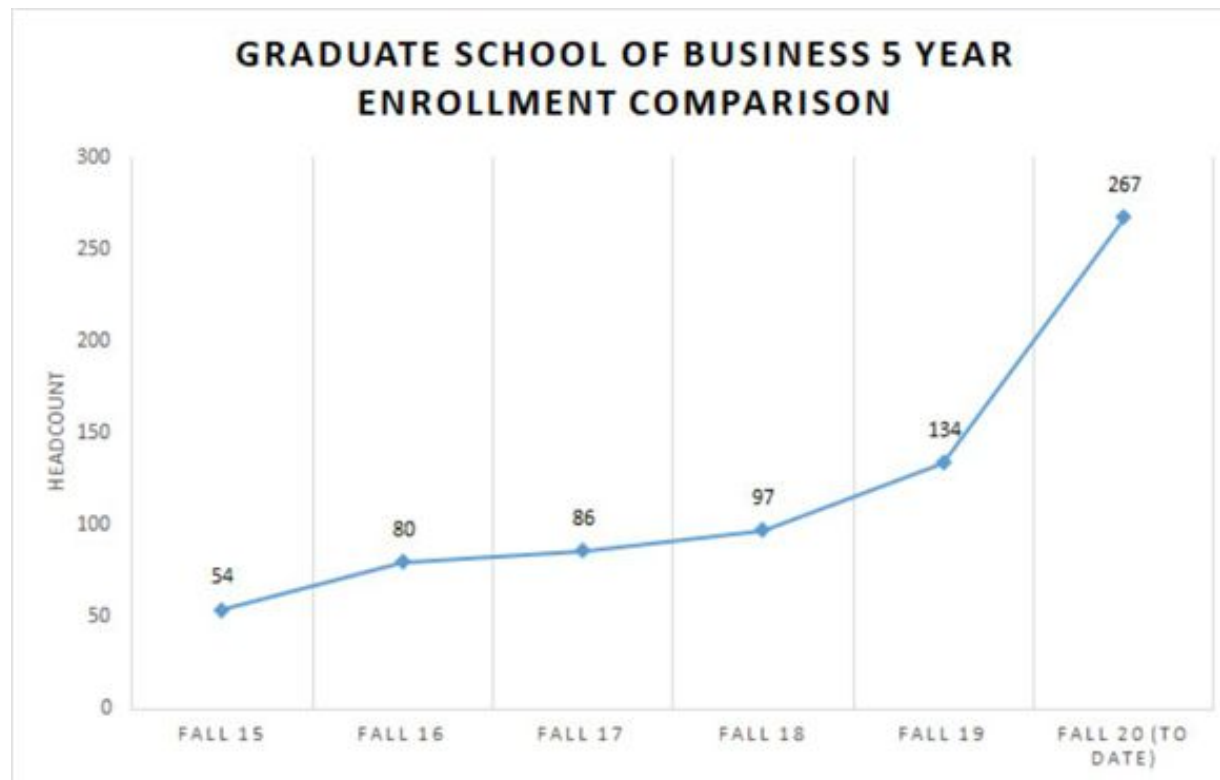




## ***The MaineMBA: Investment, Innovation, and Impact.***

System initiatives that have yielded **statewide collaborations**, **global rankings**, and significant **enrollment gains**.

# Investment, Innovation, Impact



# Investment



## People

- **Leadership:** Dean, Graduate School of Business
- **Professional Staff:** Director, Marketing Manager
- **Faculty:** Two HAF Graduate Faculty in Accounting and Analytics

## Technology

- **Smart Classrooms:** Two HAF classrooms (Orono and Portland) to connect with campuses throughout the system.
- **Faculty Training:** Training and incentives for faculty to implement newest teaching technologies

# Investment



## Public Awareness

- New Website & Branding
- Digital & Social Advertising
- Outdoor Advertising
- Sponsorships
- Undergraduate & Workplace Outreach
- Earned Media Coverage

## Student Experiences

- Orientation Exercises
- Networking Events
- Day-long Team Building Experiences
- Improved Student Technology Interfaces

# Innovation



## System Collaborations

UMaine, USM, UMF, UMPI working together to design innovative academic programs and accelerated graduate pathways.

## Program Development

- Accounting
- Analytics
- Finance
- Sustainability (Muskie)
- Healthcare Management (Muskie)
- International Affairs (UMaine – SPIA)
- Engineering Management (UMaine Engineering)
- Food Science/ Human Nutrition
- Outdoor Industry Management (UMF)
- Hospitality Management (USM)
- M.S. in Business Analytics
- M.S. in Accounting



# Innovation



## Enrollment Initiatives

- **Workforce and Chamber Partners** created competitive tuition rates and admissions pathways to develop Maine's workforce
- **Reduced Non-resident Tuition Rate** encourage out of state enrollment
- **Accelerated Graduate Pathways** (i.e. 4+1) with UMPI and USM.

46048

# Impact



## Global Rankings and Accreditation



# Impact



# Impact



## Regional and National Reach

