

University of Maine System – Board of Trustees Meeting
September 28, 2020

Zoom Meeting

The public is invited to view the meeting on YouTube. The link to the Board of Trustees YouTube page can be found the Board website: <https://www.maine.edu/board-of-trustees/>

AGENDA

Monday, September 28, 2020

Call to Order @ 8:00 am

The Board of Trustees will go directly into Executive Session

Executive Session from 8:05 am to 8:20 am

Break (10 minutes)

Call to Order/Reconvene Public Meeting @ 8:30 am

Citizen Comment (5 minutes)

Individuals who wish to speak during Citizen Comment, please contact the Board Office at ums.trustees@maine.edu with your name and topic by 5:00 pm on Friday, September 25th. 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)

Chancellor's Report (15 minutes)

- Fall Reopening Update

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

Tab 1 - Finance & Administration Update

Vice Chancellor for Academic Affairs' Report (45 minutes)

Tab 2 - Academic Affairs Update

Action Items (60 minutes)

Tab 3 - Tenure at Time of Hire, Professor of Forest Resources, UM

Tab 4 - Tenure at Time of Hire, Associate Professor of Computer Science, UMPI

Tab 5 - Proposed Revisions to Board of Trustees Policy 205 *Faculty and Student Representation to the Board*

of Trustees (10 minutes)

Tab 6 - Proposed Revisions to Board of Trustees Policy 402 *Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking, Retaliation and Title IX Sexual Harassment* (10 minutes)

Tab 7 - Confirmation of Faculty and Student Representatives to the Board of Trustees (5 minutes)

Tab 8 - Resolution for Karen “Kay” S. Kimball (10 minutes)

Tab 9 - Building Name Removal, UM (15 minutes)

Tab 10 – Rename the Emera Astronomy Building to the Versant Power Astronomy Center, UM (15 minutes)

Consent Agenda (5 minutes)

Tab 11 - Acceptance of Minutes

September 2, 2020 Finance, Facilities & Technology Committee

Tab 12 - Optical Network Equipment Refresh for the Northern Ring, UMS

September 14, 2020 Academic and Student Affairs Committee

Tab 13 - New Academic Program Proposal: Bachelors of Science in Elementary Education, USM

Tab 14 - New Academic Program Proposal: Bachelors of Science in School Health Education: Physical Education Concentration, UMF

Tab 15 - New Academic Program Proposal: Masters of Science in Education in Mathematics Education, UMF

Tab 16 - New Academic Program Proposal: Bachelors of Science in Elementary Education, UMA

Tab 17 - New Academic Program Proposal: Bachelors of Science in Secondary Education, UMA

Tab 18 - New Academic Program Proposal: Masters of Science in Data Science and Engineering, UM

September 14, 2020 Human Resources & Labor Relations Committee

Tab 19 - Exception to Board of Trustee Policy 406, Section 7 – *Emeritus Status*

Discussion Topics

Tab 20 – System Long Range Planning Team Update (5 minutes)

Tab 21 - Unified Accreditation Update and Board of Trustee Policy 308 *Accreditation* Discussion (15 minutes)

Public Meeting will conclude around 12:00 pm

The Board will go into an Executive Session starting at 12:30 pm

Date of the Next Meeting: November 16, 2020 held via Zoom

Attachments:

Financial Update

Managed Investment Pool

Pension Fund

Operating Fund

Status of Fall 2020 and Investment Income FY2020

FY2020 Preliminary Budget to Actual

Emeritus Letter – Lupica

Emeritus Letter – Zillman

Board Policy 406 – Emeritus Status

Proposed Revisions to Board Policy 205

Proposed Revisions to Board of Trustees Policy 402
UMS Title IX Final Rule Executive Summary
C.C. Little Hall Name Task Force Final Report
UMPI Professor of Computer Science Tenure at Time of Hire Background Information (*Confidential*)
UM Professor of Forest Resources Tenure at Time of Hire Background Information (*Confidential*)
Proposed Revisions to Board of Trustees Policy 308 - *Accreditation Policy*
Northern Ring Optical Network Equipment Refresh Project Approval Request
UMF Program Proposal: Masters of Science in Education in Mathematics Education
UMF Program Proposal: B.S. in School Health Education - Physical Education Concentration
USM Program Proposal: Bachelor of Science in Elementary Education
UM Program Proposal: Master of Science in Data Science and Engineering
UMA Program Proposal: Bachelors of Science in Elementary Education
UMA Program Proposal: Bachelors of Science in Secondary Education
Great Colleges to Work For: Engaging Employees to Move Forward Together

Reports:

[UMS Interactive Dashboard](#)

[Agenda Calendar](#)

FY2021 Board Committee Work Plans

[Academic & Student Affairs Committee](#)

[Finance, Facilities, Technology Committee](#)

[Human Resources & Labor Relations Committee](#)

[Investment Committee](#)

Capital Project Status Report

[Executive Summary](#)

[Capital Project Status Report](#)

[Capital Project Status Report – Bond Report](#)

Presentations:

[UMA Online Learning Presentation](#)

[USM Online Education Presentation](#)

Tabs noted in red text are action items.

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



AGENDA ITEM SUMMARY

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

The Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide a brief financial update.

Attachments:

[Managed Investment Pool Flash Reports](#)
[Pension Fund Flash Reports](#)
[Operating Fund Flash Reports](#)
[Status of Fall 2020 and Investment Income FY2020](#)
[FY2020 Preliminary Budget to Actual](#)

Revised - 9/25/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** VCAA Update
2. **INITIATED BY:** Dannel 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 September 2020 Board of Trustees meeting has three items.

 1. **VCAA Update:** VCAA Placido will provide a brief explanation for the New Academic Program Proposals on the Consent Agenda and an update on enrollment.
 2. **Great Colleges:** University of Maine at Presque Isle President and Provost Raymond Rice will join the Academic Affairs meeting to discuss the designation of the University of Maine at Presque Isle as a Great Colleges to Work For, to be announced September 14. The recognition will be available in a special insert of the September 18th issue of the Chronicle of Higher Education. This is the first time the University of Maine System has had a specific institution achieve this recognition. Megan Clough and Dorianna Pratt will be joining the Committee for the brief conversation.
 3. **Designing Engaging, High-Quality Distance, and Online Learning:** This presentation is the first in a series of conversations we will engage in this year about elevating our online quality and improving access to online options.
 - a. President Glenn Cummings will introduce two presentations on quality online learning practices.
 - b. The first presenter is Jodi W. Kosakowski, Ph.D. Associate Professor and Coordinator, Information and Library Science Program. Her presentation is titled "Active & Engaging Learning on the Line!" Online teaching and learning at its best is a concerted approach using the tools of technology to connect students to well-designed content and materials, to connect students with our wider campus and available resources, as well as to develop strong communities of learners and connect students with their respective communities where they live. This presentation highlights the Information and Library Science program at UMA and their approach in a completely online program to forging those connections using technology. The presentation will

Revised - 9/23/2020

highlight various teaching and learning techniques, demonstrate how technology can be used as an effective teaching and learning tool and will showcase what successful online teaching and learning looks like through the lens of our students and their success.

- c. The second presenter is Dr. Emily Newell, Assistant Professor of Sport Management. Her presentation title is "Promoting Engagement in Online Education". This presentation will overview learning theories, tools, and strategies used to enhance the online classroom experience and promote student engagement and community. Universal Design Learning (UDL), active teaching technologies, and the use of small groups to build community will be discussed. Student feedback will be presented to show support for the teaching methods.
- d. President Rebecca Wyke will provide closing remark.

Presentations:

[UMA Online Learning Presentation](#)

[USM Online Education Presentation](#)

[Great Colleges to Work For: Engaging Employees to Move Forward Together](#)



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tenure at Time of Hire, Professor of Forest Resources, UM

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

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

4. **OUTCOME:** **BOARD POLICY:**
Policy 310

5. **BACKGROUND:**

The University of Maine (UM) has requested that Dr. John Volin be awarded tenure at the rank of Professor, effective August 14, 2020 in accordance with Board of Trustee Policy 310. Dr. Volin began his leadership role as the Executive Vice President for Academic Affairs and Provost with UMaine in August 2020. Dr. Volin's academic achievements clearly demonstrate that he meets the standards for tenure at UMaine and the expectations of a Professor.

The Academic and Student Affairs Committee forwarded this item to the September 28, 2020, Board of Trustees meeting for approval of the following resolution:

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees approves tenure at the rank of Professor of Forest Resources at the University of Maine to Dr. John Volin to be effective at the time of hiring.

Attachment:

[UM Professor of Forest Resources Tenure at Time of Hire Background Information](#) (*Confidential*)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Tenure at Time of Hire, Associate Professor of Computer Science, UMPI
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Policy 310
5. **BACKGROUND:**

The University of Maine at Presque Isle (UMPI) has requested that Dr. Rafiul Hassan be awarded tenure at the rank of Associate Professor, effective September 1, 2020 in accordance with the Board of Trustee Policy 310. Dr. Hassan's academic achievements, in scholarship, instruction, and grant-procurement, clearly demonstrate that he meets the standards for tenure at UMPI and the expectations of an Associate Professor.

The Academic and Student Affairs Committee forwarded this item to the September 28, 2020, Board of Trustees meeting for approval of the following resolution:

6. **TEXT OF PROPOSED RESOLUTION**

That the Board of Trustees approves tenure at the rank of Associate Professor of Computer Science at the University of Maine at Presque Isle to Dr. Rafiul Hassan to be effective at the time of hiring.

Attachment:

[UMPI Professor of Computer Science Tenure at Time of Hire Background Information \(Confidential\)](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** 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:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
205 Faculty & Student Representation to the Board of Trustee
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 was then included as an information item at the July Board meeting.

On September 14, 2020, the Academic and Student Affairs Committee approved the following resolution to be forwarded to the Board of Trustee for approval at the September 28, 2020 Board meeting.
6. **TEXT OF PROPOSED RESOLUTION:**
That the Board of Trustees approves the proposed changes as outlined to Board of Trustee Policy 205 *Faculty & Student Representation to the Board of Trustees*.

Attachment:

[Proposed Revisions to Board Policy 205](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Proposed Revisions to Board of Trustees Policy 402 *Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking, Retaliation and Title IX Sexual Harassment*
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Primary Outcomes: 402 *Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation*
 Student Success
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 at present UMS Board Policy 402, to come into compliance. UMS General Counsel, Title IX, and Student Affairs personnel reviewed the regulations and prepared necessary revisions to UMS Board Policy 402 to ensure UMS is in compliance with the Title IX regulations by August 14, 2020.

 The Board's Executive Committee approved adoption of the revisions to Board Policy 402 as proposed at its meeting on August 13, 2020 and recommended the Board of Trustees ratify the changes at its September 28, 2020 meeting. UMS General Counsel and Title IX staff will briefly summarize the policy changes and be available to answer Board questions.
6. **TEXT OF PROPOSED RESOLUTION:**
 That the Board of Trustees ratifies the Executive Committee's August 13, 2020 approval of the proposed revisions to Board Policy 402 to ensure UMS is in compliance with United States Department of Education Title IX regulations as of August 14, 2020.

Attachments:

[Proposed Revisions to Board of Trustees Policy 402](#)
[UMS Title IX Final Rule Executive Summary](#)

9/17/2020



AGENDA ITEM SUMMARY

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

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

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

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

The following nominations are being recommended by the President:

Faculty Representative:
William Otto, UMM – appointed for a 2 year term – September 2020 to September 2022

Student Representative:
Emma Jones, UMM – appointed for a 2 year term – September 2020 to September 2022
6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the appointments of the Faculty and Student Representatives to the Board of Trustees as presented.

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Resolution for Karen “Kay” S. Kimball
2. **INITIATED BY:** James R. Erwin, Chair of the Board
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
5. **BACKGROUND:**

Karen “Kay” S. Kimball has served the University of Maine System since 1999. In July 2018 the Board of Trustees thanked and expressed appreciation for Dr. Kimball’s service at the University of Maine at Machias as an Assistant Professor; Vice President for Academic Affairs and Provost; and Head of Campus. Dr. Kimball’s leadership was instrumental in the development and execution of the primary partnership between the University of Maine and the University of Maine at Machias.

The Board of Trustees is now acknowledging Dr. Kimball’s most recent position of Deputy Vice Chancellor for Academic Affairs for the University of Maine System, which she had held since August 13, 2018.

The University of Maine System sincerely appreciates Dr. Kimball’s leadership with University of Maine System Early College program and development of the Academic Integrity Policy. She was also a key contributor to the substantive change document for Unified Accreditation submitted to the New England Commission of Higher Education.

Dr. Kimball will retire as of October 1, 2020 and will be truly missed.

6. **TEXT OF PROPOSED RESOLUTION:**

A resolution for Board approval will be presented at the September 28, 2020 Board of Trustees meeting.

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Building Name Removal, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
 Primary Outcomes: 803 – Naming of Physical Facilities
 Increase enrollment
 Improve student success and completion
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine (UM) requests authorization to remove Clarence C. Little's name from the campus building bearing his name.

This request is pursuant to Board Policy 803, Naming of Physical Facilities, which requires Board approval for the naming of any physical facility in the University of Maine System. In this case, the request is to approve the removal of Clarence C. Little's name from the building on the University of Maine campus bearing his name. The new name remains under consideration and will be brought forward at a future meeting.

President Ferrini-Mundy commissioned a task force earlier this year to recommend whether to remove Clarence C. Little's name. The task force submitted its report on June 23, 2020 and unanimously recommended Little's name be removed. President Ferrini-Mundy accepted the task force's report and concurred with its recommendation. A new task force has been formed to recommend a replacement name. This group's recommendation is expected in late September 2020.

From the report:

"Clarence Cook Little (1888-1971) was the president of the University of Maine from 1922 to 1925. Little Hall was named for him in a dedication ceremony of the new building in June 1966. Major funds for the building had been raised by Maine voters via statewide referendum in the fall of 1963 and a grant from the U.S. Office of Education. The building continues its original function today with offices for the departments of Psychology and Modern Languages and Classics. It has some of the largest lecture halls on campus and has a prominent location on the mall.

Little made an enduring positive contribution to science through genetic research and as a key figure in the founding of Jackson Laboratory in Bar Harbor, Maine. However, two major aspects of his career are disturbing today. First, he was a notable figure in the eugenics movement in the United States, which sanctioned the identification and forced sterilization of individuals with undesirable characteristics. Second, he was the lead expert in the tobacco industry's attempt to hide the link between smoking tobacco and cancer. Little's leadership in these latter two areas raise doubts about the appropriateness of having his name on a campus building. His short tenure as UMaine president

(his only formal relationship to the university) raises further questions about whether or not he merits the symbolic honor of a building named after him in perpetuity...

C. C. Little's name should be removed from Little Hall because major areas of his professional life violate the ideals that are central to the educational mission of the University of Maine and its commitment to the public good. A new name for the building is a significant opportunity to better align the campus landscape with the values of the university, a process that should include public commemoration of Little's career as well as information about the renaming process."

The entire report is also attached for reference.

The Finance, Facilities, and Technology Committee agreed to forward this item to the September 28, 2020, Board of Trustees meeting for approval of the following resolution:

6. TEXT OF PROPOSED RESOLUTION:

That, acting under Section 6 of Board Policy 803, the Board of Trustees approves the recommendations of the Finance, Facilities, and Technology Committee to (i) authorize the University of Maine System, acting through the University of Maine, to remove Clarence C. Little's name from the building on the University of Maine campus which bears his name and (ii) charge a Board Working Group to consider the factors relied upon by the C.C. Little Hall Name Task Force in its June 23, 2020 report and recommendation for this name change and determine whether these factors or others should be expressly incorporated into Board Policy 803 to guide the Board's consideration of future naming recommendations of this nature.

Attachment:

[C.C. Little Hall Name Task Force Final Report](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Rename the Emera Astronomy Building to the Versant Power Astronomy Center, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY**
Enhance fiscal positioning 803 – Naming of Physical Facilities
5. **BACKGROUND:**
The University of Maine System acting through the University of Maine (UMaine) requests authorization to rename the Emera Astronomy Building to the Versant Power Astronomy Center.

This request is pursuant to Board Policy 803 *Naming of Facilities*, which requires Board approval for the naming of any physical facility in the University of Maine System. In this case, the request is to approve the removal of the name Emera and replace it with Versant Power.

A \$3.2 million gift from an anonymous donor initiated the astronomy center's construction in 2013. The anonymous donor disclaimed the original naming rights.

Emera, Inc. donated \$1 million to name the Emera Astronomy Center for twenty years. The Board of Trustees' September 24, 2012 approval of the name "Emera Astronomy Center" thus was set to end on the twentieth anniversary of its approval (2032).

Emera, Inc. (Halifax) assigned the naming rights in its sale of Emera Maine to Enmax Corp. (Calgary) for the balance (12 years) of its initial term. Enmax launched rebranding in March 2020 of its Maine holdings. Emera Maine is now Versant Power.

Versant Power President & COO, Michael Herrin has agreed to cover the cost of rebranding the Emera Astronomy Center as the Versant Power Astronomy Center. Enmax, the parent company of Versant Power, will donate \$25,000 to cover the hard and soft cost of signage, letterhead, etc.

Versant Power will donate \$10,000 to sponsor the purchase of a new planetarium show in February 2021. The company will also pay \$10,000 directly to an outside marketing firm (Sutherland & Weston) to design a new logo for the Astronomy Center, to create a video, and to advise on a media buy for UMaine's planetarium. In addition, Versant Power will

9/17/2020

directly cover cost of an ad campaign (print / TV / radio) for the Versant Power Astronomy Center, a \$10,000+ estimated value, to commence after the November election.

Versant Power has also agreed to fulfill Emera Maine's pledge balance of \$22,000 to the Prof. Richard C. Hill Power Engineering Scholarships in FY21.

Versant Power will also continue its annual \$19,000 sponsorship of Black Bear Athletics.

The UMaine Foundation anticipates that Versant Power will continue the tradition of support from Emera Maine to the University of Maine for the Astronomy Center, College of Engineering, STEM outreach programs and the University of Maine Alumni Association.

6. TEXT OF PROPOSED RESOLUTION:

That the Board of Trustees authorizes the University of Maine System, acting through the University of Maine, to rename the Emera Astronomy Building to the Versant Power Astronomy Center.



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 September 28, 2020 Board meeting:

June 22, 2020 – Academic & Student Affairs Committee
June 24, 2020 – Finance, Facilities, Technology Committee
June 26, 2020 – Special Board of Trustees Meeting
July 20, 2020 – Board of Trustees Meeting
August 13, 2020 – Executive Committee
September 3, 2020 – Investment Committee

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.

09/17/20



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Optical Network Equipment Refresh for the Northern Ring, UMS

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

3. **BOARD INFORMATION:**

BOARD ACTION: X

4. **OUTCOME:**

BOARD POLICY:

Primary outcomes:

701 – Budgets, Operating & Capital

Maintain ability to increase, expand network connectivity and equipment support in northern and downeast Maine

5. **BACKGROUND:**

a. **Executive summary of the request:**

Approval is being sought to expend \$1.35 million of existing funds to replace the optical network equipment supporting MaineREN's Northern Ring in order to meet the advanced network requirements of the research and education institutions of downeast and northern Maine. MaineREN, a RON (regional optical network), is the backbone network connecting Maine's research and education institutions to each other and the rest of the world to facilitate collaboration. This cyber-infrastructure is critical not only to be able to recruit and retain top research faculty, but also to educate Maine's K-20 students.

b. **Funding Sources:**

Funding for this project will come from the following sources:

External Funds: \$1.1 million - Annual fees collected from 3rd party MaineREN subscribers/participants will be used to fund this equipment refresh.

US:IT Capital Reserves Project (8100131): \$250 thousand – Funding allocated to replace network equipment connecting UMM, UMFk, UMPI, and the Houlton Center will be incorporated into this larger equipment replacement project.

c. **Locations**

The optical equipment to be replaced resides in the following towns:

- Orono
- Ellsworth
- Machias
- Calais
- Danforth
- Houlton
- Presque Isle
- Van Buren
- Fort Kent
- Ashland
- Stacyville
- East Millinocket

The Finance, Facilities, and Technology Committee agreed to forward this item to the Consent Agenda at the September 28, 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 Finance, Facilities and Technology Committee and authorizes the University of Maine System to expend up to \$1,350,000 to replace optical network equipment in northern and downeast Maine with funding from existing sources derived from fees collected from non-UMS entities connected to the optical network along with previously allocated capital project funds to upgrade network equipment for UMM, UMFK and UMPL.

Attachment:

[Northern Ring Optical Network Equipment Refresh Project Approval Request](#)

9/17/2020

12



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: Bachelor of Science in Elementary Education, USM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Southern Maine (USM) is seeking permission to offer a Bachelor of Science in Elementary Education program. As described in the proposal materials, the program would replace the current approach of providing program content through minors. This change would better attract prospective students and support current students by providing a relevant credential that is recognized in the state. It also draws from USM's urban location and supports the state's workforce needs.

The proposal was reviewed at all the appropriate faculty and administrative levels at USM, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**
That the Board of Trustees authorizes the creation of a B.S. in Elementary Education at the University of Southern Maine.

Attachment:

[USM Program Proposal: Bachelor of Science in Elementary Education](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: B.S. in School Health Education - Physical Education Concentration, UMF
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Maine at Farmington (UMF) is seeking permission to offer a Bachelor of Science program in School Health Education: Physical Education Concentration. The proposed program emerged from an Enrollment Innovation Fund initiative and is undertaken in collaboration with the University of Maine at Presque Isle. It will prepare students to meet the licensure requirements for teaching both school health and physical education, thus meeting both the career goals of those students and the workforce needs of rural schools in Maine.

The proposal was reviewed at all the appropriate faculty and administrative levels at UMF, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the creation of a B.S. in School Health Education: Physical Education Concentration at the University of Maine at Farmington.

Attachment:

[UMF Program Proposal: B.S. in School Health Education - Physical Education Concentration](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: Masters of Science in Education in Mathematics Education, UMF
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Maine at Farmington (UMF) is seeking permission to offer a Master of Science in Education program in Mathematics Education. As described in the proposal materials, the program would both develop leaders in mathematics education and address state and national teacher shortages in mathematics. Additionally, the new program would complement UMF's existing graduate certificates in mathematics coaching, intervention, and leadership and aligns with the statewide math pathways work currently underway.

The proposal was reviewed at all the appropriate faculty and administrative levels at UMF, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**
That the Board of Trustees authorizes the creation of a M.S.Ed. in Mathematics Education at the University of Maine at Farmington.

Attachment:

[UMF Program Proposal: Masters of Science in Education in Mathematics Education](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: Bachelors of Science in Elementary Education, UMA
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Maine at Augusta (UMA) is seeking permission to offer a Bachelor of Science in Elementary Education program. As described in the proposal materials, the program would replace the current approach of providing program content through minors. This change would better attract prospective students and support current students by providing a relevant credential that is recognized in the state. The program also draws from UMA's expertise in distance learning and supports the state's workforce needs.

The proposal was reviewed at all the appropriate faculty and administrative levels at UMA, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the creation of a B.S. in Elementary Education at the University of Maine at Augusta.

Attachment:

[UMA Program Proposal: Bachelors of Science in Elementary Education](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: Bachelors of Science in Secondary Education, UMA
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Maine at Augusta (UMA) is seeking permission to offer a Bachelor of Science in Secondary Education program. As described in the proposal materials, the program would replace the current approach of providing program content through minors. This change would better attract prospective students and support current students by providing a relevant credential that is recognized in the state. It also draws from UMA's expertise in distance learning and supports the state's workforce needs.

The proposal was reviewed at all the appropriate faculty and administrative levels at UMA, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the creation of a B.S. in Secondary Education at the University of Maine at Augusta.

Attachment:

[UMA Program Proposal: Bachelors of Science in Secondary Education](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** New Academic Program Proposal: Master of Science in Data Science and Engineering, UM
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** Relevant Academic Programing **BOARD POLICY:** 305.1 Program Approval, Review, and Elimination Procedures
5. **BACKGROUND:**

The University of Maine is requesting permission to offer a Master of Science program in Data Science and Engineering. As described in the proposal materials, this program would also include a graduate certificate and 4+1 matriculation option for qualified students. These features make the program more competitive and help maximize its enrollment and workforce development potential. The program also provides both thesis and non-thesis options to better attract and serve students from a variety of undergraduate majors beyond the traditional STEM fields.

The proposal was reviewed at all the appropriate faculty and administrative levels at the University of Maine, and was reviewed and subsequently recommended by the Chief Academic Officers Council. Vice Chancellor for Academic Affairs Dr. Robert Placido recommended the program to Chancellor Dannel Malloy who signed his approval of the program on August 31, 2020.

The Academic and Student Affairs Committee agreed to forward the following resolution to the Consent Agenda for approval at the September 28, 2020 Board of Trustees meeting.

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the creation of a M.S. in Data Science and Engineering at the University of Maine.

Attachment:

[UM Program Proposal: Master of Science in Data Science and Engineering](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Exception to Board Policy 406, Section 7 – *Emeritus Status*
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**
Board Policy 406 – *Emeritus Status*
5. **BACKGROUND:**

This agenda item proposes an exception to Board policy in order to allow the Law Dean to designate two retired professors as professors Emeritus. The need for this exception results from the changes made to the Law School's status as an independent campus, and the fact that the myriad changes to Board policies and other documentation have not yet been completed.

For background – on September 5, 2019, following an extensive review and a comprehensive report regarding the Future Direction of the Law School, the Board approved initial changes to the Governance, budgeting, and fiscal planning for the University of Maine School of Law. In particular, the Board approved the recommendation that the Law School Dean report directly to the Chancellor, with the Dean's participation at the System level to be similar to that of a campus President, at the discretion of the Chancellor.

As a result of that change, there is no University President overseeing the Law School. That responsibility falls to the Law Dean, working with the Chancellor and System staff.

The final changes to the governance and administration of the Law School are anticipated to be complete by Fiscal Year 2022. In this interim period, some of the Board's Policies do not yet reflect the change.

Relevant to the matter before the Board, Policy #406, regarding the designation of Emeritus Status, has not been updated to reflect the Law Dean's authority to confer Emeritus status on retired faculty, referring still to the authority of a President to confer Emeritus status on a member of the Law faculty. Because the President of USM no longer has authority related to Law faculty, there is a gap in the Emeritus designation policy.

Two now-retired professors have been identified as being deserving of Emeritus status: Former Dean Donald Zillman, and Professor Lois Lupica. Both meet the criteria established by the Board, and both have served Maine Law with distinction. Letters recommending their Emeritus status are attached.

The Human Resources & Labor Relations Committee forwarded this item to the Consent Agenda at the September 28, 2020 Board of Trustees meeting, for approval of the following resolution:

6. **TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees grant an exception to Board Policy # 406, as allowed by subsection 7 of the Guidelines for Emeritus status, to authorize the Dean of the University of Maine School of Law to confer Emeritus status on Former Dean Donald Zillman and Professor Lois Lupica.

Attachments:

[Emeritus Letter – Lupica](#)

[Emeritus Letter – Zillman](#)

[Board Policy 406 – Emeritus Status](#)

9/17/2020



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** System Long Range Planning Team Update
2. **INITIATED BY:** James R. Erwin, Chair
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Enhance fiscal positioning
5. **BACKGROUND:**

A Long Range Planning Team has been established. The members of the Team include the following

Trustees: James Erwin, Mark Gardner, Trish Riley, and James Donnelly
System staff Team members are: Chancellor Malloy, Vice Chancellor Ryan Low,
Vice Chancellor Placido and Chief of Staff/General Counsel James Thelen.

Board Chair James Erwin will provide a brief update on the Long Range Planning efforts for the University of Maine System.



AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Unified Accreditation Update & Board Policy 308 Discussion
2. **INITIATED BY:** Dannel P. Malloy, Chancellor
3. **BOARD INFORMATION:** X **BOARD ACTION:**
4. **OUTCOME:** **BOARD POLICY:**
Board Policy 308 – *Accreditation Policy*
5. **BACKGROUND:**

Chancellor Dannel Malloy, Vice Chancellor for Academic Affairs Robert Placido, and Chief of Staff and General Counsel James Thelen will provide an update of recent unified accreditation planning and matters, including the review of a proposed update to Board Policy 308 to reflect the System's attainment of unified accreditation.

Discussion among Trustees at the Board's September 14, 2020 Academic and Student Affairs Committee suggested that proposed Policy 308 include a direction to consider and, where appropriate, incorporate unified accreditation principles in all future System and university-specific work on mission, strategic planning, and academic program review and approval.

COS and General Counsel Thelen will work with UMS Presidents, Board faculty and student representatives, and other constituencies to revise the current proposed language to address the Trustees' above-noted request and present revised language at the Board's next Academic and Student Affairs Committee meeting, with the intention to seek Board approval at the Board's November 2020 meeting.

Attachment

[Proposed Revisions to Board of Trustees Policy 308 - *Accreditation Policy*](#)

9/17/2020

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
MIP Composite	363,101,707	100.0	100.0	3.9	-0.6	5.1	4.4	4.7	5.0	6.4
Allocation Index				3.6	-0.4	5.6	5.3	5.6	5.7	6.6
Policy Index				3.8	-0.5	5.6	5.5	6.0	6.0	6.8
Total Domestic Large Cap	63,723,444	17.5	17.0	5.6	2.3	11.8	11.9	11.4	12.1	13.7
S&P 500				5.6	2.4	12.0	12.0	11.5	12.2	13.8
SSgA S&P 500	63,723,444	17.5	17.0	5.6	2.3	11.8	11.9	11.4	12.1	13.8
S&P 500				5.6	2.4	12.0	12.0	11.5	12.2	13.8
Total Domestic Small/Mid Cap	25,632,691	7.1	7.0	4.4	-8.4	-0.7	4.8	5.9	7.6	11.4
Russell 2500				4.0	-7.5	-1.9	5.1	6.3	7.8	11.1
Westfield Capital	13,439,613	3.7	3.5	5.4	5.3	15.9	13.7	10.1	11.3	14.5
Russell 2500 Growth				5.5	7.6	13.4	13.6	10.5	11.8	14.3
DFA	12,193,078	3.4	3.5	3.2	-22.4	-17.3	-4.7	0.5	2.9	--
Russell 2000 Value				2.1	-21.9	-15.9	-3.9	2.2	3.4	7.3
Global Equity	33,560,178	9.2	10.0	4.6	--	--	--	--	--	--
MSCI World				4.8	-1.3	7.2	7.5	7.5	8.3	9.6
Walter Scott Global Equity	33,560,178	9.2	10.0	4.6	--	--	--	--	--	--
MSCI World				4.8	-1.3	7.2	7.5	7.5	8.3	9.6
Total International Equity (including emerging markets)	81,628,904	22.5	21.0	5.6	-3.5	3.3	0.4	2.3	3.0	4.8
MSCI EAFE				2.3	-9.3	-1.7	0.6	2.1	3.5	5.0
Morgan Stanley	18,211,102	5.0	5.0	1.9	-4.0	4.1	1.8	2.4	3.5	5.5
JO Hambro	19,470,153	5.4	5.0	5.5	--	--	--	--	--	--
MSCI EAFE				2.3	-9.3	-1.7	0.6	2.1	3.5	5.0
Kabouter International Opportunities Offshore Fund II	18,644,211	5.1	4.0	5.1	-2.5	4.5	--	--	--	--
MSCI EAFE Small Cap				3.4	-10.2	0.4	0.4	4.3	6.0	7.5
Emerging Markets Equity	25,303,438	7.0	7.0	9.0	-1.1	5.3	1.1	2.5	1.7	--
MSCI Emerging Markets				8.9	-1.7	6.5	2.8	6.1	4.3	3.3
Aberdeen Emerging Mkts	13,246,414	3.6	3.5	10.0	-0.1	6.2	2.8	5.6	3.6	4.3
MSCI Emerging Markets				8.9	-1.7	6.5	2.8	6.1	4.3	3.3
Mondrian EM Small Cap	12,057,024	3.3	3.5	7.9	-2.2	4.3	-0.8	-0.7	--	--
MSCI Emerging Markets Small Cap				9.2	-4.7	1.1	-1.2	2.0	2.2	2.0



July 31, 2020

University of Maine System Managed Investment Pool

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Total Fixed Income	83,669,250	23.0	24.0	1.8	3.4	5.4	4.1	3.9	3.8	4.5
BBgBarc US Aggregate TR				1.5	7.7	10.1	5.7	4.5	4.2	3.9
Commonfund	25,101,662	6.9	7.0	2.0	5.4	8.4	5.3	4.4	4.3	4.5
BBgBarc US Aggregate TR				1.5	7.7	10.1	5.7	4.5	4.2	3.9
Vanguard Inflation-Protected Securities	12,809,955	3.5	3.5	2.3	8.5	10.3	5.5	--	--	--
BBgBarc US TIPS TR				2.3	8.4	10.4	5.7	4.2	3.3	3.7
Vanguard Short-Term Inflation-Protected Securities	12,367,244	3.4	3.5	0.8	2.7	4.1	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.9	3.1	4.6	2.9	2.3	1.5	1.8
Blackrock Strategic Income Opportunities	17,111,367	4.7	5.0	1.8	2.1	4.2	--	--	--	--
3-Month Libor Total Return USD				0.0	0.5	1.4	2.0	1.5	1.1	0.9
Bain Capital Senior Loan Fund	16,279,022	4.5	5.0	1.9	-2.0	-0.8	--	--	--	--
Credit Suisse Leveraged Loans				1.9	-3.0	-1.2	2.5	3.3	3.4	4.4
Total GAA	51,635,161	14.2	15.0	3.4	-2.6	1.0	2.1	2.6	2.9	3.9
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				4.6	1.7	7.9	6.3	6.5	6.3	6.9
GMO Global Absolute Return	25,192,659	6.9	7.5	2.8	-7.6	-3.2	-0.2	1.7	2.0	3.8
Blended Index				2.4	5.6	8.5	5.7	5.2	4.7	5.1
Newton Global Real Return	26,442,502	7.3	7.5	3.9	2.4	5.1	5.6	--	--	--
60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg				4.4	2.1	8.0	6.2	6.3	6.0	6.6
Total Hedge Funds	21,921,180	6.0	6.0	0.9	4.4	8.8	4.9	3.5	3.1	2.8
HFRI Fund of Funds Composite Index				2.4	0.8	2.6	2.7	1.9	2.9	3.0
Lighthouse	21,921,180	6.0	6.0	0.9	4.4	8.8	5.9	4.7	--	--
Credit Suisse Long Shrt Eqt USD				1.6	-0.9	3.5	3.4	2.7	4.6	5.1
Private Equity	2,033,707	0.6	0.0	0.0	-0.9	9.5	10.8	9.6	--	--
Landmark Equity Partners XV	2,033,707	0.6	0.0	0.0	-0.9	9.5	10.8	9.6	--	--
CJA US All PE (1 Qtr Lag)				0.0	-6.7	-2.3	8.6	9.2	10.8	12.1
Total Cash	-702,808	-0.2	0.0							
Distribution Account	-702,808	-0.2	0.0	0.0	0.2	0.7	1.3	0.8	0.6	0.5
91 Day T-Bills				0.0	0.4	1.1	1.6	1.1	0.8	0.6

Notes:

Fiscal YTD begins 7/1

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

Returns are net of manager fees

Landmark market value is estimated as of 7/31/2020.

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

July 31, 2020

Information Disclaimer

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



University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Pension Composite	24,957,592	100.0	100.0	2.8	3.3	7.8	5.9	5.5	5.0	5.1	6.3
Allocation Index				2.8	2.2	6.9	5.3	5.5	5.5	5.7	6.7
Policy Index				2.8	2.3	6.9	5.8	5.7	5.8	5.9	6.9
Total Global Equity	7,656,869	30.7	30.0	4.7	1.6	10.0	--	--	--	--	--
MSCI World				4.8	-1.3	7.2	5.4	7.5	7.5	8.3	9.6
Walter Scott Global Equity Fund	7,656,869	30.7	30.0	4.7	1.6	10.0	--	--	--	--	--
MSCI World				4.8	-1.3	7.2	5.4	7.5	7.5	8.3	9.6
Emerging Markets Equity	773,481	3.1	3.0	7.9	-2.2	4.3	-1.1	-0.8	-0.7	-0.3	--
MSCI Emerging Markets				8.9	-1.7	6.5	2.1	2.8	6.1	4.3	3.3
Mondrian EM Small Cap	773,481	3.1	3.0	7.9	-2.2	4.3	-1.1	-0.8	-0.7	--	--
MSCI Emerging Markets Small Cap				9.2	-4.7	1.1	-3.4	-1.2	2.0	2.2	2.0
Total Fixed Income	10,826,054	43.4	43.0	1.6	5.8	7.9	7.3	4.9	4.2	3.9	4.0
BBgBarc US Aggregate TR				1.5	7.7	10.1	9.1	5.7	4.5	4.2	3.9
Vanguard Total Bond Market Index	6,547,273	26.2	26.0	1.6	8.0	10.4	9.2	5.8	4.5	--	--
BBgBarc US Aggregate TR				1.5	7.7	10.1	9.1	5.7	4.5	4.2	3.9
Vanguard Inflation-Protected Securities	876,544	3.5	3.5	2.3	8.5	10.3	7.9	5.5	--	--	--
BBgBarc US TIPS TR				2.3	8.4	10.4	8.0	5.7	4.2	3.3	3.7
Vanguard Short-Term Inflation-Protected Securities - VTSPX	848,331	3.4	3.5	0.8	2.7	4.1	--	--	--	--	--
BBgBarc US TIPS 1-5 Yr TR				0.9	3.1	4.6	4.1	2.9	2.3	1.5	1.8
BlackRock Strategic Income Opportunities	1,224,005	4.9	5.0	1.8	2.1	4.2	4.7	--	--	--	--
3-Month Libor Total Return USD				0.0	0.5	1.4	2.0	2.0	1.5	1.1	0.9
Bain Capital Senior Loan Fund	1,329,901	5.3	5.0	1.9	-2.0	-0.8	--	--	--	--	--
Credit Suisse Leveraged Loans				1.9	-3.0	-1.2	1.4	2.5	3.3	3.4	4.4
Total GAA	1,987,510	8.0	8.0	3.9	2.4	5.1	4.9	4.4	3.9	3.9	4.4
65% MSCI ACWI (Net) / 35% BBgBarc Global Agg				4.6	1.7	7.9	6.0	6.3	6.5	6.3	6.9
Newton Global Real Return	1,987,510	8.0	8.0	3.9	2.4	5.1	6.4	5.6	--	--	--
60% MSCI ACWI (Net) / 40% FTSE WGBI				4.6	2.8	8.5	6.4	6.4	6.4	6.0	6.5
Total Alternative Investments	1,345,502	5.4	5.0	0.9	4.4	8.8	3.8	4.9	3.5	3.6	3.1
HFRI Fund of Funds Composite Index				2.4	0.8	2.6	1.9	2.7	1.9	2.9	3.0
Lighthouse	1,345,502	5.4	5.0	0.9	4.4	8.8	3.8	5.9	4.7	--	--
Credit Suisse Long Shrt Eqt USD				1.6	-0.9	3.5	1.9	3.4	2.7	4.6	5.1



July 31, 2020

University of Maine System Pension Plan

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	1 Yr (%)	2 Yrs (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Total Real Assets	2,007,895	8.0	8.0								
Principal	2,007,895	8.0	8.0	0.2	-1.0	1.3	3.9	5.3	7.2	8.7	10.6
NCREIF ODCE				0.0	-0.6	2.2	4.3	5.7	7.3	9.1	10.8
Total Cash	360,282	1.4	3.0								
Distribution Account	360,282	1.4	3.0	0.0	0.2	0.8	1.4	1.3	0.8	0.6	0.4
91 Day T-Bills				0.0	0.4	1.1	1.7	1.6	1.1	0.8	0.6

Notes:

Fiscal YTD begins 7/1

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

Returns are net of manager fees



July 31, 2020

Information Disclaimer

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



University of Maine System Operating Fund

TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
Operating Funds Composite	257,324,651	100.0	100.0	1.3	2.4	4.9	3.7	3.1	2.7	2.9
<i>Allocation Index</i>				1.2	2.1	4.6	3.7	3.1	2.9	2.8
Liquidity Pool Composite	69,563,475	27.0	30.0	0.0	0.7	1.5	1.6	1.2	0.9	0.7
State Pool	47,916,312	18.6		0.1	0.9	1.8	1.7	1.3	1.0	0.8
BOA General Fund	3,972,145	1.5		0.0	0.2	0.4	0.6	0.4	0.3	--
Federated Gov't Obligations	5,588,158	2.2		0.0	0.4	1.2	1.5	--	--	--
JP Morgan US Gov't Money Market Fund	12,086,859	4.7		0.0	0.4	1.1	1.5	--	--	--
<i>FTSE T-Bill 3 Months TR</i>				0.0	0.5	1.4	1.7	1.2	0.8	0.6
Income Pool Composite	123,772,985	48.1	47.5	1.0	3.3	5.0	3.4	2.9	2.6	2.9
Income Research + Management	68,649,422	26.7	26.0	0.4	4.3	5.7	3.3	2.5	2.1	--
<i>BBgBarc US Govt/Credit 1-3 Yr. TR</i>				0.2	3.1	4.5	2.8	2.1	1.8	1.6
BlackRock Strategic Income Opportunities	18,180,609	7.1	7.0	1.8	2.1	4.2	3.7	3.3	--	--
<i>3-Month Libor Total Return USD</i>				0.0	0.5	1.4	2.0	1.5	1.1	0.9
Loomis Sayles Bank Loans	17,461,875	6.8	7.0	1.4	-3.7	-2.3	1.5	2.3	2.5	3.5
<i>Loomis Bank Loans Custom Index</i>				2.6	-2.0	0.0	2.6	3.2	3.4	4.3
Vanguard Total Bond Market Instl' Fund	19,481,079	7.6	7.5	1.6	8.0	10.4	5.8	4.5	4.2	3.9
<i>BBgBarc US Aggregate TR</i>				1.5	7.7	10.1	5.7	4.5	4.2	3.9
Total Return Pool Composite	63,988,192	24.9	22.5	3.5	0.1	5.9	5.3	5.3	4.8	5.4
Lighthouse	16,091,734	6.3	5.0	0.9	4.4	8.8	5.9	4.7	--	--
<i>Credit Suisse Long Shrt Eqt USD</i>				1.6	-0.9	3.5	3.4	2.7	4.6	5.1
Newton Global Real Return	10,391,495	4.0	4.0	3.9	2.4	5.1	5.5	--	--	--
<i>60% MSCI ACWI (Net)/ 40% BBgBarc Global Agg</i>				4.4	2.1	8.0	6.2	6.3	6.0	6.6
PIMCO All Asset	10,691,919	4.2	4.0	3.2	-2.7	1.3	2.7	4.4	3.4	4.4
<i>Blended Index</i>				2.4	5.6	8.5	5.7	5.2	4.7	5.1
Vanguard Total World Stock Index	26,813,044	10.4	9.5	5.1	-1.8	7.1	6.8	7.5	8.0	--
<i>FTSE Global All Cap Index</i>				5.2	-1.8	6.8	6.9	6.7	6.8	7.5

Notes:

Returns are net of manager fees.

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

Fiscal YTD begins 7/1

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

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

Composite excludes external loans.

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



Information Disclaimer

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



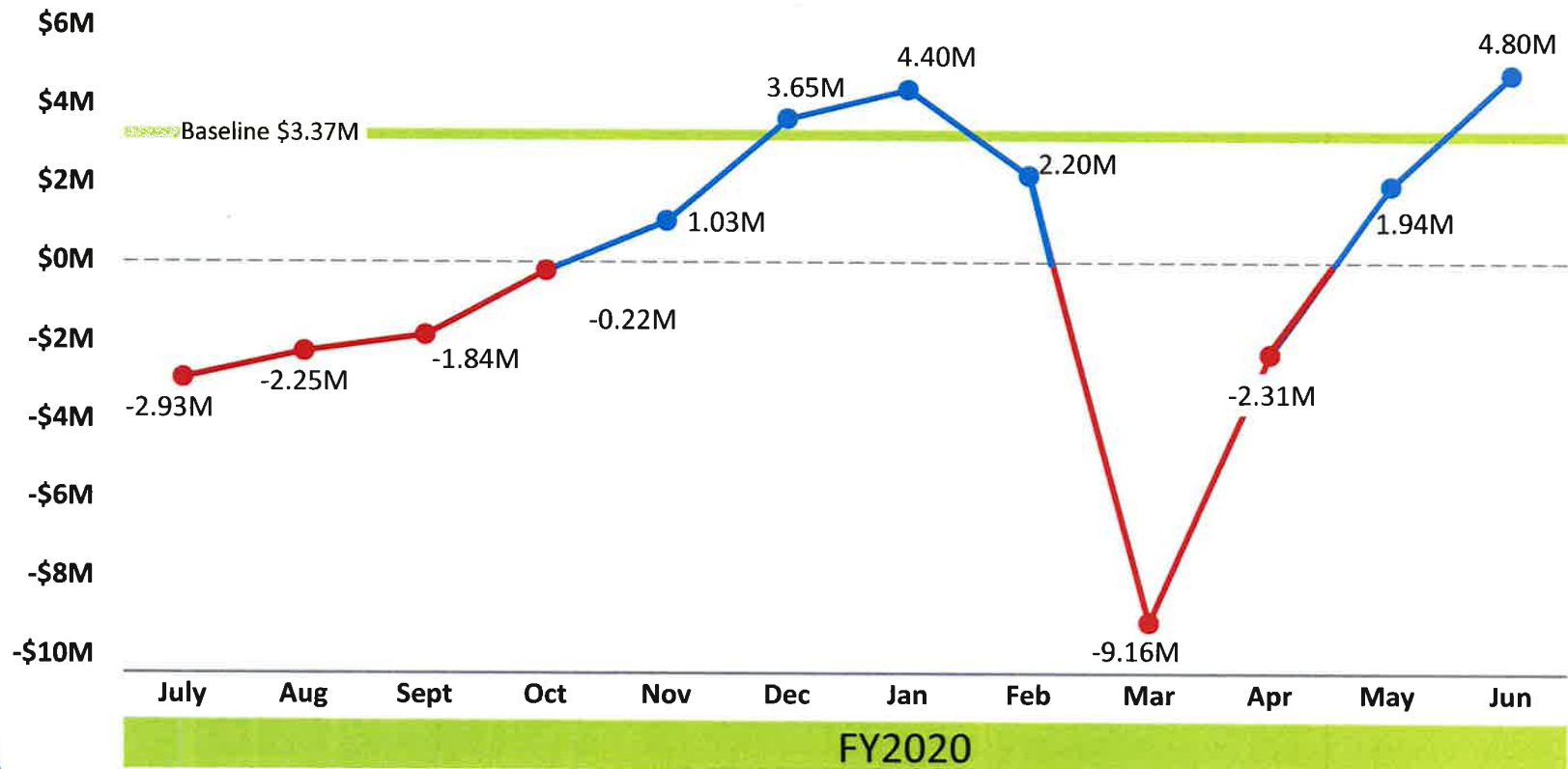
Status of Fall 2020 Budgeted vs Actual Credit Hours & Occupancy
(Based on data as of 9/21/20)

	CREDIT HOURS					
	March Budget	June Budget	9-2 Update	9-28 Update	Variance from June	
					#	\$
UM	137,732	136,271	138,597	140,415	4,144	\$ 2,100,000
UMM	5,651	5,286	5,284	6,048	762	205,000
UMA	32,210	32,210	32,210	32,210	-	-
UMF	24,305	22,901	23,513	23,436	535	197,209
UMFK	12,542	11,565	11,565	11,763	198	(966)
UMPI	9,852	9,630	10,888	11,637	2,007	332,459
USM	78,138	74,058	76,181	75,309	1,251	(472,000)
LAW	3,561	3,427	3,710	3,661	234	276,660
TOTAL	303,991	295,348	301,948	304,479	9,131	\$ 2,638,362

	OCCUPANCY					
	March Budget	June Budget	9-2 Update	9-8 Update	Variance from June	
					#	\$
	3,398	2,700	2,878	2,627	(73)	\$ (285,000)
	163	118	120	100	(18)	(10,000)
	80	62	62	63	1	-
	881	758	738	704	(54)	(265,134)
	174	167	167	157	(10)	(22,620)
	265	247	228	206	(41)	(459,799)
	1,320	1,181	734	719	(462)	(2,700,000)
	6,281	5,233	4,927	4,576	(657)	\$ (3,742,553)

FY2020 Investment Income

Cumulative Dollars Over (Short) Compared to Fiscal Year Budget



UNIVERSITY OF MAINE SYSTEM
PRELIMINARY YEAR END

E & G and AUXILIARY FY2020						
Institution	Budget	Forecasts			Actuals	Budget Variance
		1st	2nd	3rd		
UMAINE	\$ -	\$ (3,437,382)	\$ (3,241,462)	\$ (12,743,187)	\$ 52,847	\$ 52,847
UMM	(494,277)	(333,910)	(283,311)	(616,441)	(4,770)	489,507
UMA	(1,418,183)	(962,477)	(496,135)	27,823	(412,047)	1,006,136
UMF ¹	(1,991,692)	(1,991,692)	(1,984,449)	(3,855,261)	(2,399,996)	(408,304)
UMFK	-	-	-	437,778	956,455	956,455
UMPI	47,761	47,761	(172,939)	(705,143)	(272,312)	(320,073)
USM - Excluding Law	60,399	(2,353,551)	(2,583,232)	(3,791,052)	329,362	268,963
Law ¹	(925,000)	(1,047,371)	(993,549)	(745,338)	(785,760)	139,240
Campus Total	(4,720,992)	(10,078,622)	(9,755,077)	(21,990,821)	(2,536,220)	2,184,772
Governance	-	-	-	280,000	282,185	282,185
University Services	-	-	-	-	463,995	463,995
Adult Degree Compl.	-	-	-	-	1,230,256	1,230,256
Early College	-	-	-	-	271,322	271,322
Strategic Initiatives	-	-	-	-	2,550,716	2,550,716
Employee Benefit Pool	-	(500,000)	(500,000)	(500,000)	7,362,127	7,362,127
TOTAL	\$ (4,720,992)	\$ (10,578,622)	\$ (10,255,077)	\$ (22,210,821)	\$ 9,624,381	\$ 14,345,373
¹ Does not reflect the Budget Stabilization Fund transfers at year end of \$500,000 for UMF and \$360,760 for Law or \$425,000 funding from USM to Law						
Unrestricted Investment Income	\$ 3,371,771	\$ 1,444,668	\$ (4,066,870)	\$ 710,386	\$ 8,113,708	\$ 4,741,937



Office of the Dean

September 1, 2020

Chancellor Dannel P. Malloy
Vice Chancellor for Academic Affairs Robert Placido
University of Maine System
15 Estabrooke Drive
Orono, ME 04469

Re: Authority to Confer Emeritus Status on Professor Lois Lupica

Dear Chancellor Malloy and Vice Chancellor Placido,

It is my honor and privilege, as the Dean of the University of Maine School of Law, to request authority to confer Emeritus status on Professor Lois Lupica. I request that the UMS Board grant an exception to Board Policy 406 to allow the Dean of the Law School to confer that status.

Board Policy

UMS Board Policy 406 provides the following rules for designating Emeritus status:

The award of Emeritus Status is intended as a special honor for University employees who have served the University of Maine System with great distinction. Emeritus Status is granted to only those whose service has been most commendable and is in recognition of extraordinary contributions.

Emeritus Status may be awarded upon departure from the University of Maine System to faculty, staff, and senior administrators according to the guidelines below. The awarding of the Emeritus title is without salary. Rights and privileges pertaining to Emeritus Status will be determined at the campus level for faculty and staff, and at the System and or Board level for Presidents and Chancellors. Each University will establish procedures for making recommendations to the President for selection of individuals to hold Emeritus positions.

Guidelines for Emeritus Status:

1. An employee must be separated, or be separating from the position with the University of Maine System.
2. The employee must have an established record of distinguished service while employed in their position.
3. The employee must have completed or is completing employment with the University of Maine System in good standing.
4. A University of Maine System President may confer the title of Emeritus upon any retiring faculty or staff member with at least 15 years of full-time service.
5. After a recommendation from the Chancellor, the Board of Trustees may confer by appropriate resolution Emeritus Status upon a retiring President or former President with at least 5 years of service.
6. The Board of Trustees may confer by appropriate resolution the honorary office of Chancellor Emeritus on a retiring or former Chancellor with at least 5 years of service.
7. Exceptions to the Emeritus Status policy may be made with approval from the Board of Trustees.

Requested Exception

The Dean of the Law School now reports directly to the Chancellor, and there is no longer a University President overseeing the faculty at the Law School. Board Policy regarding Emeritus status has not yet been edited to reflect that change. It does, however, in subsection 7, allow for exceptions to the policy.

I therefore request such an exception to allow the Law Dean to confer Emeritus status on retired professor Lois Lupica.

Professor Lois Lupica

Professor Lupica served the University of Maine School of Law, with distinction, for 25 years, from 1994 through her retirement in 2019.

Following her graduation from Boston University School of Law in 1987, Professor Lupica practiced law with the New York offices of White & Case and Arnold & Porter. In 1992 she began her academic career at Seton Hall Law School where she developed, and was Director of a transactional clinical program. She joined the Maine Law faculty in 1994 as a Visiting Associate Professor and was promoted to Professor of Law in 2000.

As a member of the Maine Law faculty, Professor Lupica has taught Bankruptcy, Secured Transactions, Sales, Negotiation and Mediation, Property, Real Estate Transactions, Consumer Law and Professional Responsibility. She pioneered the graphic presentation of statutory provisions in Secured Transactions, Sales and Bankruptcy Law. In Professional Responsibility, she originated a class format that emphasized the development of Professionalism and in 2005, received recognition for this innovative approach, receiving Honorable Mention for the National Award for Innovation and Excellence in Teaching Professionalism. In recognition of her national reputation for teaching, scholarship and service, in 2007, Professor Lupica was designated the Maine Law Foundation Professor of Law. In 2019, Professor Lupica served as Fulbright Senior Scholar at the University of Melbourne where she conducted research on access to justice initiatives in Australia.

Professor Lupica has over twenty published articles on a variety of topics including bankruptcy, consumer finance, securitization, property and contract theory, intellectual property in commerce, secured transactions, legal ethics, and a leading casebook on Bankruptcy Law & Practice (with M. Howard). She also wrote “Developing Professional Skills in Bankruptcy”, a book designed to graduate bankruptcy students who are “practice ready.” Professor Lupica was Principal Investigator of The Consumer Bankruptcy Fee Study and The Consumer Bankruptcy Creditor Distribution Study (with M.R. Donihue, Ph.D.), and was Principal Investigator of the Apps for Justice Project at Maine Law.

Professor Lupica’s service to the law outside of the University includes being made a Fellow in the American College of Bankruptcy in 2012, serving as the American Bankruptcy Institute Resident Scholar, in 2007 and 2014, and as a past member of the Board of Directors of ABI. She has also served as Chair of the American Association of Law Schools Section on Debtor & Creditors’ Rights, Dean of Faculty and Member of the Board of Directors of the American Board of Certification, Co-Chair of the American Bar Association Bankruptcy Section Professional Ethics Committee, and as a member of the Board of Directors of Community Housing of Maine.

Throughout her 25 years as a member of the University of Maine School of Law, Professor Lupica has served the school and her students as a widely respected and nationally recognized teacher and scholar.

It is with great pleasure that I, and the current faculty of Maine Law, recommend the recognition of Professor Lois Lupica with Emeritus status to the University of Maine School of Law, and seek the support of the Chancellor and the authorization, under Board Policy 406, to do so.

Sincerely,

A handwritten signature in blue ink, reading "Leigh Saufley". The signature is fluid and cursive, with a large initial "L" and a long, sweeping underline.

Dean Leigh Saufley



Office of the Dean

September 1, 2020

Chancellor Dannel P. Malloy
Vice Chancellor for Academic Affairs Robert Placido
University of Maine System
15 Estabrooke Drive
Orono, ME 04469

Re: Authority to Confer Emeritus Status on Former Dean Donald Zillman

Dear Chancellor Malloy and Vice Chancellor Placido,

It is my honor and privilege, as the Dean of the University of Maine School of Law, to request authority to confer Emeritus status on Donald Zillman, former Dean of Maine Law and former President of the University of Maine Presque Isle. I request that the UMS Board grant an exception to Board Policy 406 to allow the Dean of the Law School to confer that status.

Board Policy

UMS Board Policy 406 provides the following rules for designating Emeritus status:

The award of Emeritus Status is intended as a special honor for University employees who have served the University of Maine System with great distinction. Emeritus Status is granted to only those whose service has been most commendable and is in recognition of extraordinary contributions.

Emeritus Status may be awarded upon departure from the University of Maine System to faculty, staff, and senior administrators according to the guidelines below. The awarding of the Emeritus title is without salary. Rights and privileges pertaining to Emeritus Status will be determined at the campus level for faculty and staff, and at the System and or Board level for Presidents and Chancellors. Each University will establish procedures for making recommendations to the President for selection of individuals to hold Emeritus positions.

Guidelines for Emeritus Status:

1. An employee must be separated, or be separating from the position with the University of Maine System.
2. The employee must have an established record of distinguished service while employed in their position.
3. The employee must have completed or is completing employment with the University of Maine System in good standing.
4. A University of Maine System President may confer the title of Emeritus upon any retiring faculty or staff member with at least 15 years of full-time service.
5. After a recommendation from the Chancellor, the Board of Trustees may confer by appropriate resolution Emeritus Status upon a retiring President or former President with at least 5 years of service.
6. The Board of Trustees may confer by appropriate resolution the honorary office of Chancellor Emeritus on a retiring or former Chancellor with at least 5 years of service.
7. Exceptions to the Emeritus Status policy may be made with approval from the Board of Trustees.

Requested Exception

The Dean of the Law School now reports directly to the Chancellor, and there is no longer a University President overseeing the faculty at the Law School. Board Policy regarding Emeritus status has not yet been edited to reflect that change. It does, however, in subsection 7, allow for exceptions to the policy.

I therefore request such an exception to allow the Law Dean to confer Emeritus status on retired Dean Don Zillman.

Professor Donald Zillman

Professor Zillman provided more than 15 years of service to the Law School and an additional 6 years of service in leadership in the University of Maine system.

He began his legal career as a Captain in the Army Judge Advocate General's Corp and received his LLM at the University of Virginia Law School. Upon discharge from active military service he served on the law faculties at Arizona State University Law School, and the University of Utah. At Utah, he was director of the School's Energy Law Center. He has also served as visiting professor of law at the United States Military Academy and the University of New Mexico Law School.

Professor Zillman came originally to Maine Law after a distinguished and varied career. In 1990 he accepted the Deanship and the Godfrey Professorship of Law here at the University of Maine School of Law. While at Maine Law Professor Zillman taught the subjects of Torts, Property, Constitutional Law, Energy Law, Environment Law, Military Law, Remedies, Education Law, and Legal Writing. As he describes it, his career long focus has been in the fields of Energy Law and Military Law. He has worked with the International Bar Association's Section on Energy, Environment, and Natural Resources Law for forty years.

He was also a member of the Academic Advisory Group of the IBA SEERIL, the preeminent international gathering of practitioners, government officials, academics, corporate lawyers, and NGO attorneys. Professor Zillman has published 80 books and articles on a wide range of subjects and published numerous books, the most recent being "Living the World War" Vols 1&2 with Elizabeth Elsbach and a 2018 revision of Maine Tort Law, with Jack Simmons and Robert Furbish.

In the public service sector, Professor Zillman chaired the Maine Legislative Reapportionment Commission in 2003 to recommend new voting districts and served as independent counsel to the Maine House of Representatives to resolve election contests in 2000, 2002, and 2004.

After stepping down as Dean of the Law School in 1998, Professor Zillman continued to serve the University of Maine, accepting invitations to serve as:

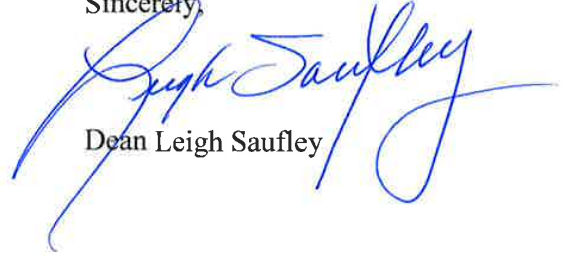
- Interim Provost and Academic Vice President of the University of Maine (1999-2000)
- Interim President at the University of Maine Fort Kent (2001-2002)
- President of the University of Maine Presque Isle (2006-2012)

Following his service as President of the University of Maine Presque Isle, he continued to serve on the faculty of Maine Law until his retirement in 2019.

Although Professor Zillman served in several roles within the University System, and could have been nominated as Professor Emeritus for those roles, it is as a result of his service as Dean of the Law School that Professor Zillman seeks Emeritus status, and that is a status the the Law School enthusiastically supports.

It is with great pleasure that I, and the current faculty of Maine Law, recommend the recognition of former Dean and Professor Donald Zillman with Emeritus status to the University of Maine School of Law, and seek the support of the Chancellor and the authorization, under Board Policy 406, to do so.

Sincerely,

A handwritten signature in blue ink, appearing to read "Leigh Saufley", is written over the printed name. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Dean Leigh Saufley

UNIVERSITY OF MAINE SYSTEM

Policy Manual

HUMAN RESOURCES AND LABOR RELATIONS

Section 406 Emeritus Status

Effective: 6/24/74

Last Revised: 11/13/00; 11/17/14

Responsible Office: Human Resources

Purpose:

The award of Emeritus Status is intended as a special honor for University employees who have served the University of Maine System with great distinction. Emeritus Status is granted to only those whose service has been most commendable and is in recognition of extraordinary contributions.

Emeritus Status may be awarded upon departure from the University of Maine System to faculty, staff, and senior administrators according to the guidelines below. The awarding of the Emeritus title is without salary. Rights and privileges pertaining to Emeritus Status will be determined at the campus level for faculty and staff and at the System and or Board level for Presidents and Chancellors. Each University will establish procedures for making recommendations to the President for selection of individuals to hold Emeritus positions.

Guidelines for Emeritus Status:

1. An employee must be separated, or be separating from the position with the University of Maine System.
2. The employee must have an established record of distinguished service while employed in their position.
3. The employee must have completed or is completing employment with the University of Maine System in good standing.
4. A University of Maine System President may confer the title of Emeritus upon any retiring faculty or staff member with at least 15 years of full-time service.
5. After a recommendation from the Chancellor, the Board of Trustees may confer after appropriate resolution Emeritus Status upon a retiring President or former President with at least 5 years of service.
6. The Board of Trustees may confer by appropriate resolution the honorary office of Chancellor Emeritus on a retiring or former Chancellor with at least 5 years of service.
7. Exceptions to the Emeritus Status policy may be made with approval from the Board of Trustees.

Revocation of Emeritus Status:

At the discretion of the University of Maine System, Emeritus Status may be revoked at any time. Revocation may occur when it is determined that an individual's conduct, before or after Emeritus Status has been granted, causes harm to the University of Maine System's reputation. Emeritus Status is "at will" and applies to all individuals who currently hold or may be granted such status in the future.

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

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 from each of the universities and Law School, one undergraduate student from each of the universities, and one graduate student each from the University of Southern Maine, the University of Maine, and the Law School 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
Policy and Procedures**

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

Draft 08/11/2020 with Highlighted Areas for Campus to Fill in

Table of Contents

I.	Policy Statement	2
II.	Overview	2
III.	What to do if you are Sexually Assaulted or are the Victim of Domestic Violence, Dating Violence or Stalking	3
IV.	Terms Used in this Policy	4
V.	Consent	8
VI.	How to File a Complaint and How the University Will Respond	8
VII.	Confidentiality	12
VIII.	Support Services 186	
IX.	Options Regarding Law Enforcement 187	
X.	Enforcement of Protection-from-Harassment or Protection-from-Abuse Orders	17
XI.	Student Amnesty	18
XII.	Free Speech and Academic Freedom	18
XIII.	Off-Campus and Off-Duty Conduct	18
XIV.	Educational Programs	19
XV.	External Complaints	19
XVI.	Title IX Sexual Harassment	20
XVII.	Review and Revision of this Policy	24

****Please note: The reader will find highlighted sections within this document. These sections are specific to each campus; each campus will have a version of this policy that contains more detailed**

information specific to that campus. **Contact the Deputy Title IX Coordinator on the campus of interest for this information; or the UMS Coordinator of Title IX Services at titleix@maine.edu**

I. Policy Statement

The University of Maine System (“UMS” or “the University”) is committed to providing a safe environment which promotes the dignity and worth of each member of the community. In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University does not discriminate on the basis of sex in employment, education, and all other programs and activities. UMS, inclusive of all its campuses and faculties, does not discriminate on the basis of sex, race, color, religion, age, disability, status as a veteran, national or ethnic origin, sexual orientation, [transgender status](#), gender identity, gender expression, or any other category protected by applicable law, in the administration of its educational policies, admission policies, scholarship and loan programs, employment, or other school administered programs. For this reason, the University will not tolerate sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation in any form. All conduct of this nature is considered a violation of this policy.

Formatted: Font color: Red

This policy addresses discrimination on the basis of sex. UMS does not discriminate on the basis of sex in its education programs or activities, and UMS is required by Title IX of the Education Amendments of 1972, and the final Title IX regulations issued by the U.S. Department of Education’s Office for Civil Rights in May 2020, not to discriminate in such a manner. The requirement not to discriminate on the basis of sex in the education program or activity extends to admission and employment. Inquiries about the application of Title IX and its implementing regulations may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights, or both.

The University will respond to complaints and reports of violations of this policy in a prompt, fair, impartial and equitable manner. Regardless of whether a complaint is filed, the University will respond promptly and reasonably when it has notice of potential sexual misconduct that is covered by this policy. The University will take steps to end and prevent recurrence of violations of this policy and to correct their discriminatory effects on the complainant and others when a determination of responsibility has been made against a Respondent. In responding to all complaints and reports, the University will act to ensure the safety of students, guests, and employees while complying with state and federal laws and provisions of applicable collective bargaining agreements and employee handbooks.

II. Overview

This policy applies to all members of the University community, including but not limited to all students (graduate and undergraduate), all employees (including faculty and staff), adjunct faculty, contractors, vendors and/or other third parties. This policy applies to all individuals regardless of gender, sexual orientation, [transgender status](#), gender identity, or gender expression. It applies to all

University programs and activities, both on campus and off campus, including, but not limited to, instruction, grading, housing, athletics, electronic communication and employment.

This policy does not substitute for or supersede related civil and criminal law. It is the policy of the University to strongly encourage individuals to report all incidents and violations to law enforcement officials or agencies with appropriate jurisdiction and to avail themselves of all the services and rights to which they are entitled.

Any individual may file a complaint under this policy at any time. However, the University strongly encourages individuals to file complaints promptly in order to preserve evidence for a potential legal or disciplinary proceeding. A delay in filing a complaint may compromise the subsequent investigation. Reporting in a timely way also allows the University to provide all persons involved with information regarding their rights, options, and resources available under this policy and federal or state laws.

All members of the University community are **encouraged** to cooperate fully in investigations and other proceedings necessary for the effective execution of this policy, **though no individual will be retaliated against for exercising their rights under this policy including their right not to participate in an investigation and/or adjudication process.**

This policy covers the following information:

- What to do if you are sexually assaulted or are the victim of domestic violence, dating violence or stalking;
- Common terms used in this policy;
- Consent;
- How and where to file a complaint;
- How the University will respond to a complaint;
- Confidentiality;
- **Supportive measures** that are available;
- Options regarding reporting to Law Enforcement;
- Protection orders;
- Student Amnesty;
- Free Speech and Academic Freedom;
- Off-campus conduct;
- Educational programs;
- External complaints;
- Review and revision of this policy.

III. What to do if you are Sexually Assaulted or Experience Domestic Violence, Dating Violence or Stalking

- Get to a safe location. If you are a student and are unsure where to go or can think of nowhere that is safe at this time, please consider calling your campus Public Safety or Security Department at XXX-XXXX and/or local law enforcement at 911. Campus Residence Life or Student Affairs staff can help with housing arrangements as well.
- Consider asking a trusted friend or relative to be with you for support.
- Seek medical care as soon as possible. You may need basic medical treatment for injuries, and you may have injuries of which you are unaware. You also may be at risk of acquiring a sexually transmitted infection, and women may be at risk for pregnancy. Trained staff at your campus Health Center or the local emergency room can speak with you about all of the medical options available and provide information about a sexual assault forensic examination.
- You may choose to file a report with the local law enforcement agency. Your report puts in place support systems that you may choose to use. The University will provide someone to assist you in filing a report with Law Enforcement if you wish.
- Preserve all evidence of the incident. If you choose to file a report with the police, it is important that you:
 - Do not bathe, wash your hands, brush your teeth, drink, eat, or even use the restroom—all these things can destroy evidence that may be helpful in a criminal investigation; however, if you have done any of these things since the incident, evidence can still be collected;
 - Do not clean or remove anything from the location where the incident occurred;
 - Write down as much as you can recall about the incident and the people involved.
- Seek some form of emotional support. While taking care of your physical needs may be the first step in taking care of yourself, it is important not to neglect the emotions you may be experiencing as a result of the assault, violence or stalking. University counseling services have employees who are specially trained to assist students with recovery and healing. CIGNA EAP services are available for employees at 1.877.622.4327.
- It is your choice to determine when and in what manner you recover from your trauma. Give yourself the time you need and know that it is never too late to get help.
- KNOW THAT WHAT HAPPENED WAS NOT YOUR FAULT AND YOU ARE NOT ALONE.
- For details about all of the available resources on your campus and in your community, see the campus brochure regarding sexual assault, dating violence, domestic violence and stalking located at (INSERT CAMPUS CONTACT)

IV. Terms Used in this Policy

Sexual Harassment includes two distinct, but overlapping definitions applicable to this policy. The Title IX Regulations define sexual harassment as set forth in Section XVI of this policy. Consistent with Title VII of the Civil Rights Act of 1964 and the recognition that Sexual Harassment may also occur in a wider variety of contexts, UMS defines Sexual Harassment as:

A. Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including sexual assault and sexual violence. Sexual harassment, including sexual assault, can involve persons of the same or opposite sex. Consistent with the law, this policy prohibits two types of sexual harassment:

1. Tangible Employment or Educational Action (quid pro quo): This type of sexual harassment occurs when the terms or conditions of employment, educational benefits, academic grades or opportunities, living environment or participation in a University activity are made an explicit or implicit condition of submission to or rejection of unwelcome sexual advances or requests for sexual favors, or such submission or rejection is a factor in decisions affecting an individual's employment, education, living environment, or participation in a University program or activity. Generally, a person who engages in this type of sexual harassment is an agent or employee with some authority conferred by the University.
2. Hostile Environment: Sexual harassment that creates a hostile environment is based on sex and exists when the harassment:
 - i. Is subjectively and objectively offensive; and
 - ii. Is so severe or pervasive as to alter the conditions of a person's employment, education or living situation that it creates an abusive working, educational or living environment.

A hostile environment can be created by anyone involved in a University program or activity, such as an administrator, faculty or staff member, student, or campus guest. Offensiveness alone is not enough to create a hostile environment. Although repeated incidents increase the likelihood that a hostile environment has been created, a single serious incident, such as a sexual assault, can be sufficient.

Determining whether conduct creates a hostile environment depends not only on whether the conduct was unwelcome to the person who feels harassed, but also whether a reasonable person in a similar situation would have perceived the conduct as objectively offensive. The following factors will also be considered:

- a. the frequency, nature and severity of the conduct;
- b. whether the conduct was physically threatening;
- c. the effect of the conduct on the Complainant's mental or emotional state;
- d. whether the conduct was directed at more than one person;
- e. whether the conduct arose in the context of other discriminatory conduct;
- f. whether the conduct altered the conditions of the Complainant's educational or work performance and/or UMS programs or activities;
- g. whether the conduct implicates academic freedom or protected speech; and,

h. other relevant factors that may arise from consideration of the reported facts and circumstances.

B. Sexual Assault

Sexual assault means an offense that meets the definition of rape, fondling, incest, or statutory rape.

Rape is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

Statutory rape is sexual intercourse with a person who is under the statutory age of consent. All forms of [sexual assault](#) and sexual contact prohibited by Maine law are also included.

C. Dating Violence

Dating violence is violence committed against a person by an individual who is or has been in a social relationship of a romantic or intimate nature with that person. Whether a dating relationship exists is determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. All forms of dating violence prohibited by Maine law are also included (see [Assault](#)).

D. Domestic Violence

A felony or misdemeanor crime of violence committed—

- (A) By a current or former spouse or intimate partner of the victim;
- (B) By a person with whom the victim shares a child in common;
- (C) By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- (D) By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or

(E) By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

All forms of domestic violence prohibited by Maine law are also included (see [Domestic Violence Assault](#), [Domestic Violence Criminal Threatening](#), [Domestic Violence Terrorizing](#), [Domestic Violence Stalking](#), and [Domestic Violence Reckless Conduct](#)).

E. Stalking

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

(A) Fear for the person's safety or the safety of others; or

(B) Suffer substantial emotional distress.

(ii) For the purposes of this definition—

(A) *Course of conduct* means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(B) *Reasonable person* means a reasonable person under similar circumstances and with similar identities to the victim.

(C) *Substantial emotional distress* means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

All forms of stalking prohibited by Maine law are also included ([Stalking](#) and [Domestic Violence Stalking](#)).

F. Retaliation

Retaliation is action taken by the University or any individual or group against any person for opposing any practices forbidden under this policy or for filing a complaint, testifying, assisting, or participating in an investigation or proceeding under this policy. This includes action taken against a bystander who intervened to stop or attempt to stop a violation of this policy. Retaliation includes intimidating, threatening, coercing, or in any way discriminating against an individual because of the individual's complaint, participation or non-participation. Action is generally deemed retaliatory if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy.

G. Sexual Misconduct

Sexual misconduct includes, but is not limited to, prostituting another person, nonconsensual image capturing of sexual activity, presentation or unauthorized viewing of a nonconsensual videotaping of sexual activity, letting others watch you have sex without the knowledge or consent of your sexual partner, possession of child pornography, peeping tommy, and/or knowingly transmitting an

STD or HIV to another person. Sexual misconduct may constitute sexual harassment. All forms of sexual misconduct prohibited by Maine law are also included (see [Violation of Privacy](#), [Possession of Sexually Explicit Material](#), and [Sex Trafficking](#)).

V. Consent

Consent is a voluntary agreement to engage in sexual contact. Consent must be informed, freely and actively given, and consist of a mutually agreeable and understandable exchange of words or actions.

Consent is clear, knowing and voluntary. Consent is active, not passive. Consent may be withdrawn at any time. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and conditions of) sexual activity. Past consent does not imply future consent. Consent to engage in one form of sexual activity does not imply consent to engage in any other sexual activity. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with any other person.

It is not consent when the exchange involves unwanted physical force, coercion, intimidation, and/or threats. If an individual is mentally or physically incapacitated or impaired such that one cannot understand the fact, nature or extent of the sexual situation, and the incapacitation or impairment is known or should be known to the other person, there is no consent. This includes conditions resulting from alcohol or drug consumption, or being asleep or unconscious. Consent is not valid if the person is too young to consent to sexual activity under [Maine law](#).

VI. How to File a Complaint and How the University Will Respond

The University strongly encourages anyone who has experienced sex discrimination, sexual harassment, retaliation, sexual assault, domestic violence, dating violence or stalking to report the incident to the appropriate contact at the University (see VI (A)). A report can be made under this policy at any time, regardless of when the incident happened. Reporting the incident to the University does not mean that you have to file a formal complaint or bring criminal charges. Reporting the incident, however, will allow the University to provide individuals involved with information about available support and services, both on campus and off campus.

Any individual may make a third-party complaint about a violation of this policy. Individuals are encouraged to contact the appropriate office identified below as soon as possible. After receiving a complaint, the University will determine what further action, including contacting the alleged victim, is warranted. If a concern is reported by someone other than the alleged victim and the alleged victim is unwilling or unable to cooperate with an investigation, the University's ability to respond may be significantly limited.

The UMS Title IX Coordinator is responsible for the University's overall compliance and response to incidents of sexual assault, sexual harassment and sex discrimination in general.

A. How and Where to File a Complaint

1. Complaints or Reports of Employees' Conduct

All complaints or reports relating to violations of this policy by a University employee should be made to the UMS Title IX Coordinator at 207.581.5866 or titleix@maine.edu or to the Equal Opportunity Office at 207.581.1226 or equal.opportunity@maine.edu

Upon receiving a complaint or report of a violation of this policy by a University employee, the UMS Title IX Coordinator will assess the complaint or report and will follow the procedures described in the University of Maine System Equal Opportunity Complaint Procedure or the Title IX Sexual Harassment Procedure. The UMS Title IX Coordinator will provide the complainant with information about options for filing a formal complaint and explain the formal investigation and grievance process, supportive measures, and any options of informal resolution. The UMS Title IX Coordinator will provide the complainant with a written explanation of the complainant's rights, options, and supportive measures. Supportive measures are available to complainants even if they do not file a formal complaint. When a formal complaint is investigated, the University will use a preponderance of the evidence standard – whether it is more likely than not that the alleged violation occurred. For more information about the Equal Opportunity Complaint Procedure, follow this link: <https://www.maine.edu/human-resources/university-equal-opportunity-officers/equal-opportunity-complaint-procedure/>. For more information about the Title IX Sexual Harassment Process, follow the link in Article XVI(4) of this Policy.

2. Complaints or Reports of Students' Conduct

All complaints or reports relating to violations of this policy by a University student should be made to the campus Deputy Title IX Coordinator who will notify the UMS Title IX Coordinator of the complaint or report.

Upon receiving a complaint or report of a violation of this policy by a University student, the Deputy Title IX Coordinator/Title IX Coordinator will assess the complaint or report and follow the procedures described in the University of Maine System Student Conduct Code or the Title IX Sexual Harassment Process. The Deputy Title IX Coordinator/Title IX Coordinator will provide the complainant with information about options for filing a formal complaint and explain the formal investigation and grievance process, offer supportive measures, and explain any options of informal resolution. The Deputy Title IX Coordinator/Title IX Coordinator will provide the complainant with a written explanation of the complainant's rights and options. When a formal complaint is decided, the University will use a preponderance of the evidence standard – whether it is more likely than not that the alleged violation occurred. For more information about the procedure for adjudicating complaint against students, see the UMS Student Conduct Code at:

<https://www.maine.edu/board-of-trustees/policy-manual/section-501/> or the Title IX Sexual Harassment Process at <https://www.maine.edu>

3. Complaints or Reports of Third Parties' Conduct (Campus Guests, Vendors, Contractors, etc.)

All concerns regarding violations of this policy by third parties such as vendors, contractors and campus guests should be made to the **UMS Title IX Coordinator at 207.581.5866 or titleix@maine.edu** or to the Equal Opportunity Office at 207.581.1226 or equal.opportunity@maine.edu

Upon receipt of a report or complaint, the University will respond appropriately depending on the nature of its relationship to the third party.

B. How the University Will Respond to a Complaint

The University's investigation and decision-making process is separate from any criminal or civil investigation and adjudication regarding the same incident.

The University will provide a prompt, fair, impartial, and equitable investigation and resolution of the complaint. The investigation and decision-making shall be conducted by officials who receive annual training on discrimination, harassment, retaliation, domestic violence, dating violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects the safety of all individuals and promotes accountability.

Both the complainant and the respondent have the right to have another present during any investigative or disciplinary meeting or proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice, who may be, but is not required to be, an attorney. The University will not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the University may establish restrictions regarding the extent to which the advisor may participate in the meetings or proceedings, as long as the restrictions apply equally to both parties.

In investigating allegations covered by the Policy, the investigator and decision-makers will not question the complainant about the complainant's prior sexual conduct with anyone other than the respondent unless relevant to establish that someone else committed the conduct alleged to be a violation of this policy. Information regarding any prior sexual conduct or dating relationship between the complainant and the respondent by itself shall not imply consent or preclude a finding of a violation, but may be relevant to understand the nature and context of the parties' relationship and how consent to sexual activity was communicated between the parties. No direct questioning of the either party by the other will be permitted, though as set forth in the Title IX sexual harassment process, the parties' advisors have the opportunity to cross-examine the other party and witnesses during the hearing process.

The respondent's use of alcohol and other drugs in connection with a violation of this policy does not mitigate accountability for the behavior or diminish the seriousness of the incident, unless it is determined that the respondent was incapacitated and unable to consent to the sexual activity at issue. The respondent's intentional use of a substance to affect an individual in order to facilitate a violation of this policy will be considered relevant when determining responsibility and appropriate sanctions.

In the investigation and decision-making processes for all complaints of sexual assault, domestic violence, dating violence or stalking made under this policy, both the complainant and the respondent shall be simultaneously informed, in writing, of: (1) the outcome of any institutional disciplinary proceeding that arises from the alleged violation including all sanctions and the rationale for the result and sanctions; (2) the procedure for the respondent and the complainant to appeal the results of the institutional disciplinary proceeding; (3) any change to the results that occurs prior to the time that the results become final; and (4) when the results are final. The University shall not require a party to abide by a non-disclosure agreement in writing or otherwise regarding the final results of the institutional disciplinary proceeding.

Any student or employee found to have violated this policy may be subject to disciplinary action, up to and including suspension or dismissal/termination from the University. Sanctions for third parties who violate this policy will be in accordance with the circumstances.

For information about sanctions, students should refer to the Student Conduct Code at: <https://www.maine.edu/board-of-trustees/policy-manual/section-501/>. All of the possible sanctions that the University may impose upon a student following the results of any University disciplinary proceeding for an allegation of dating violence, domestic violence, sexual assault or stalking are:

- A. **Assigned Educational Projects:** This may include research projects, reflective essays, counseling assessments, sanction seminars or other related assignments intended to promote learning.
- B. **Community Service:** The type of service may be related to the nature of the violation.
- C. **Deferred Sanction:** A specific period of time during which a Respondent's continued enrollment or housing contract at the University is clearly in jeopardy. Any further violation of the Code during that time will minimally result in the imposition of the deferred sanction and any additional sanctions deemed necessary.
- D. **Disciplinary Dismissal:** Permanent separation (subject to the right of review after five years) from the University.
- E. **Disciplinary Probation:** A period of time when a Respondent is under closer scrutiny of the University. It may include the loss of one or more privileges.
- F. **Disciplinary Suspension:** Separation from the University for a stated period of time and/or until a stated condition(s) is met.

- G. **Fine:** Payment of money. Respondents who are unable to pay may discuss alternate payment arrangements.
- H. **Loss of Contact with a Specific Person(s):** With this sanction, the person may not initiate direct or indirect contact with a specified person(s).
- I. **Loss of Visitation Privileges:** This loss of visitation may be to any designated area(s) of campus.
- J. **Official Warning:** Official acknowledgment of a violation and the expectation that it will not be repeated.
- K. **Removal from University Housing:** Removal from a particular hall or all housing.
- L. **Restitution:** Restitution, up to the replacement value of the items damaged, stolen, removed or used without authority and damages incurred.
- M. **Such other action as the Committee or Officer may reasonably deem appropriate (e.g., suspension of an organization's official campus recognition or suspension of a student from an extracurricular activity).**

For information about possible disciplinary action, represented employees should refer to the [appropriate collective bargaining agreement](#). Non-represented employees should refer to the [non-represented employee handbook](#). All of the possible sanctions that the University may impose upon an employee following the results of any University disciplinary proceeding for an allegation of dating violence, domestic violence, sexual assault or stalking are:

- A. Oral Warning
- B. Written Warning
- C. Suspension
- D. Termination
- E. Such other action as the University may reasonably deem appropriate.

C. Retaliation

The University and the law prohibit retaliation against an individual for opposing any practice forbidden under this policy, for bringing a complaint, for assisting someone with a complaint, for attempting to stop a violation of this policy, **or for participating or for refusing to participate in any manner in an investigation or resolution of a complaint.** It is central to the values of this University that any individual who believes he or she may have been the target of a violation of this policy feels free to report their concerns for appropriate investigation and response, without fear of retaliation or retribution. After making, assisting with or otherwise participating in a report or complaint to the University, any individual who believes he or she has been subjected to retaliation by the respondent, the University or any other person or group should report the alleged retaliation

immediately to the appropriate person identified in this policy. The University will take strong responsive action when retaliation is found to have occurred.

VII. Confidentiality

Confidentiality: What are the Options?

The University encourages people who have experienced sex discrimination, sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation to talk to somebody about what happened so they can get the support they need, and so the University can respond appropriately. People on campus and off-campus have different abilities to maintain confidentiality depending on their roles and responsibilities.

A. Confidential Communications

1. Professional and Pastoral Counselors.

Professional, licensed individuals who provide mental health services as part of their job responsibilities (including those who act in that role under the supervision of a licensed professional) and pastoral counselors (clergy, ministers, priests, rabbis, etc.) who provide religious counseling to members of the school community are not required to report any information about an incident to the Title IX Coordinator without an individual's permission provided that such information was disclosed in a counseling context. A person can seek assistance and support from these individuals without triggering a University investigation that could reveal the person's identity or that the person has disclosed the incident. This does not apply to professional, licensed individuals who receive a report outside of their licensed duties, such as when acting in a teaching capacity. Following is the contact information for these individuals: [provide campus-specific **Counseling Center** information]

Speaking with a professional or pastoral counselor does not constitute a report or complaint to the University. The University will be unable to conduct an investigation into the incident or pursue disciplinary action against the respondent based on such a disclosure.

NOTE: Professional counselors may maintain a person's confidentiality within the University, but they may have external reporting or other obligations under state law (such as mandatory reporting to law enforcement in case of abuse of minors; imminent harm to self or others; requirement to testify if subpoenaed in a criminal case). A person who initially requests confidentiality may later decide to file a complaint with the University or report the incident to local law enforcement and have the complaint investigated. Professional and pastoral counselors can assist a person who later decides to file a complaint or report.

2. Licensed Health Professionals

Certain licensed health professionals who receive information about an incident in connection with the provision of health care services may not report that information to the Title IX Coordinator without an individual's permission provided that such information was disclosed in a healthcare

setting. However, some licensed health professionals who are designated as Campus Security Authority's may be required to report non-identifying statistical information to the University as required by federal law. Speaking with a licensed health care professional does not constitute a report or complaint to the University, and the University will be unable to conduct an investigation into the incident or pursue disciplinary action against the respondent.

NOTE: Licensed health professionals may maintain a person's confidentiality within the University, but they may have external reporting or other obligations under state law (such as mandatory reporting to law enforcement in case of abuse of minors).

3. Off-campus Counselors and Advocates.

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the University unless the individual requests the disclosure and signs a consent or waiver form.

Following is contact information for these off-campus resources:

Sexual Assault Hotline Help: 1.800.871.7741

Statewide Domestic Abuse Hotline: 1.866.834.4357 (Deaf or Hard of Hearing: 1.800.437.1220)

NOTE: Off-campus counselors and advocates are not required to disclose information to the University, but they may have external reporting or other obligations under state law (such as mandatory reporting to law enforcement in case of abuse of minors).

4. Researchers

Research involving human subjects (which require approval by the appropriate campus Institutional Review Board for the Protection of Human Subjects) may ask subjects to provide personal information in a confidential setting. Information about an incident covered under this policy may be disclosed by a research subject as part of participation in that research. Researchers involved in the research project are not required to report the incident to the Title IX Coordinator.

B. Reporting to Another Student or a University Volunteer.

If you discuss a violation of this policy with another student or with a University volunteer, that person may be able to maintain your confidentiality, except as described within section C, Mandatory Reporting. All University students and volunteers are strongly encouraged to report all that they witnessed or heard regarding a violation of this policy to the designated University officials identified above.

C. Mandatory University Reporting

All University employees (except as provided within section A) have a duty to report incidents of sexual misconduct potentially covered under this policy (including gender discrimination, sexual

assault, sexual harassment, domestic violence, dating violence, and stalking) to the Title IX Coordinator. Student employees, peer advocates and volunteers who learn of a potential violation of this policy in the course of their employment, programming or volunteer responsibilities are also required to report.

If a University employee receives or becomes aware of an incident covered by this policy, if possible before hearing it fully, the employee should be clear with the complainant that (1) they are not a confidential resource, if they are not so designated, and (2) they are obligated to report any incident to the Title IX Coordinator.

If a University employee receives or becomes aware of an incident covered by this policy, the University employee shall promptly report to the Title IX Coordinator all relevant details about the alleged incident shared by the complainant that the University will need to determine what happened – including the names of the complainant and respondent(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported will be shared only with people responsible for handling the University's response to the report. If the University determines that there is a continuing threat to the safety of members of the University community, it may have to issue a timely warning regarding the incident.

D. How the University Will Respond to Requests for Confidentiality

When a complainant reveals any information about a potential violation of this policy to any University employee, as soon as possible, the employee should make sure that the complainant understands the employee's reporting obligations. If the complainant wants to maintain confidentiality, University employees should direct the complainant to confidential resources but the employee must still report any information disclosed to the Title IX Coordinator. If the complainant wants to tell the employee what happened but also maintain confidentiality, the employee should tell the complainant that the University will consider the request, but cannot guarantee that the University will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the employee will also inform the Coordinator of the complainant's request for confidentiality.

An employee will not pressure a complainant to request confidentiality, or pressure a complainant to file a report or complaint. An employee will respect the complainant's wishes to the extent possible. If a complainant discloses an incident to an employee but wishes to maintain confidentiality or requests that no investigation into an incident be conducted or disciplinary action taken, the employee still must disclose the incident to the Title IX Coordinator, and the University will weigh the complainant's request against the University's obligation to provide a safe, non-discriminatory environment for all students and employees, including the complainant. If the University honors the request for confidentiality, a complainant needs to understand that the University's ability to meaningfully investigate the incident and pursue disciplinary action, if warranted, against the respondent(s) may be limited. There are times when the University may not be able to honor a complainant's request because it would pose a risk to providing a safe, non-discriminatory

environment for students and employees. If the University determines that it cannot maintain a complainant's confidentiality, the University will inform the complainant prior to starting an investigation and, to the extent possible, will share information only with people responsible for handling the University's response.

Except as required by law, the University shall not include personally identifiable information about a complainant in its campus crime statistics or report, its campus crime log, publicly available police reports or timely warning notices.

The University shall maintain as confidential any accommodations or supportive measures provided to the complainant, respondent or other party, to the extent that maintaining such confidentiality would not impair the ability of the University to provide the accommodations or supportive measures or to the extent otherwise required by law.

The University is committed to the providing a safe and non-discriminatory environment for the entire campus community. Because the University is under a continuing obligation to address violations of this policy campus-wide, reports of violations of this policy (including non-identifying reports) may also prompt the University to consider broader remedial action –such as increased monitoring, supervision or security at locations where the reported incident occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/ victimization surveys; and/or revisiting its policies and practices.

E. Miscellaneous

Public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight vigils, protests, “survivor speak outs” or other forums in which students or employees disclose violations of this policy, are not considered notice to the University of violations of this policy for purposes of triggering its obligation to investigate a particular incident(s). Such disclosures may, however, inform the need for campus-wide education and prevention efforts, and the University may provide information about students’ and employees’ Title IX rights at these events. If conduct which might constitute Title IX Sexual Harassment is disclosed at such an event, and the Title IX Coordinator, Deputy Title IX coordinator or an Official with Authority is present, the University may be required to contact the complainant as described in Article XVI below.

F. Anonymous Reporting

Although the University encourages complainants to talk to someone, the University provides an **online form** for anonymous reporting. Providing personally identifying information through an anonymous reporting system may serve as notice to the University for the purpose of triggering the University's obligation to reach out to the complainant to explain the options for filing a formal complaint, offer supportive measures, and describe the formal and informal resolution processes. **This is the mechanism for anonymous reporting on your campus.**

VIII. Supportive Measures

Whether or not an individual who has experienced a violation of this policy files a formal complaint, reporting the incident will allow the University to provide all individuals involved with available support and services, both on-campus and off-campus. The University can also take **supportive measures** to promote the safety and well-being of both the complainant and respondent, including, but not limited to, moving the complainant or respondent to a new living, dining or working situation; issuing a no contact order; changing class or work schedules; changing transportation; financial aid accommodations; and other academic and/or employment accommodations and support. **Supportive Measures are non-disciplinary, non-punitive individualized measures offered as appropriate, as reasonably available and without fee or charge to the complainant or respondent.**

The University can assist all individuals involved in obtaining counseling on or off campus and provide information regarding medical care and other resources, such as victim advocacy, legal assistance and visa and immigration assistance. The University will provide written notification to students and employees about existing resources, both within the University and the community. The University will provide written notification to complainants and respondents about how to request the above services and accommodations. **The University must offer such supportive measures if they are reasonably available, regardless of whether the complainant chooses to report the incident to campus police or local law enforcement, or file a formal complaint with the University.**

IX. Options Regarding Law Enforcement

An individual who has experienced sexual assault, domestic violence, dating violence or stalking, or any other conduct which may violate criminal laws, has a right, at his or her own discretion, to:

1. Notify law enforcement authorities, including on-campus and local police;
2. Be assisted by campus authorities in notifying law enforcement; or
3. Decline to notify law enforcement.

University officials may, however, provide law enforcement with details about an incident under some circumstances if a determination has been made that such disclosure is required by law and/or is necessary to secure campus safety. See section VII(D) above. Complainants have a right to proceed simultaneously with a criminal investigation and a University internal investigation. If necessary to the criminal investigation, the University may defer its investigation for a limited time for fact gathering by law enforcement, and then will promptly resume its investigation.

X. Enforcement of Protection-from-Harassment or Protection-from-Abuse Orders

The University will provide assistance or referrals for a student or employee who wishes to obtain a protection-from-abuse or protection-from-harassment order. If a protection-from-abuse or protection-from-harassment order has been issued by a court in a civil or criminal proceeding, a

copy of the order should be provided to University police or security and the **UMS Title IX Coordinator or the Deputy Title IX Coordinator**, as soon as possible to enable enforcement by the appropriate authorities. **The University will work in good faith to implement the requirements of judicially issued protective orders and similar orders, to the extent that doing so is within its authority.**

XI. Student Amnesty

The University strongly encourages students to report instances of sexual misconduct covered under this policy. Students who report information about a potential violation of this policy will not be disciplined by the University for any violation of alcohol possession or consumption policies or other minor violations of the Student Conduct Code in which they might have engaged in connection with the reported incident.

XII. Free Speech and Academic Freedom

Recognizing that many citizens have differing views on the matter of whom and which groups should have an opportunity to express opinions, the University of Maine System affirms its commitments to the rights of free speech and academic freedom.

To that principle, there shall be no restrictions, at any of the System institutions, placed on the fundamental rights of free speech and assembly, except those necessary to preserve the order for the University System to function as an institution of higher learning. Additional information pertaining to Free Speech can be found at: <https://www.maine.edu/board-of-trustees/policy-manual/section-212/>

Academic freedom is essential to the fulfillment of the purposes of the University. The University acknowledges and encourages an atmosphere of confidence and freedom while recognizing that the concept of academic freedom is accompanied by a corresponding concept of responsibility to the University and its students and employees. Academic freedom is the freedom to present and discuss all relevant matters in the classroom, to explore all avenues of scholarship, research and creative expression, and to speak or write without any censorship, threat, restraint, or discipline by the University with regard to the pursuit of truth in the performance of teaching, research, publishing or service obligations.

The University of Maine System is a public institution of higher education committed to excellence in teaching, research, and public service. Together, the students, faculty, and staff form our state wide University community. The quality of life on and about the member Universities is best served by preserving the above described freedoms and civility. This policy shall not be construed or applied to restrict academic freedom within the University, nor construed to restrict constitutionally protected expression

XIII. Off-Campus and Off-Duty Conduct

Reports of violations of this policy that occur off campus and/or off-duty can be the subject of a complaint. Reports of off-campus and/or off-duty **sexual harassment**, sexual assault, domestic violence, dating violence and stalking should be brought to the University's attention as soon as possible. The University will evaluate the incident to determine whether it violates this policy by resulting in continuing effects that create a hostile environment on campus or otherwise has a **substantial** connection to the University's **education programs and activities**.

XIV. Educational Programs

The University will conduct educational programs to promote awareness of sex discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. This will include primary prevention and awareness programs for incoming students and new employees, and ongoing prevention and awareness campaigns for students, faculty and staff. All employees and students must participate in all required educational programs.

XV. External Complaints

Individuals who experience a violation of this policy may file a complaint or suit with an outside agency, including the Maine Human Rights Commission, U.S. Equal Employment Opportunity Commission, or U.S. Department of Education Office of Civil Rights. The University will still investigate and respond appropriately to any internal complaint.

A complainant who filed a complaint with the University and believes the University's response was inadequate may also file a complaint with the above agencies.

Complainants should keep in mind, however, that although they may report a violation of this policy to the University at any time; external agencies typically have time limits within which complaints must be filed. To learn more about the procedures for filing complaints with an outside agency, Complainants should contact that entity directly. To learn more about the procedures for filing complaints with an outside agency, Complainants should contact that entity directly.

Office of Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: <http://www.ed.gov/ocr>

Maine Human Rights Commission
Office of the Commission
51 State House Station
Augusta, ME 04330

Phone: 207.624.6290
 Fax: 207.624.8729
 Email: info@mhrc.maine.gov

For Employee Title IX/ADA Complaints:
 US Department of Justice
 950 Pennsylvania Avenue, NW
 Civil Rights Division
 Disability Rights Section – 1425 NYA
 Washington, D.C. 20530
 Fax: (202) 307-1197

You may also file a complaint by E-mail at ADA.complaint@usdoj.gov. If you have questions about filing an ADA complaint, please call:
 ADA Information Line: 800-514-0301 (voice) or 800-514-0383 (TTY).
 U.S. Equal Employment Opportunity Commission Complaints:
 Call 1-800-669-4000
 For Deaf/Hard of Hearing callers:
 1-800-669-6820 (TTY)
 1-844-234-5122 (ASL Video Phone)
info@eeoc.gov

XVI. Title IX Sexual Harassment (Pursuant to May 2020 Title IX Regulations)

This Article XVI and the corresponding Title IX Sexual Harassment process apply to all complaints of Title IX Sexual Harassment that are made after August 14, 2020 regarding conduct that occurs after that date. All complaints made after August 14, 2020 regarding conduct that occurred before August 14, 2020, will follow the policies in place at the time of the incident and the applicable process in place at the time of the complaint. The Title IX Sexual Harassment policy and process described in this Article XVI go into effect at midnight on August 14, 2020 and will remain in effect unless/until this policy and process are stayed, enjoined, limited, amended, repealed or otherwise are ruled or become inapplicable in whole or in part due to action by a court or the U.S. Department of Education. Should the Title IX Regulations be revoked, any conduct covered under this Policy shall be investigated and adjudicated under this policy and the applicable processes described in Articles IV and VI.

Formatted: Font: Garamond, 12 pt

Formatted: Font: Garamond, 12 pt

Formatted: Font: Garamond, 12 pt

Finally, conduct that falls outside of Title IX, such as gender-based and sexual harassment that does not meet the Title IX regulations' definition or conduct that occurs outside of the United States but still within the University's education programs or activities, may be covered by Articles IV and VI of this Policy. The University condemns all forms of sexual misconduct, even conduct that does not meet the definition of sexual harassment under Title IX. Accordingly, this Policy provides procedures for reporting and investigating sexual harassment that falls outside of Title IX's definition of sexual harassment or outside of Title IX's geographic scope but is nonetheless detrimental to the safety and wellbeing of the University community.

If you have any questions or concerns about which policy or process may apply to your case/report, please contact the UMS Title IX Coordinator at 207.581.5866 or at titleix@maine.edu for clarifications.

Glossary:

- i. *Advisor* means a person chosen by a party or appointed by the institution to accompany the party to meetings related to the complaint process, to advise the party on that process, and to conduct cross-examination for the party at the hearing, if any.
- ii. *Complainant* means an individual or group of individuals who is alleged to be the victim of conduct that could constitute harassment based on a sex or retaliation for engaging in a protected activity.
- iii. *Complaint (formal)* means a written document, paper or electronic, filed by a Complainant or signed by the Title IX Coordinator alleging harassment or discrimination based on sex, or retaliation for engaging in a protected activity, against a respondent and requesting that the University investigate the allegation of harassment based on sex or retaliation for engaging in a protected activity. At the time of filing a formal complaint of Title IX sexual harassment, a Complainant must be participating in or attempting to participate in the education program or activity of the University with which the formal complaint is filed. The complaint must contain the Title IX Coordinator's or the Complainant's physical or digital signature, or otherwise indicate that the Complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not considered a Complainant or otherwise a party.
- iv. *Directly Related Evidence* is evidence that in the reasoned judgment of the investigator, is determined to be connected to the complaint even if not relied upon by the investigator in the investigation report.
- v. *Education program or activity* means all of the operations of the University, as well as, locations, events or circumstances where UMS exercises substantial control over both the Respondent and the context in which the Title IX sexual harassment occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University.
- vi. *Final Determination* a written determination by a Decision-maker or Panel by the preponderance of the evidence standard whether the alleged conduct occurred and whether it did or did not violate policy, which includes all of the following: identification of the allegations potentially constituting Title IX Sexual Harassment as defined in Article XVI(1)(xii) below; a description of the procedural steps taken by the University from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; findings of fact supporting the determination; conclusions regarding the application of the this Policy to the facts; a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary

sanctions imposed on the Respondent, and whether remedies designed to restore or preserve equal access to UMS's education program or activity will be provided by the University to the Complainant; and the procedures and permissible bases for the Complainant and Respondent to appeal.

- vii. *Formal Complaint Process* means a method of formal resolution designated by the University to address conduct that falls within this Title IX Sexual Harassment policy and process, and which complies with the requirements of the Title IX regulations.
- viii. *Notice* means that an employee, student, or third-party informs the Title IX Coordinator or other Official with Authority of the alleged occurrence of harassing conduct on the basis of sex.
- ix. *Official with Authority (OWA)* means an employee of UMS explicitly vested with the responsibility to implement corrective measures for harassment based on sex, and/or retaliation on behalf of UMS.
- x. *Relevant Evidence* is evidence that tends to prove or disprove an issue in the complaint.
- xi. *Remedies* are post-finding actions provided to the Complainant where a determination of responsibility for sexual harassment has been made against the Respondent after the Formal Complaint Process in this Policy as mechanisms to address safety, prevent recurrence, and restore access to UMS's educational program.
- xii. *Title IX Sexual Harassment* is the umbrella category including the offenses of sexual harassment, sexual assault, stalking, and dating violence and domestic violence as defined in Article XVI(32) below.
- xiii. *Title IX Team* refers to the Title IX Coordinator, Deputy Title IX Coordinators, Investigators, Hearing Decision-maker or Panel, or University provided Advisor.

1. Title IX Sexual Harassment Jurisdiction

Title IX jurisdiction applies when the alleged sexual harassment occurs within the context of the University's "education program or activity" which includes all of the operations of the University, and locations, events, or circumstances over which the University exercised substantial control over both the Respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the University.

2. Title IX Sexual Harassment Definitions

The Title IX regulations define **Sexual Harassment** as conduct on the basis of sex that must satisfy one or more of the following:

- a. A University employee conditions the provision of an aid, benefit, or service of UMS on an individual's participating in unwelcome sexual conduct; or
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to UMS' education program or activity;

Sexual Assault is defined as having or attempting to have sexual intercourse with another individual, including: (1) by use of force or threat; (2) without effective consent; or (3) where the actor knew or should have known the individual is incapacitated by drugs and/or alcohol or was physically or mentally unable to make informed or reasonable judgments or provide consent. For purposes of this definition, sexual intercourse includes vaginal, anal or oral penetration, no matter how slight, with any body part or object, or oral penetration involving any form of mouth to genital contact. Sexual Assault includes rape, fondling, incest, or statutory rape as those crimes are defined by the Federal Bureau of Investigation (FBI) Uniform Crime Reporting Program. This definition conforms to the FBI's Uniform Crime Report and Clery Act definition and also conforms to the definition of rape under Maine law.

Force is the use of physical violence and/or the threat of physical violence to gain sexual access. Force also includes threats against others, intimidation (implied threats), and coercion that is intended to overcome resistance or produce consent (e.g., "Have sex with me or I'll hit you").

Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive, and there is no consent.

Incapacitation is defined as the inability to make rational, reasonable decisions because the individual lacks capacity to give knowing consent (e.g. to understand the "who", "what", "when", "where", "why", or "how" of their sexual interaction). A person may be incapacitated because of their consumption of drugs/alcohol and/or because they are mentally/physically helpless or disabled, asleep, unconscious, or otherwise unaware that the sexual activity is occurring. Where drugs or alcohol are involved, incapacitation is a state beyond impairment or intoxication, and involves an assessment of the person's decision-making ability, awareness of consequences, ability to make informed, rational judgments, capacity to appreciate the nature and quality of the act, and/or level of consciousness. The assessment is based on objectively and reasonably apparent signs of incapacitation when viewed from the perspective of sober, reasonable person.

Dating Violence, Domestic Violence, and Stalking, as defined above.

Retaliation

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Policy and accompanying process

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or formal complaint of sexual harassment, as set forth in the University's amnesty policy.

Complaints alleging retaliation may be filed with the Title IX Coordinator.

UMS reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or dismissal/termination, for any offense under this policy.

XVII. Review and Revision of this Policy

A representative Policy Review Board will be established consisting of [University](#) and [UMS](#) participants to review and recommend changes, as appropriate, to this policy and procedures. The Board will meet at least every three years or more often, as needed and in synchronization with the review of the University of Maine System Student Conduct Code. Revisions of this policy require approval of the Board of Trustees.

THE UNIVERSITY OF MAINE SYSTEM
THE TITLE IX FINAL RULE – EFFECTIVE AUGUST 14, 2020
EXECUTIVE SUMMARY

I. Administrative Requirements

- Relation to Other Laws – Free Speech and Due Process Rights must be protected; Title IX takes precedence over FERPA; does not affect Title VII rights.
- Title IX Coordinator – UMS must designate and authorize one employee as the UMS “Title IX Coordinator.”
- Give notice of Title IX Coordinator’s contact information and Title IX Policy and Procedures to all applicants for admission and employment, students, employees, and all unions.
- Training – UMS must ensure that the Title IX Coordinator, Deputy Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive comprehensive training.
- Effective Date – August 14, 2020.

II. Definitions

- Only have to respond when UMS has actual knowledge.
- Complainant means an individual who is alleged to be the victim Title IX Sexual Harassment.
- Formal Complaint means a document filed and signed by a Complainant or signed by the Title IX Coordinator.
- Respondent means an individual who has been reported to be the perpetrator Title IX Sexual Harassment.
- Title IX Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following: 1) An employee of UMS conditioning the provision of an aid, benefit, or service on an individual’s participation in unwelcome sexual conduct; 2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to UMS’s education program or activity; or 3) “Sexual assault,” “dating violence,” “domestic violence” or “stalking.”

III. UMS Response to Notice of Title IX Sexual Harassment

- When UMS has actual knowledge of Title IX Sexual Harassment, UMS must respond promptly in a manner that is not deliberately indifferent.
- Procedures - If the Complainant files a Formal Complaint or if the Title IX Coordinator signs a Formal Complaint, UMS must follow a grievance process that complies with the Final Rule.

IV. Informal Resolution

- UMS may not require informal resolution of a Title IX Sexual Harassment.
- UMS may not offer an informal resolution process unless a Formal Complaint is filed.
- UMS cannot use an informal resolution process to resolve an allegation that an employee sexually harassed a student.

V. Grievance Procedures - Before the Hearing

Notice - Upon receipt of a Formal Complaint, UMS must provide written notice to both parties of:

- Notice of UMS' grievance process that complies with the Final Rule;
- Notice of the allegations, including sufficient details;
- The identities of the parties involved in the incident, the conduct alleged, the date and location of the alleged incident;
- A statement that the Respondent is presumed not responsible for the alleged conduct;
- Notice that the parties may have an advisor of their choice and may inspect and review all evidence;
- Notice to the parties of any provision in UMS' code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process;

Mandatory Dismissal - UMS must investigate the allegations in a Formal Complaint. UMS must dismiss the Formal Complaint of Title IX Sexual Harassment if:

- The conduct alleged does not constitute Title IX Sexual Harassment;
- The conduct did not occur in UMS' education program or activity; or
- The conduct did not occur against a person in the United States.

Discretionary Dismissal - UMS may dismiss the Formal Complaint if:

- The Complainant withdraws the Formal Complaint;
- The Respondent is no longer enrolled at or employed by UMS; or
- Circumstances prevent UMS from gathering evidence sufficient to reach a determination.

Dismissal does not preclude action under another provision of UMS' policies or code of conduct. Upon a dismissal, UMS must promptly send written notice of the dismissal to the parties.

Consolidation - UMS may consolidate Formal Complaints as to allegations of Title IX Sexual Harassment where there is more than one Respondent or Complainant.

Investigation - When investigating a formal complaint and throughout the grievance process, UMS must:

- Ensure that the burden of proof always rests on UMS and not on the parties;
- Provide an equal opportunity for the parties to present witnesses and evidence;
- Not restrict the ability of either party to discuss the allegations;
- Provide the parties with the same opportunities to have an advisor present;
- Provide the parties with written notice of the date, time, location, participants, and purpose of all hearings, interviews, and meetings;
- Provide all evidence to each party and the party's advisor, and give them 10 days to submit a written response;
- Write an investigative report and give the parties and their advisors 10 days to provide a written response.

VI. Grievance Procedures – During the Hearing

- The Final Rule requires that the grievance process must provide for a live hearing;
- At the live hearing, each party's advisor may cross-examine the other party and any witnesses;
- The Hearing Chair gets to decide whether questions are relevant before they are answered;
- If a party or witness does not submit to cross-examination at the live hearing, all statements of that party or witness are excluded;
- The decision-maker(s), must issue a written determination regarding responsibility to both parties simultaneously.

VII. Grievance Procedures – After the Hearing

Appeals - Both parties have the right to an appeal from a determination regarding responsibility, and from any dismissal of a Formal Complaint, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias.

Appeal Procedures - As to all appeals, UMS must:

- Notify the other party in writing when an appeal is filed;
- Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination, the investigator(s), or the Title IX Coordinator;
- Ensure that the decision-maker(s) for the appeal has received the required training;
- Give both parties a reasonable, equal opportunity to submit a written statement;
- Issue a written decision simultaneously to both parties describing the result of the appeal and the rationale for the result;
- Retaliation is prohibited.

C.C. Little Hall Name Task Force
University of Maine
Final Report for Committee Review
23 June 2020

Purpose and Scope of the Task Force

Partly in response to a student petition to remove the name of Clarence C. Little from UMaine's Little Hall, a resolution passed by the UMaine Student Government in support of that petition, and a letter from the campus organization Decolonizing UMaine, President Joan Ferrini-Mundi created a task force of university stakeholders to address the issue with the following charge:

1. Recommend criteria for deciding whether an individual's name should be removed from a physical facility named for them.
2. Recommend whether to remove Clarence C. Little's name from the campus building bearing his name, with pros and cons, and rationale. If you recommend removal, please also suggest replacement names, if any and rationale for the naming.
3. If a name replacement is recommended, what criteria did you consider for the name replacement?

Task Force Members

Hailey Cedor, undergraduate, Class of 2021
Thomas Connolly, Assistant General Counsel-Contracting, University of Maine System
John Dieffenbacher-Krall, Assistant Director, Research, College of Natural Sciences,
Forestry, and Agriculture
Stewart Harvey, Executive Director of Facilities and Capital Management Services
Jeffery Mills, President/CEO, UMaine Foundation
Liam Riordan, Professor, History
Joyce Rumery, Dean of Libraries
Kenda Scheele, Associate Vice President, Student Life
Howard Segal, Professor, History
David Townsend, Professor, School of Marine Sciences and President, Faculty Senate

Executive Summary

Clarence Cook Little (1888-1971) was the president of the University of Maine from 1922 to 1925. Little Hall was named for him in a dedication ceremony of the new building in June 1966. Major funds for the building had been raised by Maine voters via statewide referendum in the fall of 1963 and a grant from the U.S. Office of Education. The building continues its original function today with offices for the departments of Psychology and Modern Languages and Classics. It has some of the largest lecture halls on campus and has a prominent location on the mall.

Little made an enduring positive contribution to science through genetic research and as a key figure in the founding of Jackson Laboratory in Bar Harbor, Maine. However, two major aspects of his career are disturbing today. First, he was a notable figure in the eugenics movement in the United States, which sanctioned the identification and forced sterilization of individuals with

undesirable characteristics. Second, he was the lead expert in the tobacco industry's attempt to hide the link between smoking tobacco and cancer. Little's leadership in these latter two areas raise doubts about the appropriateness of having his name on a campus building. His short tenure as UMaine president (his only formal relationship to the university) raises further questions about whether or not he merits the symbolic honor of a building named after him in perpetuity.

Little left UMaine in 1925 for the University of Michigan, where he served as president to 1929. A science building was named for him on the Ann Arbor campus in 1968. The University of Michigan conducted a thorough review of the merits of his name on their Little Building, which led to its removal in early 2018. The UMaine Task Force has directly built on material produced through the review process at Michigan, and we have come to the same recommendation.¹

C. C. Little's name should be removed from Little Hall because major areas of his professional life violate the ideals that are central to the educational mission of the University of Maine and its commitment to the public good. A new name for the building is a significant opportunity to better align the campus landscape with the values of the university, a process that should include public commemoration of Little's career as well as information about the renaming process.

I. Task Force Recommendations for Building Name Criteria

Current Criteria for Naming a UMaine Building

The current criteria for the "Naming of Physical Facilities," as per UMS Policy Manual Section 803 (effective 4/10/70, last revised 03/18/92), are quite general. Most relevant for the Task Force is Policy Statement 3: "Facilities may be named for any individual, living or dead, except for current employees or current members of the Board of Trustees. Other acceptable names include, but are not limited to, geographical designators, functions, or University groups."

Building Name Criteria: General Principle

A building name is a symbolic and public statement. When a person's name is given to a building that individual should have made an exemplary contribution to the university and/or to society more generally. This can include naming gifts by financial donors as stated in UMS Policy Manual Section 803.

The UMaine mission statement expresses the commitment of the university to "research-based knowledge" in clear terms. This includes "opportunity for all members of the University of Maine community" in "an atmosphere that honors the heritage and diversity of our state and nation." In addition, the "integrated teaching, research, and outreach" functions of the university stress excellence that "improves the quality of life for people in Maine and around the world" via "responsible stewardship of human, natural, and financial resources."²

¹ The University of Michigan committee report recommending removal of C.C. Little's name from their building: https://drive.google.com/file/d/0By_BduXhL06LeUhKN2UtS1k2Rkk/view, accessed 24 April 2020.

² University of Maine, Mission Statement, <https://umaine.edu/about/mission-2/>, approved by UMS Trustees, November 2010, accessed 11 May 2020.

Building Name Criteria: Specific Naming Principles

1. Pedagogy. As an institution with a foundational commitment to pedagogy, UMaine building names should provide opportunities for learning about our past and the purpose of the university. This can include names that recognize the distinguished lives of alumni, extraordinary acts of generosity, path breaking achievements by faculty, and important administrative leadership as well as individuals who have made notable contributions to local, state, or national life.

2. Due Diligence. In approaching a naming decision, the University owes it to itself and to succeeding generations to do substantial research into the name.

3. Interpretation. When a name is selected for a building (or portion of a building) the obligation to explain and interpret that name is not fulfilled merely by a naming ceremony. There is an affirmative obligation to continuously interpret – and if necessary reinterpret – the stories behind the names of UMaine facilities. In some cases, changing a name may be less important than providing adequate interpretation about the existing name.

4. Commitment. In general, the university makes a significant commitment to an individual or a family when it names a space after a person. This applies both to spaces named for donors and for others. Cases involving donors are often regulated by a binding legal agreement. Those who wish to change the formally designated names of spaces or buildings carry a heavy burden of argument to justify it. Any such discussions must take account of appropriate legal guidelines and university policies.

5. Revision. A crucial aspect of the study of history is that our understanding of the past changes over time. New historical discoveries and interpretations can sometimes produce controversy over space names. This is part of a meaningful engagement with the past. The naming decision by one generation may appropriately be questioned by new historical perspectives achieved by a later generation.

6. Historical and Institutional Context. It is easy to blame those in the past for lacking the knowledge, wisdom, and values that we seem to possess today. Keeping in mind that we will likely suffer the same fate at the hands of those who come after us, we recognize that it is impossible to hold someone accountable for failing to share our contemporary ideas and values. Instead, the question must be what ideas, values, and actions were possible in a particular historical context. As an institution committed to the creation of research-based knowledge, we acknowledge that research is often messy, and today's shared values or reigning frameworks may be overturned through the give and take of future scholarship.

II. Should Clarence C. Little's Name be Removed from UMaine's Little Hall?

General Biography

Clarence Cook Little (1888-1971) was born in Brookline, Massachusetts, and attended Harvard University, where he earned a D. Sci. in Zoology in 1914. Prior to his UMaine presidency, Little had been a research associate and assistant director of the Station for Experimental Evolution, Carnegie Institution, Cold Spring Harbor, N. Y. The Station was the brainchild of Charles Davenport, a foundational member of the early American eugenics movement. Little was the director of the American Eugenics Society from 1923 to 1939 and its president in 1929.

Clarence Little assumed the position of university president on April 8, 1922.³ He was heralded as something of a wunderkind serving as the youngest university president in the nation.⁴ Little accepted the office of UMaine president with a reform agenda in mind relishing the prospect of implementing his ideas concerning higher education.

Though Little was recognized as possessing several outstanding qualities and talents, an ability and willingness to work with state government executive and legislative leaders was not one of his strengths. He clashed repeatedly with Governor Percival Baxter during the initial portion of his tenure as university president. He initially thought he would have a more constructive relationship with Governor Owen Brewster indicated by his submission of an ambitious ten-year plan for the university.⁵ Not long thereafter Little's initial optimism faded to pessimism that he would realize many of the twelve items some with multiple sub-parts that he had laid out.

Little's most enduring achievement during his term as university president involves the creation of a freshman orientation week in September 1923.⁶ He is also credited with procuring "funds for a new arts and sciences building (Stevens Hall)" and "the wherewithal to build the Memorial Gymnasium" with money "raised entirely from alumni, student, and faculty subscriptions." In addition, "A women's dormitory building was approved, and the women's educational, athletic, and self-government programs were strengthened."⁷

Little was recognized during the time as an accomplished public speaker and enjoyed a degree of public prominence. He did not hesitate to make controversial statements that offended individuals and groups. Some supporters defended his right to free speech while others thought he exercised poor judgment with some of his declarations. He refused to be politically dominated. However, his insistence on speaking out on whatever topic moved him undermined his effectiveness as UMaine president.⁸

³<https://umaine.edu/president/umaine-presidents/clarence-cook-little>, accessed 14 May 2020.

⁴ George D. Snell, "Clarence Cook Little," National Academy of Sciences Biographical Memoirs, 46 (Washington, D. C.: National Academy of Science, 1975), 243.

⁵ Clarence Cook Little, "Proposed Ten-Year Program for University of Maine," General University of Maine Publications, 47 (1924). https://digitalcommons.library.umaine.edu/univ_publications/47, accessed 15 May 2020). ⁶

Dorothy E. Finnegan and Nathan Alleman, "The YMCA and the Origins of American Freshman Orientation Programs," *Historical Studies in Education*, 25 (2013), 95-97.

⁷ Roberta Gallant Clark, "The Social Uses of Scientific Knowledge: Eugenics in the Career of Clarence Cook Little, 1919-1954" (M.A. Thesis, University of Maine at Orono, 1986), 95.

⁸ Clark, 93-97.

Little left UMaine to become president of the University of Michigan, where he served from 1925 to 1929. He then returned to Maine and was the Founding Director of what has become Jackson Laboratory. In addition, he held significant positions in the American Society for the Control of Cancer (later renamed the American Cancer Society), the American Birth Control League, and the Tobacco Industry Research Committee (later renamed the Council for Tobacco Research).

Little made significant contributions to science in the areas of mouse genetics, cancer genetics, and organ transplantation. He helped pioneer the development of strains of mice that were genetically very susceptible to cancer and others that were genetically cancer-resistant, which has proved invaluable to a wide range of scientific research. Maintaining and providing genetically defined mice to researchers remains the purpose for which Jackson Laboratory is best known.

Beatrice J. Little, President Little's wife, was a member of the University of Maine Board of Trustees from 1951-1965 and was a 1924 graduate of the university as were two of their children: Laura (Little) Moen, Class of 1955, and Richard W. Little, Class of 1961.

Little's Questionable Scientific Work

A. Eugenics

C. C. Little was an early supporter of the American eugenics movement and a founder of the American Eugenics Society. Many of Little's views on eugenics were widely shared by other scientists and were adopted as public policy in the U.S. and internationally. However, in part due to the association of eugenics with Nazism, it increasingly came to be seen as a violation of human rights. The Carnegie Institution closed the Eugenics Research Office in 1939, a division at the Station for Experimental Evolution where Little had worked.

Little was a particularly visible eugenicist in two ways: he led a large number of influential organizations, and he had a flair for publicizing his views in attention-grabbing language. As the Vice President of the Immigration Restriction League Little supported the 1924 Johnson Act setting eugenically inspired ethnic quotas on immigrants to the U.S. He viewed that law as heralding a new world order where individual rights would be subordinated to eugenic progress. Little also promoted anti-miscegenation laws to prohibit inter-racial marriage. The *New York Times* reported the following about Little in 1925: "Warning against reckless inter-racial marriage, Clarence C. Little, eugenicist and President of the University of Maine, compared the United States to a soda fountain. He represented the different races . . . as the different flavors of soda" that should not be allowed "to mix at random. . . [rather] they should be guided to blend in correct proportion the desired racial characteristics according to eugenic laws."⁹

⁹ No author, "Finds Excitement Injures the Race," *New York Times*, 29 March 1925, p. 16, <https://library.umaine.edu/auth/EZproxy/test/authej.asp?url=https://search.proquest.com/docview/103619926?accountid=14583>, accessed 16 May 2020.

B. Tobacco

As a former head of what became the American Cancer Society, Little believed that cancer was a genetic disease and that only those with a genetic susceptibility got cancer from “carcinogens.” This was a not-implausible scientific view at the time, but the historian of science Robert Proctor (Stanford University) makes the case that Little was culpably blind to how the industry used him for its own public relations purposes. Little became the Scientific Director of the Tobacco Industry Research Committee (TIRC) in 1954, later the Council for Tobacco Research, and held the position until his death in 1971. Proctor concludes that “Little was little more than a puppet for Big Tobacco.”¹⁰

Proctor characterizes TIRC as an organization whose purpose was to create public doubt about the role of tobacco in cancer. It diverted attention from the campaign against deaths from smoking and became a direct model for later science skeptics to the present day. Little’s own work focused on genetics and rarely mentioned smoking. Indeed, TIRC-funded research rarely targeted tobacco at all, but sought to find other causes for cancer. As Little testified in a 1960 court case, “Your questions were: ‘Have we tried to find carcinogenic substances in tobacco smoke?’ And we have not because we do not believe that they are there.” When Little did provide expert legal testimony about smoking, he seemed to revise his views to support tobacco industry goals. In a 1944 American Cancer Society booklet Little had written that it was “unwise to fill the lungs repeatedly with the suspension of fine particles of tobacco products of which smoke consists,” but in 1960, as the well-paid Scientific Director of TIRC, he replied “no” when asked if he still believed that 1944 statement.¹¹

Arguments Against the Little Hall Name Change

1. The current name is causing little harm. Most of the campus community does not know who Little was, and few appear to find it upsetting or disturbing to attend classes in Little Hall.
2. Little made significant contributions to science in the areas of mouse genetics, cancer genetics, and organ transplantation. He advanced understanding about the role of genetic predisposition to certain types of cancer, and he made advances in uses of the mouse as a model organism for cancer research.
3. Little founded the Jackson Laboratory, which remains a premier institution for genetic research into cancer; in this capacity, he helped to set up summer training programs for high school and college students and some consider him an educational innovator in this regard.
4. An institution should honor its previous leaders even if some of their ideas were distasteful. To remove his name is to engage in “politically correct” censorship.

¹⁰ Robert N. Proctor, Golden Holocaust: Origins of the Cigarette Catastrophe and the Case for Abolition (University of California Press, 2011), p. 286 (quote) and chap 16, generally, p. 260ff.

¹¹ Proctor, Golden Holocaust, pp. 257, 274. Further details of Little’s misleading work as part of TIRC can be found in K.M. Cummings, C. P. Morley, A. Hyland, “Failed promises of the cigarette industry and its effect on consumer misperceptions about the health risks of smoking,” *Tobacco Control* 11 (2002): i110-i117.

5. Removing his name would sanitize the past, erasing history that, even if ugly, should not be forgotten.

6. If we rename this building, we will set a precedent of retrospective judgment that is sanctimonious and could prompt a constant cycle of renaming that would waste time and resources.

Arguments in Favor of the Little Hall Name Change

1. While Little's eugenic legacy and career may not make certain students at UMaine uncomfortable, it can be disturbing for students, faculty, and staff who are aware of it, especially if they hold identities that were directly targeted by Little's work. At least one faculty member in this last group refuses to have his classes scheduled in Little Hall for this reason.

2. There have been clear calls both on and off campus to rename Little Hall. In addition to the student-led petition calling for the renaming of Little Hall and the UMaine student government's support of that petition, the issue has also been reported on by the *Maine Campus* and in an op-ed in the *Ellsworth American*.¹² Little Hall's name has also been reported on in the *Portland Press Herald* and in a strident editorial that followed, entitled "Building Named for Racist Scientist Doesn't Reflect University of Maine's Values."¹³

3. That Little is best-known for his genetic research and not eugenics is merely an indicator of the selective nature of historical memory, not what he was most actively involved in or believed in during his lifetime. He is not known to have ever renounced his views on eugenics.

4. Little spent much of the last phase of his career representing the tobacco industry that sought to undercut efforts to warn the public about the dangers of smoking. He contributed to disinformation about tobacco and cancer that, even if inadvertent, helped maintain tobacco industry profits at the cost of thousands of lives and billions in healthcare.

5. It is particularly egregious to have a university building named after someone who was both an advocate of eugenics and part of an industry effort to shield the public from adverse scientific findings about their product. Playing a lead role in a campaign to create doubt about scientific research violates a fundamental tenet of the university.

6. Changing the name of Little Hall should not result in the sanitization of the past. Renaming should be accompanied by memorialization of the building's original name and the rationale for its renaming. This could be done in an existing display case in the lobby of the building that does not appear to be currently used. The public explanation of the building's name history should include an effective explanation of why the new name is more appropriate and would be a positive achievement.

¹² *Maine Campus*, 23 April 2018, 28 October 2019 and *Ellsworth American*, 12 December 2019.

¹³ *Portland Press Herald*, 31 March 2018, 4 April 2018.

7. President Little had a short tenure at UMaine, which does not warrant his name remaining on a building in perpetuity. Furthermore, he has no known connection with the building itself other than its ceremonial naming.

8. Universities across the nation are doing their due diligence and reassessing how the figures they commemorate demonstrate – or do not demonstrate – their institutional values. UMaine should be a leader in this movement.

Task Force Recommendation to Change the Name of Little Hall

A combination of the historical record about the career of C. C. Little and the goal to create and maintain a university topography representative of current institutional values compels a renaming of Little Hall. Little clearly made valuable contributions to science, particularly with regard to mouse genetics. However, his career also includes two major violations of current UMaine values. First, he promoted a scientific theory anchored in invidious judgments about the relative worth of different kinds of people. This clearly violates the UMaine mission statement “that honors the heritage and diversity of our state and nation.” Second, he had a long leadership role in a campaign orchestrated by a PR firm to discredit public health evidence about smoking in order to protect a profitable industry. This violates UMaine’s commitment to “research-based knowledge” that “improves the quality of life for people in Maine and around the world” via “responsible stewardship.” Finally, Little’s time at UMaine was relatively brief and not especially noteworthy, whether looked at in terms of his scientific accomplishments or his contributions to the university. Little Hall exemplifies the kind of university structure that should be renamed based on a careful reevaluation of a previous historical period.

In many ways Little was typical of leading eugenicists and scientists in the early twentieth century. He held positions at elite institutions and was a member of a range of organizations that advocated for various scientific and public policy positions. Little’s career needs to be understood in its historical context when eugenics, which we assess today as misguided science, was seen as valid. However, Little was more active and more vocal in his support of eugenics measures than most of his contemporaries. No mere foot soldier, Little was a Director or President of the American Eugenics Society for 18 years and president of the third Race Betterment Conference; he was also a vice president of the Immigration Restriction League and continued to advocate for eugenics well into the 1930s, after many scientists had renounced their support for eugenics.

When we turn to his work for the tobacco industry, Little’s initial doubts about the links between smoking and cancer may have been shared by a number of researchers, yet Little continued to publicly advocate for this position well after the Surgeon General’s report of 1964, when the evidence for tobacco as carcinogenic had become overwhelming. In both instances, Little’s actions eventually placed him well outside of the mainstream of the contemporary scientific community and suggest that even judged by the standards of his time, his positions are open to serious question.¹⁴ Renaming Little Hall would better align the UMaine campus landscape with our fundamental values of nondiscrimination, diversity, and the importance of clear and accurate communication of research to the public.

¹⁴ David D. Rutstein, M.D., “An Open Letter to Dr. Clarence Cook Little,” *Atlantic Magazine* (October 1957).

Little's advocacy of eugenics could understandably make many people feel unwelcome on campus; moreover, his work for the tobacco industry to amplify doubt about the harms of smoking contributed to the early deaths of many and helped to establish a pattern for industry-sponsored pseudo-science to try and obscure the deleterious effects of the industry's products. At a moment of intense concern about truth claims in science, Little Hall is an inappropriate name for a prominent building at the University of Maine.

Enriching the University Community's Sense of Place and Understanding of the Past

Renaming Little Hall provides an opportunity to promote reflection and conversations about the meaning of diversity, equity, and inclusion on our campus, and to consider how Little's work – as university president, eugenicist, and tobacco apologist – militated against values we now hold dear. The possibility of renaming the building also raises the question of how and when to apply contemporary definitions of justice and inclusion to the past, when we have the luxury of hindsight.

A commitment to institutional history and integrity suggests the importance of interpreting and contextualizing Little's role at UMaine and his broader career. Interpretation should be an integral part of renaming so that his relationship to the university is situated in a longer history of value setting and place names at UMaine. Building names in and of themselves generally have little pedagogical power. Little's name has been on this building for over 50 years, and yet few in the university community know who he was, what he did, or even why there might be controversy about having a building named after him. We see it as critical that the Little Hall renaming process entail a permanent assessment of C. C. Little's career and an explanation of the reasons for the new name chosen to replace him on the building.

III. The Renaming Process: Beyond C. C. Little

The charge to the Little Hall Name Task Force directing it to suggest replacement names for the building, should it recommend the removal of Little's name, was particularly open-ended.

Colleges and universities across the United States are engaged in debates over building renaming on their campuses, especially due to legacies of slavery, racism, and discrimination. For example, after a series of vocal protests from students, Yale's president announced that the university would change the name of Calhoun College to Hopper College. John C. Calhoun had been a proponent of slavery, a white supremacist, and the nation's seventh Vice President, while Grace Murray Hopper was a trailblazing computer scientist and mathematician.¹⁵ Other institutions have faced their eugenic legacies. For example, Jordan Hall at the University of Virginia, named after a former School of Medicine Dean and prominent eugenicist Harvey E. Jordan, has been renamed for Vivian Pinn, the only African American woman to graduate from the school of medicine in the Class of 1967, who went on to receive numerous awards for her work as a physician.¹⁶

¹⁵ Craig Steven Wilder, *Ebony & Ivy: Race, Slavery, and the Troubled History of America's Universities* (New York: Bloomsbury Press, 2013).

¹⁶ <https://www.philanthropydaily.com/uva-building-named-for-eugenicist-to-be-renamed/>, accessed 8 June 2020.

Advocates for name change argue that it is an affront to the dignity of universities and an insult to racially and socially diverse populations of students to maintain buildings named after leaders with reprehensible beliefs and actions. Opponents to renaming often assert that such leaders made important contributions, are deeply connected to proud institutional histories, and should not be judged by anachronistic standards.

Renaming a facility provides the opportunity to present a more diverse representation of the university community and Maine society. A UMaine webpage provides information about 41 buildings on campus that are named for individuals.¹⁷ Although not a comprehensive list, a basic tabulation of those listings finds that the individuals who have current UMaine facilities named for them have the following characteristics:

European descent	100%	
Male	85%	
UM administrators	59%	(many were also faculty but are counted as administrators)
UM degree	39%	
UM faculty	27%	
Businessman/Donor	10%	

Given the unlikelihood of major campus expansion in the foreseeable future, opportunities for memorializing important figures in the history of the university will become very rare if past naming decisions are held sacrosanct. If the built landscape of campus is to have any hope of reflecting the diversity of its community, UMaine should seek positive opportunities to rename existing buildings in order to bring to light the contributions of women and non-white students, staff, faculty, administrators, and community members.

Recommendation to Rename Little Hall

The Task Force considered several possibilities for a post-Little building name and makes the following ranked recommendations.

1. Penobscot/Wabanaki

Naming the building for a person of Wabanaki descent would begin to correct the total lack of racial diversity in buildings named after individuals at the University of Maine. Because UMaine is located within Wabanaki territory and in immediate proximity to Indian Island, the seat of the tribal government of the Penobscot Nation, this is an important priority. Recognizing an individual of Penobscot heritage with a building name is long overdue and would provide the most positive outcome for the renaming process of Little Hall.

An attempt to address the often-fraught relationship between the university and Wabanaki individuals and groups has begun with the MOU entered into by the Penobscot Nation and the University of Maine in May 2018. This relationship is also addressed in the University of Maine Land Acknowledgement statement, largely based on the MOU, which states:

¹⁷ <https://umaine.edu/150/faces-behind-the-places/>, accessed 15 May 2020.

The University of Maine recognizes that it is located on Marsh Island in the homeland of the Penobscot Nation, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations—the Passamaquoddy, Maliseet, and Micmac—through kinship, alliances, and diplomacy. The University also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.¹⁸

It has long been the case that the largest group of students of non-European descent at the University of Maine are of Indigenous ancestry. In addition, the creation of UMaine and of public higher education in the United States, generally, via the Morrill Land Grant Act of 1862, was directly based on the federal government's claim to own Indigenous lands.¹⁹

The foundation of the Penobscot-UMaine MOU is a commitment to the collaborative development of the “management of Penobscot cultural heritage” in which the university plays a role. The MOU particularly highlights the work of the Hudson Museum, Fogler Library Special Collections, UMaine Press, and the Anthropology Department. To be consistent with the collaborative intent of the MOU, we further recommend that the selection of appropriate Penobscot (and/or Wabanaki) names for Little Hall be the charge of a joint committee of university and Wabanaki stakeholders. The renaming process should be undertaken in a transparent manner with the opportunity for public comment, such as through a campus forum to help raise attention to the importance of naming traditions and about the value of the UMaine landscape more generally.

2 African American

Given the fundamental place of slavery in U.S. history, the University of Maine should identify appropriate people of African descent to be recognized in the naming of campus buildings and locations. Given the upsurge of public concern about systemic racism and anti-black violence in U.S. society today, a priority should be made to identify a person of African descent to so honor.

3. Women

Given the low rate of female representation on building names at UMaine, correcting this shortcoming should be an important consideration for future building names.

4. Fundraising Opportunity

¹⁸ The MOU and the statement both appear on the Native American Programs website of the University of Maine: <https://umaine.edu/nativeamericanprograms/>, accessed 18 May 2020.]

¹⁹ "The dark history of land-grant universities." Washingtonpost.com, 8 Nov. 2019, p. NA. Gale Academic OneFile, https://link-galecom.proxy02.ursus.maine.edu/apps/doc/A605235227/AONE?u=maine_orono&sid=AONE&xid=88149610, accessed 18 May 2020.

A substantial “naming rights” donor could provide needed funds to tackle deferred maintenance and even make improvements to a building that is now over fifty years old. Its prominence on the mall as well as the use of its large lecture halls by many classes from a wide range of departments and units should make this highly visible building a priority for major renovations.

The Task Force also discussed if the building should temporarily have a functional name as a transitional phase while a more permanent one is selected. This is not recommended for two main reasons. First, it would prolong the renaming process and risks lingering on the negative qualities of the change without the positive outcome to be gained from an appropriate new name. Second, given the multiple uses of the building in question, a fitting functional name is not readily apparent.

Bibliography

Print Sources Cited in the Report

- Clark, Roberta Gallant. "The Social Uses of Scientific Knowledge: Eugenics in the Career of Clarence Cook Little, 1919-1954," (M.A. Thesis, University of Maine at Orono, 1986)
- Cummings, K.M., C. P. Morley, A. Hyland, “Failed promises of the cigarette industry and its effect on consumer misperceptions about the health risks of smoking,” *Tobacco Control* 11 (2002): i110-i117
- Finnegan, Dorothy E. and Nathan Alleman, “The YMCA and the Origins of American Freshman Orientation Programs,” *Historical Studies in Education*, 25 (2013), 95-97
- Little, Clarence Cook. "Proposed Ten-Year Program for University of Maine," General University of Maine Publications, 47 (1924):
https://digitalcommons.library.umaine.edu/univ_publications/47
- Proctor, Robert N. Golden Holocaust: Origins of the Cigarette Catastrophe and the Case for Abolition (University of California Press, 2011)
- Rutstein, M.D., David D. “An Open Letter to Dr. Clarence Cook Little, “ *Atlantic Magazine* (October 1957)
- Snell, George D. “Clarence Cook Little,” *National Academy of Sciences Biographical Memoirs*, 46 (Washington, D. C.: National Academy of Science, 1975), 239-263
- Wilder, Craig Steven. Ebony & Ivy: Race, Slavery, and the Troubled History of America’s Universities (New York: Bloomsbury Press, 2013)

University of Michigan Little Building Reports (available online)

- University of Michigan Committee Report, “C. C. Little Building Name Change Request” (n.d., 2018?) https://drive.google.com/file/d/0By_BduXhL06LeUhKN2UtS1k2Rkk/view
- University of Michigan Regents Communication, “Authorization to rescind and to remove the name of the Clarence Cook Little Science Building” approved 29 March 2018, with enclosed documents, <https://regents.umich.edu/files/meetings/03-18/2018-03-X-2.pdf>

Periodical Articles Cited in Report

Ellsworth American, 12 December 2019
Maine Campus, 23 April 2018, 28 October 2019
“Finds Excitement Injures the Race,” *New York Times*, 29 March 1925, 16
“UVA Building Named for Eugenacist to be Renamed,” *Philanthropy Today*, 26
September 2016
Portland Press Herald, 31 March 2018, 4 April 2018
“The dark history of land-grant universities,” *Washington Post*, 8 November 2019

Additional Sources

Brandt Allan M. The Cigarette Century: The Rise, Fall, and Deadly Persistence of the Product That Defined America (New York: Basic Books, 2007)
Leckrone, Bennett. “Why New Research Calls Some Flagships ‘Land-Grab Universities,’” *Chronicle of Higher Education*, 8 April 2020
The Eugenics Crusade (1 hour 53 minutes, 2018?), American Experience documentary film series, online: <https://video.mainepublic.org/video/the-eugenics-crusade-jtaetc/>

UNIVERSITY OF MAINE SYSTEM

Policy Manual

ACADEMIC AFFAIRS

Section 308 Accreditation Policy

Effective: 11/18/96

Last Revised:

Responsible Office: Academic Affairs

Policy Statement:

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

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

The University of Maine System will maintain a unified institutional accreditation for its universities through the New England Commission of Higher Education according to the UMS Guiding Principles established for unified accreditation and the Board's January 27, 2020 Resolution authorizing unified accreditation for the System.

Maine Research and Education Network

Northern Ring Equipment Refresh

Objective

Approval is being sought to expend \$1.35M of existing funds to replace the optical network equipment supporting MaineREN's Northern Ring in order to meet the advanced network requirements of the research and education institutions of down east and northern Maine. Locations where optical equipment would be replaced include Orono, Ellsworth, Machias, Calais, Danforth, Houlton, Presque Isle, Van Buren, Fort Kent, Ashland, Stacyville and East Millinocket.

Background

MaineREN, a RON (regional optical network), is the backbone network connecting Maine's research and education institutions to each other and the rest of the world while providing advanced connectivity and levels of support they would not have through the commercial market. The ME entities served by the MaineREN include UMS (campuses, centers, cooperative extension), ME Higher Education institutions (Bates, Bowdoin, Colby, Maine Maritime Academy, Thomas, Unity, College of the Atlantic), ME Research Institutions (Downeast Institute, The Jackson Lab, MDI Bio Lab, Bigelow Lab), 99% of the ME K12 primary and secondary public and private schools, 85% of ME public libraries, ME Public Television/Radio, Northern Light Health and a variety of state and municipal government agencies. The connectivity provided through MaineREN enables these institutions to compete and collaborate with peers throughout Maine, the United States and the world. This cyber-infrastructure is critical not only to be able to recruit and retain top research faculty, but also to educate Maine's K-20 students.

MaineREN's Northern Ring services Hancock, Washington, Aroostook and northern Penobscot counties. The proposed project will expand and improve service for all of Maine's R&E entities in this region in terms of capacity, agility, service resiliency, and operational aspects similar to what is available for locations which roughly fall below the 45th parallel (Ellsworth, Bangor, Farmington). The new equipment will also significantly improve operational aspects of maintaining the network. As an example, one improvement will be gaining remote insight to every fiber path between optical nodes including identifying the precise location of a fiber break to quickly dispatch a repair crew. We believe this project will service the current sites well and efficiently for the next 5-7 years.

The timetable for this project is being driven by the need to replace optical equipment originally installed in 2012. This equipment is struggling to meet current needs in terms of operational support and capacity due to its age and is limiting ability to increase bandwidth capacity due to incompatibility with currently available equipment. Additionally, vendor technical support for this product line will be terminated in November 2020 resulting in reliance on spare parts on hand for service needs.

Funding

A joint purchase agreement with UNH for optical networking equipment in 2017 has provided the UMS with significant price reduction for optical equipment through 2022. For this project, funds have been set aside each year through the depreciation of the existing optical equipment to fund inevitable replacement. These funds, along with funds derived from fees charged to external MaineREN connectors, are sufficient to cover the majority of costs for the proposed equipment replacement (\$1.1M) with the remaining funding to be covered by IT Capital Reserves (\$250K).



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

Tel: 207-973-3211

Fax: 207-581-9212

www.maine.edu

Date: May 12, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Regarding: UMF Academic Program Proposal: M.S.Ed. in Mathematics Education

Please find the attached program proposal from the University of Maine at Farmington (UMF) to offer an M.S.Ed in Mathematics Education. The attached material includes a letter of support from President Edward Serna, as well as the full program proposal. The program will support statewide math pathway efforts as well as the need for more credentialed high school instructors in math.

The proposed M.S.Ed. in Mathematics Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on May 7, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMF MSEd in Math Education

Dannel Malloy
Chancellor Dannel Malloy

Aug 31 2020
Date

Academic Degree Program Request

Benefit Statement

Executive Summary

This proposal presents a plan for a Masters of Science in Education in Mathematics Education for the University of Maine at Farmington (UMF). The program we propose would have a dual purpose: (a) to develop leaders in mathematics education and (b) to address the state and national teacher shortage in the area of mathematics. Given UMF's tradition of teacher education and the leadership it has taken in terms of mathematics education (i.e., hosting the only graduate certificates in mathematics coaching, mathematics intervention, mathematics leadership in Maine), it is ideally poised to achieve these goals and enhance the capacity of Maine schools to deliver high quality, effective mathematics instruction to all students.

In addition, program benefits include:

- the opportunity for high school teachers interested in teaching early college courses in mathematics to earn the required masters degree.
- a unique opportunity for educators to explore mathematical concepts and pedagogy appropriate for pk-12 educators.
- an opportunity for educators to build upon UMF certificates previously earned in mathematics leadership, coaching, or intervention.

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program		25	45	40
Briefly describe any other anticipated enrollment benefit	We anticipate that offering a Masters degree in Math Education will anchor and enhance enrollments in our math certificates and math coaching program.			
Estimated revenue beyond tuition and fees, if any				
Briefly describe source of this other revenue				
New FTE faculty and/or staff necessary for the degree program			1 (if enrollment grows as projected)	
Total new employee salary and benefits			\$84,700	
Total other expenses (supplies, renovations, etc.)				

If new tuition, fees, and other revenue generated by this program will not fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

**UNIVERSITY OF MAINE AT FARMINGTON MASTER OF SCIENCE IN
EDUCATION (M.S.ED.) IN MATHEMATICS EDUCATION PROGRAM
PROPOSAL**

I. Full program title

Degree: Master of Science in Education (M.S.Ed.) in Mathematics Education

Area: Education

CIP Code: 13.12

II. Program objectives**a. Narrative description of program rationale.**

This proposal presents a plan for a Masters of Science in Education in Mathematics Education for the University of Maine at Farmington (UMF). The program we propose would have a dual purpose: (a) to allow teachers who enjoy mathematics to become leaders in mathematics education and (b) to allow college graduates who did not major in education to become middle/secondary mathematics teachers. Given UMF's tradition of teacher education and the leadership it has taken in terms of mathematics education (i.e., hosting the only graduate certificates in mathematics coaching, mathematics intervention, mathematics leadership in Maine), it is ideally poised to achieve these goals and enhance the capacity of Maine schools to deliver high quality, effective mathematics instruction to all students. There will be two tracks through this program, one will be a leadership track and the other will be an initial licensure track for middle/secondary teachers. The mathematics leadership track will provide current or prospective math leaders with critical training to provide individual, school, and system-level supports to PreK-12 educational organizations across the state and the region. The second track will provide those interested in pursuing a teaching career with the courses needed to obtain initial licensure in Middle & Secondary Mathematics, grades 7-12 (300S).

b. General program goals (limit to 3-5 major items maximum).

The goals of this program are to:

- Support the development of mathematics teacher leaders PK-12 for positions such as: mathematics coaches, mathematics curriculum/instructional specialists, mathematics interventionists, etc.
- Provide opportunities for high school teachers interested in teaching early college/dual enrollment courses in mathematics to achieve a masters degree
- Provide an alternate route for people with an undergraduate degree in mathematics or with 15 undergraduate credits in mathematics, including calculus 1, calculus 2, geometry, and statistics

c. Specific student learning outcomes or behavioral objectives (limit to 5-8 items, written for public accountability)

Graduate students in both tracks:

- Will demonstrate deep levels of content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability

- Will demonstrate deep pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment
- Will demonstrate proficiency in working with PreK-12 students or teachers through a supervised internship or student teaching experience

III. Evidence of program need

a. Results of the detailed market analysis findings conducted in consultation with campus or UMS institutional researchers (required);

According to the Maine Education Association

(<https://maineaa.org/mea-salary-guide/2018-mea-salary-guide/>) the average salary statewide for teachers with bachelor's degrees is \$34,669 whereas, for teachers with master's degrees the statewide average is \$37,245. Thus, there is a financial incentive for teachers to pursue master's degrees in education in the state of Maine. However, there are currently no master's degrees in mathematics education focused on leadership in Maine, nor anywhere in New England (Table 1). Our proposed program will be unique in the region and will provide teachers the opportunity to further develop their practice as well as to obtain a master's degree in an area relevant to their passions.

Table 1.

Master's Degrees Focused on Mathematics Education by New England State and Purpose of the Program

States	Initial Licensure	Leadership
Maine	2	0
New Hampshire	2	0
Vermont	1	0
Massachusetts	11	0
Connecticut	2	0
Rhode Island	0	0
<i>Total</i>	18	0

Moreover, we have recently surveyed our elementary education alumni and mathematics teachers from across Maine. 156 people responded to the survey. Of those, 109 people indicated that they would be interested in either the MSEd in Math Ed focused on leadership or focused on initial licensure. One respondent even commented that she had completed her BS at UMF but has just started her masters in math education at Mount Holyoke online because there was no program for her here.

b. Educational, economic and/or social needs with appropriate documentation;

- There is a significant need nationally and within the State of Maine to improve mathematics achievement outcomes. The 2016-2017 MEA results indicate that only 39% of students were at or above grade level in math. Similarly, 2017-2018 results indicated that only 37% of Maine students were at or above grade level. These data suggest persistent low performance

by Maine students in mathematics. Most teachers, particularly those who teach in elementary schools, have a stronger background in literacy than in math. This program would offer leadership skills in mathematics to educators in Maine who could then provide professional learning and support to teachers across the state. The long-term goal would be to improve PK-12 student learning outcomes by supporting PK-12 teachers' deeper levels of content knowledge, pedagogical content knowledge, and instructional change in mathematics.

- The Maine Department of Education (DOE) is considering offering a new endorsement as a Mathematics Instructional Leader. This endorsement would require (a) a master's degree in instructional leadership or mathematics education or (b) a state-approved program including content knowledge and pedagogical knowledge. People interested in this endorsement will also need a supervised practicum or internship working with PK-12 students or teachers. Currently no other such programs are offered in Maine and the only avenue for teachers interested in this endorsement is to pursue coursework out of state. Presently 30 states offer (or will soon offer) a math specialist license, which represents a growing trend nationwide.
 - The current demand for UMF graduate certificate programs in mathematics is high. They have been enormously successful. In Math Coaching, for example, 62 K-8 educators have participated in the Maine Mathematics Coaching Project (MMCP) since its inception in summer 2015; another 7 completed the 7-12 pilot, which began in 2018; the Maine DOE supports these efforts by enabling school districts to use Title II funding to pay for MMCP membership. Several participants have paid to continue their MMCP membership beyond the two years that are required (cohorts 4 and 5 are still enrolled in their initial two years),
 - Due to demand from the field, UMF has also developed a new certificate to train educators to become Math Intervention Specialists to support struggling students in need of additional intervention. This certificate has 13 students currently enrolled in it.
 - The Educational Leadership master's program has a concentration in Mathematics Leadership, which has been very popular. To date, 103 students have participated in this certificate and many of these students desire a master's degree focused on mathematics education.
- c. **Indicators of workforce demand for graduates, e.g., Burning Glass analysis with workforce projections, programmatic requests from potential employers, Maine Department of Labor findings, etc. (appropriate documentation should be attached);** An analysis by Burning Glass indicated that demand for mathematics teachers is expected to increase by 7.5% in New England in the next ten years. Additionally, currently, 87.8% of high school mathematics teachers postings in New England require a bachelor's degree and 11.4% require a master's degree. Moreover, the U.S. Department of Education indicates that mathematics is an area of teacher shortage in Maine (<https://teach.com/careers/become-a-teacher/teaching-credential/state-requirements/maine/#shortage>). These findings suggest that a master's degree in mathematics education with a focus on initial licensure is needed as a pathway for those with college degrees who are interested in becoming middle/secondary mathematics teachers. Additionally, when there are mathematics teacher shortages, people are often hired on conditional licenses. Having mathematics leaders in schools to support conditionally licensed teachers will improve the teaching that happens in those classrooms and subsequently impact student achievement.

IV. Program Overview. The opening paragraph will indicate the holistic nature of the program design in narrative form with attention to such items as listed below but not limited to these:

We currently offer four mathematics education graduate certificate programs at UMF. One purpose of this proposed Master's degree is to allow for students who are interested/enrolled in those certificates to go on to obtain a graduate degree in mathematics education with a focus on leadership. Upon completion of this program, graduates will be ready to support teachers of mathematics in their districts, and across the state of Maine, in reaching all learners.

A second purpose of this Master's degree is to create a pathway for students with a strong mathematics background (at least 15 undergraduate credits) to pursue their initial licensure to teach middle or secondary mathematics while earning a Master's degree in Mathematics Education.

At present, students cannot get a Master's in Mathematics Education from any university in Maine. Thus, this proposed program provides a unique opportunity for graduates to become leaders in mathematics education in Maine.

a. Outline of required and/or elective courses (not syllabi);

Curriculum Outline for Mathematics Education Master's Degree

Total credits for degree: 33

Core Credits (21 credits)

Education Courses (12 credits):

- EDU 582 Research Methods in Education
- EDU 5XX Capstone Research Course
- EDU 524 Advanced Math Methods (for K-8) OR EDU 561 Methods for Middle/Secondary Mathematics Education (for 7-12)
- EDU 529 Mathematics Leadership in K-12 settings: Understanding and Implementing Maine's State Standards (includes 2 hours of practicum)

Math Education Content Courses (9 credits):

- EMA 500 Number, Operations, Algebra, & Functions PK-12
- EMA 501 Geometry & Measurement PK-12
- EMA 502 Data Analysis, Statistics, & Probability PK-12

Track and Specialization

LEADERSHIP TRACK:

Core Education Leadership Courses (6 credits):

- EDU 532 Mathematics Leadership K-12 (could substitute EDU 585 Cultivating Ethical Leadership)
- EDU 525 Developing Formative Assessment Practices in the Mathematics Classroom (could substitute EDU 526 Assessment Course & Research-Based Intervention Practices)

Choose a Graduate Certificate Specialization:

Specialization: Math Coaching (6 credits)

EDU 594 Designing a K – 8 Math Coaching Practice (includes 2 hours of practicum)
 EDU 596 Refining a K – 8 Math Coaching Practice (includes 2 hours of practicum)

Specialization: Math Intervention (6 credits)

EDU 527 Using Data for Teaching and Learning in Support of All Students in Mathematics (includes 2 hours of practicum)
 EDU 528 Leading the RTI Process in Mathematics (includes 2 hours of practicum)

INITIAL LICENSURE TRACK:

Middle/Secondary Mathematics Teacher (12 credits)

EDU 5XX Student teaching - 6 credits
 SED 561 Teaching Individuals with Exceptionalities in the General 7-12 Classroom - 3 credits
 EDU 531 Mathematics Pedagogical Knowledge: Effective Instructional Practices for Teaching Maine's State Standards

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

Within the UM System there are currently no graduate level mathematics courses focused on development of PK-12 mathematics content knowledge for teachers. As such, three completely new graduate courses in mathematics would need to be created:

EMA 500 Number, Operations, Algebra, & Functions PK-12
 EMA 501 Geometry & Measurement PK-12
 EMA 502 Data Analysis, Statistics, & Probability PK-12

The other course that would need to be created is a student teaching course for the candidates for the initial licensure in middle/secondary mathematics teacher track. This course would be built sharing resources that are currently deployed for our existing undergraduate initial licensure program.

Although the Capstone Research Course is currently listed as EDU 5XX there is currently a proposal to revise the current capstone research course in the MEd in Educational Leadership. The mathematics education graduate students will take the same capstone research course as the educational leadership students and so this course number will be revised once that program change has been approved.

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

Students in this program will take two research courses: EDU 582 and a capstone course. Across these two courses they will design and carry out a research project.

d. Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)

All specializations/tracks would include 6 graduate hours of practicum experience. In the leadership track, these hours are integrated into the existing courses, as indicated above. In

the initial licensure track, students will participate in EDU 560 which is a semester-long student teaching experience for 6 credits. All specializations/tracks will also take two research methods courses, as described in item c.

- e. Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of the program is possible.**

The graduate certificate programs within the leadership track are unique to UMF and integrating them into a Master's degree in Mathematics Education Leadership makes sense, as our current students in these programs have expressed an interest in the opportunity to complete a master's degree with a mathematics education focus. There are no other master's degrees in mathematics education leadership in Maine.

The middle/secondary initial licensure track we are proposing is unique in that students would graduate with a master's degree in mathematics education, which would likely be appealing to students wishing to become middle/secondary math teachers. This program is unique as compared to others in Maine in that students would take 9 graduate credits in mathematics specifically focused on the development of key mathematics content across PK-12.

- f. To what extent is the program appropriate for online and hybrid delivery?**

All courses will be delivered either online or in a hybrid format. The graduate education courses which already exist at UMF are currently being taught in one of these two formats. The hybrid format that we typically implement at UMF is a 70/30 model whereby courses are held 70% online and then meet on campus 3 Saturdays throughout the semester to complete the other 30% of the hours.

- g. In what ways might the program lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other stackable credentials that could lead to a degree) tied to specific skill sets and competencies, and how might you incorporate a consideration of micro-credentials into the program plan?**

We see part of the audience for the leadership track as being students who have already completed one of the existing graduate certificates which are included in this program of study (i.e., Math Leadership, Math Coaching, or Math Intervention). These students would have the opportunity to stack the additional courses needed to complete the Masters in Mathematics Education on top of the courses they have already completed. We believe that this will incentivize their enrollment into the program because of the credits they have already earned.

Additionally, students majoring in mathematics and wishing to complete the initial licensure track could take some of the courses in their senior year of their undergraduate programs in order to complete their Masters in Mathematics Education in a 4+1 format (i.e., with one additional year of schooling). Below is a possible way courses could be taken to result in the 4+1 Master's.

	Fall	Spring	Summer
Senior Year of Undergraduate	EMA 500 EDU 529	SED 561 EMA 502	EDU 561 EMA 501
First Year of Masters	EDU 582 EDU 531	EDU 5XX Student Teaching (6 credits) EDU Research Capstone	

V. Program resources

a. Personnel.

i. Vita of existing faculty who will assume major role for program to be included in appendix; need for new faculty;

Provided enrollment increases as projected, in Year 2 we anticipate that additional sections of courses will need to be opened. Furthermore, at this point, additional support with program coordination will be needed. We propose hiring a full-time, tenure-track faculty member with a Ph.D. in Mathematics Education or a related field to be hired in Year 2. This person would teach 3 graduate courses per semester with the possibility of a single course release per academic year to perform administrative duties related to supporting the Masters in Mathematics Education, including supporting instructional design, ensuring programmatic coherence and rigor, recruiting and supporting faculty, and advising graduate students.

ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments

In Year 1, projected enrollment would not push existing courses beyond their capacities. As such, the only impact on faculty assignments in Year 1 would be that mathematics or education faculty would need to teach two of the new mathematics graduate courses. Given current enrollment, it is anticipated that these new courses would need to be staffed by adjuncts, or adjuncts would need to cover other courses to allow faculty to teach these courses.

b. Current library acquisitions available for new programs.

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

c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).

No additional equipment would be needed.

d. Additional space requirements, if any, including renovations (costs of renovations should be included in the 5-year business plan described below).

We do not anticipate needing additional space or renovations to meet the needs of this program.

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

We have begun a dialogue with community colleges across Maine regarding their mathematics pathways programs. We will continue to work with them and find ways to collaborate, especially for the initial licensure track.

VI. Total financial consideration

a. Work with UMS or campus IR, Enrollment Managers, and others to develop five-year business plan that includes annual enrollment projections with the resulting revenue projection versus all anticipated costs/expenditures.

Based on interest in our graduate certificate programs in mathematics leadership, mathematics intervention, and mathematics coaching, along with the relative scarcity of masters programs in this area, we project 25 students in the first year and 20 in subsequent years. Based on tuition of \$1251 per course and assuming each student enrolls in 6 courses the first year and 11 courses total, that equates to approximately \$187,650 in revenue for year 1, excluding fees, and \$306,495 in revenue, excluding fees, for year 2, and \$275,220 each year for years 3-5, excluding fees (Table 2).

- Provide detailed information on costs for each year of the business plan, e.g., personnel costs (including employee benefits);

To cover the 3 EMA courses we anticipate needing adjuncts to cover those courses and have allocated \$3500/course/year to cover that cost. However, in Year 2, given our projected enrollments, we anticipate needing to open additional sections of those courses. We have budgeted \$90,000 for the salary and benefits of the program coordinator in Year 2.

• additional administrative and/or support costs;

This program will include an expansion of our existing programs, with only three new courses to be created in the mathematics department. \$1000 is budgeted for the development of each course (i.e., \$3000 total is budgeted for course development). Each math course will be co-designed by a mathematician and a mathematics educator, splitting the \$1000 between the two.

• equipment and facility costs;

We do not anticipate any additional equipment or facility costs.

• additional library;

We do not anticipate any additional library costs.

• required marketing expenses.

We have budgeted \$20,000 for marketing expenses in Year 1, which includes: (a) \$2,000 for postcards and postage to schools; (b) \$5,000 for social media; (c) \$10,000 for Google adwords New England; (d) \$1,000 for math conference sponsorships in Maine and New England; and (e) \$2,000 for GRE name purchase. We included an advertising budget increase of 20% each year in order to broaden our outreach and recruit students from outside of Maine.

- **Provide detailed projections on all sources of revenue for each year of the business plan, e.g.,**
 - **tuition and/or fee income;**
 - **grant and/or contract support;**
 - **other philanthropic support;**
 - **to what extent are public-private partnerships a possibility and/or appropriate to support the proposed program?**

Table 2. Projected Costs, Enrollment, and Revenue

Year	Costs	Projected Enrollment	Total Courses/Year	Revenue (\$1251/course)
Year 1 (Jan. 2021)	\$33,500	25	150	\$187,650
Year 2	\$124,500	45	245	\$306,495
Year 3	\$129,300	40	220	\$275,220
Year 4	\$135,060	40	220	\$275,220
Year 5	\$141,972	40	220	\$275,220

- b. If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget(s) for each year of the 5-year business plan.**
Costs are not projected to exceed revenue.
- c. Identify existing sources of funding to support the program; if funding is outside the E & G budget, identify the source(s) and the plan for when and how these resources become part of the E & G budget.**
Because all but the 3 graduate level mathematics courses already exist in different programs, there will be few additional sources of funding needed. No new faculty will need to be hired until Year 2.
- d. Should this program be considered for differential tuition? If yes, describe the rationale.**
This program should not be considered for differential tuition.

VII. Program assessment and evaluation

- a. Describe the assessment methodology(ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.**

- b. The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.**

The graduate education programs utilize CAEP accreditation standards and regularly collect artifacts to assess proficiency using adopted rubrics. A supervised student teaching or internship experience will provide an opportunity to assess students in a professional context. This program would be similarly assessed. The three courses in mathematics will be assessed through formative and summative final exams.

Academic Affairs. Revised – September 2019

UMF MSED MATHEMATICS EDUCATION CONSIDERATIONS

Admissions Requirements for Initial Licensure Track:

- Holds a Bachelor's degree
- At least 15 credits in mathematics at the undergraduate or graduate level, including calculus 1, calculus 2, geometry, and statistics
- GRE or passing score on Praxis Core
- Passing score on Praxis 2 Math

Conditional Admission Requirements for Initial Licensure 4+1 Track:

- Must be enrolled and on-track to graduate with a major in mathematics
- Passing score on Praxis Core
- Passing score on Praxis 2 Math

Admissions Requirements for Leadership Track:

- Holds a Bachelor's degree
- At least 3 years of PK-12 teaching experience

****Need to add GPA requirements above**

Proposed Course Sequencing:

2-year Leadership Track:

Year 1		
Fall	Spring	Summer
EMA 500 EDU 529	EMA 501 EDU 594 OR EDU 527	EMA 502 EDU 524 OR 561
Year 2		
Fall	Spring	Summer
EDU 582 EDU 596 OR EDU 528	EDU 5XX Capstone EDU 525	EDU 532

UMF MEd Math Ed Proposal - 5/6/2020

12

3-year Leadership Track:

Year 1		
Fall	Spring	Summer
EMA 500 EDU 529	EMA 501 EDU 594 OR EDU 527	EMA 502
Year 2		
Fall	Spring	Summer
EDU 582	EDU 5XX Capstone	EDU 524 OR 561
Year 3		
Fall	Spring	Summer
EDU 596 OR EDU 528	EDU 525	EDU 532

4-year Leadership Track:

Year 1		
Fall	Spring	Summer
EDU 529	EMA 501	EMA 502
Year 2		
Fall	Spring	Summer
EMA 500	EDU 594 OR EDU 527	EDU 524 OR 561
Year 3		
Fall	Spring	Summer
EDU 582	EDU 5XX Capstone	EDU 532
Year 3		
Fall	Spring	Summer
EDU 596 OR EDU 528	EDU 525	

4+1 Initial Licensure Track:

Senior Year of Undergraduate		
Fall	Spring	Summer
EMA 500 EDU 529	SED 561 EMA 501	EDU 561 EMA 502
First Year of Masters		
Fall	Spring	Summer
EDU 582 EDU 531	EDU 560 (6 credits) EDU 5XX Research Capstone	

2-year Initial Licensure Track:

Year 1		
Fall	Spring	Summer
EMA 500 EDU 529	SED 561 EMA 501	EDU 561 EMA 502
Year 2		
Fall	Spring	Summer
EDU 582 EDU 531	EDU 560 (6 credits) EDU 5XX Research Capstone	

3-year Initial Licensure Track:

Year 1		
Fall	Spring	Summer
EMA 500 EDU 529	EMA 501	EMA 502
Year 2		
Fall	Spring	Summer

UMF MSED Math Ed Proposal - 5/6/2020

14

EDU 531	SED 561	EDU 561
Year 3		
Fall	Spring	Summer
EDU 582	EDU 560 (6 credits) EDU 5XX Research Capstone	

UMF MSED MATHEMATICS EDUCATION COURSE CYCLING

****Note:** All courses are currently running except the 3 EMA courses, so these 3 courses are the only ones that need to be considered for staffing

Year 1 (2020-2021)		
Fall	Spring	Summer
EDU 529	EMA 5X2 EDU 594 EDU 527 SED 561	EMA 5X3 EDU 524 EDU 561
Year 2 (2021-2022) and thereafter		
Fall	Spring	Summer
EMA 5X1 EDU 529 EDU 582 EDU 596 EDU 528 EDU 531	EMA 5X2 EDU 594 EDU 527 SED 561 EDU 5XX Capstone EDU 525 EDU 560 (6 credits)	EMA 5X3 EDU 524 EDU 561 EDU 532



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

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

Date: May 12, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias


University of Maine
at Presque Isle

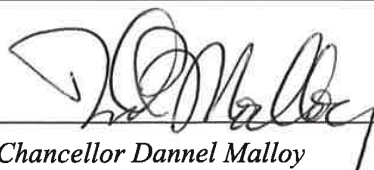
University of
Southern Maine

Regarding: UMF Academic Program Proposal: B.S. in School Health Education: Physical Education Concentration

Please find the attached program proposal from the University of Maine at Farmington (UMF) to offer a B.S. in School Health Education: Physical Education Concentration (BSSHE). The attached material includes a letter of support from President Edward Serna, as well as the full program proposal. The program emerged from an Enrollment Innovation Fund initiative and is undertaken in collaboration with the University of Maine at Presque Isle.

The proposed B.S. in School Health Administration: Physical Education Concentration was reviewed and recommended by the Chief Academic Officers Council (CAOC) on May 7, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
			Approval of UMF BSSHE


Chancellor Dannel Malloy

Aug 31 2020
Date

Academic Degree Program Request

Benefit Statement

Executive Summary

UMF has long offered a pathway to school health certification through the major in Community Health Education: Teaching Concentration in School Health Education. In this major, students are prepared for the Certified Health Education Specialist (CHES) exam, but also meet the requirements for Maine licensure in School Health Education. While this pathway has served students in the past, the needs of rural schools have changed, and teachers prepared to teach school health are frequently required to teach physical education as well. UMF graduates report that they must enroll in physical education coursework from other institutions in order to meet the additional state licensure requirements for physical education teachers.

In response to growing demand, UMF proposes the development of a new major in School Health Education: Physical Education concentration for students interested in completing the coursework required in both certification areas. This major will be offered in collaboration with UMPI faculty who have agreed to offer 12 credits of required physical education coursework through online delivery. In return, UMF will offer 12 credits of School health education and health courses to UMPI students so they will have the credentials necessary to meet the criteria for both certifications. This collaboration builds upon existing expertise, maximizes resources from each campus, and increases educational access for students. Given that many districts are hiring educators to teach both health and physical education, these new pathways to a second certification will be attractive to students and employers, and will meet the needs of rural schools who depend on teachers who are certified to teach both health and physical education.

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program* the numbers provided include new and returning students who have come to UMF for the program	5	16	27	37
Briefly describe any other anticipated enrollment benefit	Based on data from Admissions and athletic coaches, we anticipate that this program will appeal to student athletes who have high rates of retention. This will benefit overall retention rates of students at the institution.			
Estimated revenue beyond tuition and fees, if any				
Briefly describe source of this other revenue				

New FTE faculty and/or staff
necessary for the degree program

Total new employee salary and
benefits

Total other expenses (supplies,
renovations, etc.)

	1 to replace the School Health Faculty member who retired May 2019		
	\$84,700		

If new tuition, fees, and other revenue generated by this program will not fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

--

I. Full program title: Bachelor of Science in School Health Education: Physical Education concentration

II. Program objectives:

Narrative description of program rationale.

Across the United States, the vast majority of academic preparation programs serving Physical Education and School Health Education teachers offer dual certification programs. In other words, a student graduates well prepared to accomplish provisional certification to teach both Physical Education and Health. Maine is the only state that does not have that option available for students. In Maine, a student may seek PE at UMPI and UM, and School Health at UMF, but not both at any campus.

UMF has long offered a pathway to school health certification through the major in Community Health Education: Teaching Concentration in School Health Education. In this major, students are prepared for the Certified Health Education Specialist (CHES) exam, but also meet the requirements for Maine licensure in School Health Education. While this pathway has served students in the past, the needs of rural schools have changed, and teachers prepared to teach school health are frequently required to teach physical education as well. UMF graduates report that they must enroll in physical education coursework from other institutions in order to meet the additional state licensure requirements for physical education teachers. In response to growing demand, UMF proposes the development of a new major in School Health with a Physical Education concentration for students interested in completing the coursework required in both certification areas. This major will be offered in collaboration with UMPI faculty who have agreed to offer 12 credits of required PHE through online delivery. In return, UMF will offer 12 credits of SHE and HEA courses to UMPI students so they will have the credentials necessary to meet the criteria for both certifications.

Neither UMF nor UMPI have the capacity or resources to create stand-alone programs that would adequately serve the needs of prospective students interested in dual certification. Acknowledging this, UMF and UMPI now plan to partner to provide students from each of our institutions with an opportunity to graduate fully certified in Physical Education or School Health Education, with the option of completing coursework necessary to pursue certification in the alternate area. Given that many districts are hiring educators to teach both health and physical education, these new pathways to a second certification will be attractive to students and employers, and will meet the needs of rural schools who depend on teachers who are certified to teach both health and physical education.

General program goals:

- To develop a path to School Health and Physical Education licensure to meet the needs of Maine's pre-K-12 schools, especially during this time of a statewide teacher shortage.

- To provide beginning teachers with the content and pedagogy necessary to successfully deliver school health and physical education programming.
- To provide a program that has long been requested by Admissions and coaches in response to requests from in-state and out-of-state prospective students.

Specific student learning outcomes or behavioral objectives:

All students will demonstrate competence in meeting Maine's Standards for Initial Teacher Certification and will be competent in addressing Maine's Learning Results.

For example, students will demonstrate proficiency teaching;

- 1) age appropriate concepts related to health promotion and disease prevention to enhance health.
- 2) how to access valid health information, services, and products to enhance health.
- 3) how family, peers, culture, media, technology, and other factors affect health
- 4) the use of interpersonal communication and advocacy skills to enhance personal, family, and community health.
- 5) decision-making and goal-setting to enhance health.
- 6) health enhancing behaviors to avoid or reduce health risks.
- 7) fitness concepts.
- 8) the fundamentals of specialized movement skills
- 9) responsible personal behavior and responsible social behavior in physical activity settings.

III. Evidence of program need

For many years, the UMF Admissions Office and athletic coaches have reported that UMF has lost prospective student athletes to schools offering physical education as a major. Data shared by Admissions indicates 1506 prospective students have expressed interest in Physical Education (PE) by identifying it as a potential major (PE could be one of five of their choices) or through extra-curricular narrative. The data include all of the students in UMF's inquiry pool as well as licensed names from the College Board of individuals who have expressed interest in physical education, community health, or an allied discipline. According to UMPI Professor Leo Saucier, who collected data from all school districts across Maine, there will be 50 physical education openings in the next five years.

Market analysis using several data sources such as alumni placement records, primary data collection and a convenience sample survey of K-12 school administrators with hiring authority have provided confidence that the proposed collaborative program would be well received and fill a need. For some perspective, in the last 15 years there have been 85 students enrolled in School Health Education preparation. Sixty eight percent of those enrolled completed the program. Of those, 86 % have taught or are currently teaching, Health Education. Most

interesting for this proposal is that 74% of those currently teaching Health Education are also teaching Physical Education. Among students currently in the School Health Concentration 100% report that they would enroll in the collaborative program were it currently offered. In a recent poll of students in one UMF Health course, 11 of the 17 students indicated they would definitely seek School Health and PE certification.

At the end of February, Maine's Department of Education released their list of teacher shortage areas for 2020-2021, and Health Education is listed. According to data provided by the U.S. Department of Education, both Health and Physical Education appeared on the teacher shortage list for 2018-2019. As of March 2, 2020, twelve physical education and/or health education positions continued to be listed on Serving Schools. Information from alumni teaching in the field and administrators further confirms that positions are often posted multiple times before a candidate is hired. Even then, some hires are not fully certified in both health and physical education although they are expected to teach in both areas.

Using Labor Insights, the Occupational Analysis for the Physical Education/Health Teacher indicates projected growth of 7.5% over the next ten years. Nationally, the median salary is \$49K for a teacher with a Bachelor's degree and \$50,629 for a teacher with a Masters degree.

A review of New England states and New York indicates very high demand in Massachusetts and high demand in New York, two states targeted by Admissions. Burning Glass suggests that Maine has low demand, although the state has just listed health education as a shortage area for 2020-2021.

State	Job Posting last 12 months	Median Salary	Demand
CT	57	53K	Average
MA	514	50.5K	Very High
ME	21	46.8K	Low
NH	67	49.5K	Average
NY	201	51.5K	High

RI	67	58.4K	Average
VT	96	48.3K	Average

IV. Program Overview

The proposed School Health Education: Physical Education Concentration program is designed to serve students interested in earning teacher certification in both School Health Education and Physical Education. This collaboratively delivered program builds upon existing programs and resources at UMF and UMPI, and expands access to coursework needed for a second teaching licensure. The program includes a rich combination of general education courses, professional education courses, content/major courses, and extensive field experiences.

a. Outline of required and/or elective courses

Professional Requirements in Education (46 credits)

EDU 102 Experiences of Schooling	2
EDU 103 Foundations of Diversity/Knowledge in American Education	2
EDU 222 Learning with Technology in Secondary Education	1
EDU 223 Curriculum, Instruction and Assessment	3
EDU 224 Practicum Field Experience/Seminar	4
EDU 490 Student Teaching	16
SHE 330 Foundations of School Health	4
SHE 433 Methods in School Health Education	4
SED 360 Teaching Students with Learning and Behavior Problems in the Regular Classroom	4
or	
SED 361 Teaching Students with Disabilities and At-Risk Conditions in the Secondary General Classroom	4
PHE 267 Teaching Elementary Physical Education (UMPI)	3
PHE 302 Teaching Secondary Physical Education (UMPI)	3

Major Requirements (46 credits)

HEA 120 Emergency Medical Response	4
HEA 123 Introduction to Community Health Education	4
HEA 211 Substance Abuse Prevention	2
HEA 212 Stress Management	2
HEA 231 Child & Adolescent Health	2
HEA 241 Nutrition and Exercise	4

HEA 262 Human Sexuality	2
HEA 303 Physiology of Exercise	4
HEA 310 Disease Prevention & Health Promotion	4
PHE 265 Motor Learning (UMPI)	3
PHE 385 Adaptive Physical Education (UMPI)	3
PHE 277 Topics in PE (Students will take 3, 2 cr. skills courses)	6
PEC 100 Foundations of Coaching	2
PEC 225 Physical Training Theory and Biomechanics	4

Required Supporting Courses* (12 credits)

BIO 150N Human Anatomy and Physiology I	4
MAT 120M Introductory Statistics	4
PSY 225S Child and Adolescent Development	4

*May be used to satisfy General Education Requirements

Total Credits for the Major: 104 credits

Students will complete additional General Education Requirements

Minimum Total of Credits for the Degree: 128 credits

b. Development of new courses and/or what they may displace:

No new courses need to be developed for this program.

c. Type of research activity, if any, in program design:

Not applicable

d. Nature of experiential learning opportunities for students (e.g., independent study, clinical experience, research experience, apprenticeship, field practicums, etc.)

As part of the requirements for this program, there are two major field components as well as additional field opportunities. The first major component is a field experience through the Secondary Education Practicum Block. This field experience places students in a classroom for a total of 18 full school days.

From the catalog: EDU 224 The Practicum Field Experience is an early classroom experience for college students thinking of becoming teachers in middle and secondary schools. By spending

time in an assigned classroom and participating in seminar, students will shift their perspective from that of a student to that of a teacher. This experience should be viewed as pre-student teaching and is designed in part to provide the college student with the opportunity to make career choices. Practicum students work in the classroom with students on a one-to one basis, in small and large groups, and as a whole class. The extent of involvement with each of these will depend on the needs of the teacher, the organization of the classroom, and the stage of development of the practicum student.

The second major field experience is student teaching, where a student will spend 16 weeks in a school placement.

From the catalog: EDU 490 Student teachers participate in a variety of supervised experiences in a school to enable them to synthesize educational theory and academic knowledge in K-12 classrooms. Following a school's schedule and working with classroom teachers, their students and other school personnel student teachers increase their responsibilities over time. The target is to assume a full teaching load including all of the non-teaching duties. Students participate in a weekly seminar during their student teaching experience.

Additional opportunities for field experience are connected to PHE 267 Teaching Elementary Physical Education and PHE 302 Teaching Secondary Physical Education. In each of these courses, the student will spend time in elementary and secondary settings with a focus on physical education classes. Both of these opportunities help the student develop an understanding of the specific needs for different ages and grade levels in a school setting. These courses will be matched with skills courses so that students have an option to practice pedagogy.

e. Impact of program on existing programs on both the home campus and other UMS campuses. Describe similar programmatic offerings in the UMS and the extent to which collaboration in multi-campus delivery of program is possible.

Currently UMPI offers a PE certification preparation program and UMF offers a Health Education program. UMPI will continue to offer the same PE program with some modality adjustments that will enable greater enrollment in sections of classes.

At this time UMF offers a School Health Education Concentration as a “track” that can be selected by students currently enrolled in the Community Health Education (CHE) program. The Concentration is offered in collaboration with UMF’s Secondary Education program. Essentially, students who choose this route have the same required preparation as all CHE students; the difference is that School Health concentration students fulfill all requirements necessary to be provisionally certified for a K-12 license.

The new proposal provides yet another option that enables students to select SHE and PE rather than SHE and CHE.

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

The UMPI faculty have successfully adapted the 4 necessary courses PHE 265, PHE 267, PHE 302 and PHE 385 to on-line or hybrid delivery. UMF is currently making the same type of adaptation to 6 required courses SHE 330, SHE 433, HEA 211, HEA 212, HEA 231, and HEA 262 so they will meet the needs of UMF and UMPI students. Therefore, each campus will offer twelve credits online to serve students. Other hands-on, activity-based elective courses will be taught using faculty on respective campuses.

g. A consideration of ways the program could lend itself to the delivery of micro-credentials (e.g. certificate, digital badge, or other derivative, or stackable credentials that could lead to a degree) tied to specific skill sets and competencies.

Students may earn an ASEP Coaching Foundation Certificate through PEC 100. They are prepared to sit for the NCSF Strength and Conditioning Certification Exam after PEC 225. Students in HEA 120 can choose to earn CPR certification through the American Heart Association.

V. Program resources

a. Personnel

- i. Vita of existing faculty who will assume a major role for the program; need for new faculty

In order to ensure the quality of the longstanding School Health teacher education program, and to successfully collaborate with UMPI to offer courses for a second certification in Physical Education, UMF needs to fill the faculty position vacated when Dr. Stephanie Swan retired in May 2019. Dr. Swan served as the coordinator of the School Health program, advised all of the students enrolled, and taught all of the SHE courses as well as some general health courses in the Community Health major. The cost of a new position to begin September 2021 is projected to be \$55,000 plus benefits of \$29,700 for a total of \$84,700. Approximately \$30,000 currently exists in the budget to cover replacement costs for Dr. Swan.

- ii. Specific effect on existing programs of faculty assignments to new program, with a description of necessary faculty workload adjustments.

Faculty in Community Health Education will not have new assignments and will continue to offer HEA courses included in the current School Health program. However, some faculty will be asked to teach in a new online modality in order to meet the needs of UMPI students. Faculty

will need access to instructional design support to assist them with the development of rigorous, engaging online courses.

Faculty teaching assignments in Secondary and Special Education are expected to remain the same. We anticipate that students can be absorbed in existing sections of the EDU and SED courses, although there may be demand for an additional section of EDU and SED courses on occasion.

b. Current library acquisitions available for new programs

UMF's Mantor Library has extensive resources available for this degree program since it is built upon existing degrees and programs in Education, Community Health Education, School Health and Coaching. Mantor Library provides access to more than 350,000 volumes and 75,000 serials in print and digital form, as well as over 140 full-text databases and indexes. Students and faculty have access to numerous databases including those commonly used in the field of psychology such as PsycInfo, Academic Search Complete, ERIC, and JSTOR.

Library resources also include the Spenciner Curriculum Materials Center, which houses the Assistive Technology Collection (AT Center). As a partner of the Maine CITE program, the Center for Assistive Technology and its collection serve as a resource offered free to UMF students, faculty, and staff, and to individuals with disabilities and their families. It also serves as a resource to professionals in the community. The Assistive Technology Collection provides a place to view assistive technology (AT) devices, to receive instruction in the use and evaluation of the equipment, and to obtain information about AT in general. Many of the items may be signed out for use at home or in a school or therapeutic settings. Devices and equipment available through the AT Center will be available to support new courses in physical education including Adapted Physical Education.

c. New equipment necessary for new program and plan for its acquisition and implementation (should be included in the 5-year business plan described below).

UMF and UMPI submitted a proposal for Enrollment Initiative funds to support this collaborative degree offering from the two campuses. Of the \$26,712.08 awarded, \$15,000 was designated for the purchase of new equipment. This will satisfy the purchase of all necessary equipment.

d. Additional space requirements, if any, including renovations (costs of renovations should be included in the 5-year business plan described below).

No additional space is required for this program.

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

Faculty at both UMF and UMPI are excited by the prospects of better serving Maine students. UM faculty Christopher Nightingale was consulted and expressed support for the initiative, as well as a desire to share the program with others at UM to offer additional support. This initiative may have the effect of creating a “feeder” program to UM’s Physical Education graduate programs.

VI. Total Financial consideration

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<u>Revenue</u>					
New full-time In-State Majors	5	10	11	12	12
New full-time NEBHE Majors	0	2	2	2	2
New full-time Out-of-State Majors	0	0	1	1	1
Total New Students in Major	5	12	14	15	15
<u>Returning Students (~80%)</u>					
IS	0	4	11	17	22
OOS	0		0	1	2
NEBHE	0		2	4	6
Total Returning Students	0	4	13	22	30
Total New and Returning Students	5	16	27	37	45
Credit Hours/Yr	32	160	512	864	1,184
Credit Hours/Yr	24	120	384	648	888
<u>Tuition Rates</u>					
IS	288	295	302	310	318
OOS	645	661	678	695	712
NEBHE	475	487	498	512	525

<u>Total Revenue @ 32 credits</u>					
IS	\$46,080	\$132,160	\$212,608	\$287,680	\$345,984
OOS	\$0	\$0	\$21,696	\$44,480	\$68,352
NEBHE	<u>\$0</u>	<u>\$31,168</u>	<u>\$63,744</u>	<u>\$98,304</u>	<u>\$134,400</u>
Total	\$46,080	\$163,328	\$298,048	\$430,464	\$548,736
<u>Total Revenue @ 24 credits</u>					
IS	\$34,560	\$99,120	\$159,456	\$215,760	\$259,488
OOS	\$0	\$0	\$16,272	\$33,360	\$51,264
NEBHE	<u>\$0</u>	<u>\$23,376</u>	<u>\$47,808</u>	<u>\$73,728</u>	<u>\$100,800</u>
Total	\$34,560	\$122,496	\$223,536	\$322,848	\$411,552
<u>Expenditures</u>					
Faculty position- Replacement for Retirement	in load	\$55,000	\$56,650	\$58,350	\$60,101
Fringe Benefits	<u>0</u>	<u>\$29,700</u>	<u>\$30,591</u>	<u>\$31,509</u>	<u>\$32,455</u>
Total Salary/Benefits	\$0	\$84,700	\$87,241	\$89,859	\$92,556
Marketing	5,000	5,000	5,000	5,000	5,000
Travel for Supervision	<u>0</u>	<u>0</u>	<u>2,500</u>	<u>5,000</u>	<u>5,000</u>
Total Expenses	\$5,000	\$89,700	\$94,741	\$99,859	\$102,556
Net Tuition Revenue @ 32	\$41,080	\$73,628	\$203,307	\$330,605	\$446,180
Net Tuition Revenue @ 24	\$29,560	\$32,796	\$128,795	\$222,989	\$308,996

b. If costs exceed revenue, describe how such costs are to be accommodated in the appropriate academic budget for each year of the five-year business plan.

Costs do not exceed revenue.

c. Identify existing sources of funding to support the program; if funding is outside the E&G budget, identify the source(s) and the plan for when and how these resources become part of the E&G budget.

Funding is in the E&G budget

d. Should this program be considered for differential tuition? If yes, describe the rationale.

No

VII. Program Assessment and evaluation

a. Describe the assessment methodology (ies) that will be used to evaluate the student learning outcomes identified in IIc above, with particular emphasis on how such data will be used to improve the program.

This program will adhere to standards for review and accreditation through the New England Commission of Higher Education (NECHE) as well as the Council for the Accreditation of Educator Preparation (CAEP). CAEP accreditation includes the use of multiple quantitative and qualitative data sources including student and graduate surveys, focus groups, and portfolio assessments. The program will utilize the Tk20 data system to which other educator preparation programs on campus have access to upload documents, track student progress, and evaluate program outcomes.

The program will become part of the Programs for Examination annual process upon completion of its third full year to allow for capturing a three-year average of metrics for review.

APPENDIX

Example Four Year Plan for Program Completion: Possible course rotation

Semester 1

EDU 102 and 103 Experiences of Schooling; Foundations of Diversity and Knowledge in American Education.	4
HEA 123 Introduction to Community Health Education	4
BIO 150N Anatomy and Physiology	4
FYS 100 First Year Seminar	4
PHE 010 Health and Physical Activity	0
	16

During the first semester students will register for necessary praxis exams Reading

Writing and Math and undergo Criminal History Record Checks (CHRC). They will also maintain a 2.50 GPA to continue pursuing teacher candidacy.

Semester 2

PEC 100 Foundation of Coaching	2
MAT 120M Statistics	4
HEA 212 Stress Management	2
HEA 231 Child and Adolescent Health	2
HEA 262 Human Sexuality	2
ENG 100 Writing Seminar	4
	16

Semester 3

EDU 222 Learning with Technology in Secondary Education	1
EDU 223 Curriculum, Instruction and Assessment	3
EDU 224 Practicum Field Experience/Seminar	4
SED 360 or 361 Teaching Students with Learning and Behavior Problems in the Regular Classroom. OR Teaching students with Disabilities and At-Risk Conditions in the Secondary General Classroom.	4
GED Elec Humanities Distribution course	4
	16

Semester 4

PHE 265 Motor Learning	3
PHE 267 Teaching Elementary PE	3
SHE 330 Foundations of School Health Education (contains a 1 credit hour PE Field experience)	4
PEC 225 Physical Training Theory and Biomechanics	4
PHE 277 Skills course	2
	16

Semester 5

GED Elec Social Science Distribution course(not PSY)	4
GED Elec Natural Science Distribution course(not BIO)	4
HEA 310 Principles of Disease Prevention and Health Promotion	4
HEA 241 Nutrition and Exercise	4
PHE 277 Skills course	2
	16

Semester 6

GED Elec Art Distribution course	4
HEA 303 Physiology of Exercise.	4
PSY 225S Developmental Psychology	4
HEA 120 Emergency Medical Response	4

Semester 7	16
HEA 211 Substance Abuse Prevention	2
PHE 277 Skills courses	2
PHE 277 Skills courses	2
PHE 302 Teaching Secondary Physical Education	3
PHE 385 Adaptive Physical Education	3
SHE 433 Curriculum and Methods in Health Education (contains a 1 credit hour PE Field experience)	4
Semester 8	16
EDU 490 Student Teaching	16
TOTAL CREDITS	16
128	



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

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

Date: April 10, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

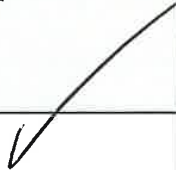
University of Maine
at Presque Isle

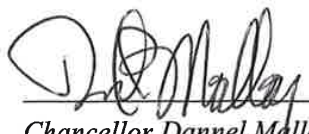
University of
Southern Maine

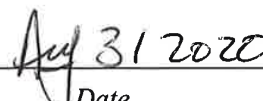
Regarding: USM Academic Program Proposal: BS in Elementary Education

Please find the attached program proposal from the University of Southern Maine (USM) to offer a BS in Elementary Education. The attached material includes an Academic Program Financial Impact Summary, Letters of support from the President and Provost, and the full program proposal. The program will support statewide Education workforce needs. USM has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Elementary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on April 2, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
			Approval of USM BS in Elementary Education


Chancellor Dannel Malloy


Date

Academic Program Request

Pro forma Statement

Executive Summary

This proposal is for an **Elementary Education Major** offered in the Teacher Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). This program is unique in the University of Maine System for its urban focus, responsiveness to local place-based student populations and preparation of teacher candidates for working in culturally and linguistically diverse schools with high rates of student poverty and transiency. USM has prepared new teachers for over 140 years. This proposal helps us better support our current students with a designated major, as well as recruit additional students from southern Maine and out of state with a major designation in CIP codes that link to recruitment data systems.

	Academic Year			
	2020	2021	2022	2023
Projected Enrollment	300	330	365	400

Revenue

Estimated Tuition in Teacher Ed	\$888,522	\$1,138,050	\$1,264,500	\$1,433,100
Other Revenue to University	\$1,117,818	\$1,390,950	\$1,517,400	\$1,643,850
Total Revenue	\$2,006,340	\$2,529,000	\$2,781,900	\$3,076,950

Expenses

--New FTE Faculty	1	1	1	
Total New Faculty Salary +Ben	\$91,920	\$183,840	\$275,760	\$275,760
Total New Staff	\$202,314	\$202,314	\$202,314	\$202,314
Total Supplies (M&O, Cap)	\$47,220	\$59,620	\$67,370	\$82,870
Total New Staff + Ben	\$294,234	\$445,774	\$545,444	\$560,944

Note: PT/FT Faculty will only be added as needed to support enrollment growth.

Net	\$1,664,806	\$2,083,226	\$2,236,456	\$2,516,006
-----	-------------	-------------	-------------	-------------



Office of the President

March 24, 2020

Dr. Robert Placido
Vice Chancellor for Academic and Student Affairs
University of Maine System
259 Estabrooke Hall
15 Estabrooke Drive
Orono, ME 04469

Dear Vice Chancellor Placido:

The University of Southern Maine (USM) is pleased to submit a new Program Proposal to the University of Maine System.

The faculty and staff of the School of Education and Human Development at USM has developed an undergraduate major leading to initial licensure in elementary education in the state of Maine. As you may already know, USM has been training elementary teachers for decades, within the context of the English major. This program simply allows those students to be recognized with a more-appropriate major, and also allows us to market the program more clearly to potential students. Perhaps most importantly, this proposal is in response to the growing shortage of teachers in the public schools.

The enclosed Program Proposal has been recommended by the USM Faculty Senate, and has the full support of Provost Jeannine Uzzi.

The Program Proposal for the Bachelors of Science in Elementary Education at USM has my unequivocal support.

I request that the enclosed Program Proposal be moved directly to the Board of Trustees for approval.

Sincerely,

A handwritten signature in black ink, appearing to read "GLA CUMMINGS".

Glenn A. Cummings
President

ENC.

CC: Provost Uzzi
Dean Williams
Teacher Education Chair Ross
File



March 24, 2020

Dr. Glenn Cummings
President
University of Southern Maine
93 Falmouth Street
Portland, ME 04104

Dear President Cummings:

The University of Southern Maine (USM) is pleased to submit a new program proposal to the University of Maine System.

The Faculty and staff of the School of Education and Human Development at USM has developed a program proposal for an in-person Bachelor of Science in Elementary Education degree leading to initial Kindergarten through 8th-grade teacher certification in the state of Maine. As you are aware, Maine, like many states, is facing a teacher shortage and this program is an attempt to address that shortage.

The enclosed Program Proposal has been recommended by the Faculty Senate at USM.

I am pleased to forward this Program Proposal to you with my full support.

Sincerely,

Dr. Jeannine D. Uzzi
Provost and Vice President for Academic Affairs

ENC.

cc: Dean Williams
Teacher Education Chair Ross
File



Elementary Education Major

University of Maine System Program
Proposal

University of Southern Maine

School of Education and Human
Development

September, 2019

Table of Contents

Program Proposal: Elementary Education Major	<u>3</u>
Program Objectives	<u>3</u>
Rationale	<u>3</u>
Program Goals & Outcomes	<u>4</u>
Evidence of Program Need	<u>5</u>
Status of Undergraduate Programs in Elementary Education	<u>5</u>
Enrollment Figures	<u>5</u>
Enrollment Projections	<u>6</u>
National Employment Data	<u>7</u>
Accreditation Requirements	<u>8</u>
Program Content	<u>8</u>
Entry into the Program	<u>8</u>
Program Offering	<u>9</u>
Research- & Evidence-Based Practice	<u>9</u>
Clinical Experience	<u>9</u>
Impact on Existing Programs	<u>9</u>
Program Resources	<u>10</u>
Personnel	<u>10</u>
Library Acquisitions	<u>11</u>
Equipment	<u>11</u>
Facilities & Space Requirement	<u>11</u>
Cooperating Programs	<u>11</u>
Financial Considerations	<u>11</u>
Revenue Projections	<u>11</u>
Personnel	<u>15</u>
Operational Budget	<u>15</u>
Program Expenses & Revenue	<u>16</u>
Program Evaluation	<u>16</u>
Appendices	<u>17</u>
Appendix A: Program Outcome Standards	<u>17</u>
Appendix B: Elementary Education Major Program Plan	<u>19</u>
Appendix C: Elementary Education Major: Proposed Sequence of Courses for Tracks A and B	<u>22</u>

Appendix D: Professional Position Description	<u>24</u>
Appendix E: Office of Educator Preparation Staff Position Description	<u>27</u>
References	<u>28</u>

PROGRAM PROPOSAL:

Elementary Education Major

Program Objectives

RATIONALE

This proposal is for an elementary education major offered in the Teacher Education Department, School of Education and Human Development in the College of Management and Human Services at the University of Southern Maine (USM). USM has been preparing teachers for our state since its origin as the Gorham Normal School in 1878. Over 140 years later, in 2019 there is a state shortage of teachers. USM has been one of the largest programs preparing new teachers for years as reported in Title III and MDOE. However, USM has not shown up in IPEDS, FAME - ME, Burning Glass and other data systems because we do not have a declared major and therefore the accompanying CIP codes (Classification of Instructional Programs) tracked by these data systems. This program will address these state workforce needs for elementary teachers as well as the needs of our USM students for focused teacher preparation in a supportive local community.

This program is unique in the University of Maine System for its urban focus, responsiveness to local place - based student populations and preparation of teacher candidates for working in culturally and linguistically diverse schools with high rates of student poverty and transiency. Using a community - based teacher preparation framework (Zygmont, Cipollone, Clark, Tancock, 2018) focused on collaborative relationships with local schools and communities, as well as the development of culturally responsive pedagogy, this program is designed to prepare students for the state licensure Elementary Education (020) K - 8 endorsements. This requires a strong focus on teaching the whole child through interdisciplinary expertise rather than the content discipline of a subject major required for the secondary endorsements and found in the current

Elementary Education Pathway.

University of Southern Maine student populations are largely place-bound adults who are already working in southern Maine. Eighty percent of USM students are from Maine with sixty percent of those from York and Cumberland County. The average age of our students is twenty-six years old and seventy four percent of our students commute to school rather than live on campus. The largest numbers of out of state students come from Massachusetts and New Hampshire where we would recruit for this major as our states have teacher licensure reciprocity agreements that make transferring credentials a possibility.

USM is also uniquely situated to help address the dire need for racially, culturally, and linguistically diversifying our teacher workforce to better reflect the demographic shifts in our state's student population. We have potentially to build on previously federally grant funded initiatives such as the Newcomer ETEP program to support recent immigrant and refugees, many of whom were teachers in their home nations, to recertify as teachers in Maine (Ross, 2001 & 2005).¹ Teacher Education faculty are currently involved with the Teach Portland initiative to diversify the teaching force and with Lewiston Schools' Adult Education initiative to expand and diversify their teaching workforce in collaboration with Department of Labor workforce redevelopment grants.

In order to help meet the current and projected workforce needs, the Elementary Education Major proposed below seeks to further strengthen the coursework and expertise of USM students. As it currently stands, the Elementary Education Pathway is designed solely to meet the certification requirements set forth by the Maine Department of Education. By shifting the pathway to a major, we are able to move beyond the certification requirements and create a program that provides our students with a broader understanding of elementary pedagogy and issues surrounding contemporary

¹ Ross, F. (Winter, 2005). Creating flexibility in teacher certification policy to ensure quality and equity. *Maine Policy Review*, 14(1) 56-63. Ross, F. (May, 2001). Helping immigrants become teachers. *Educational Leadership*, 58 (8), 68-71.

schooling. As a result of this change, USM students will have greater opportunity to take courses such as Children's Literature, Teaching Through the Arts and Educational Media and Technology – all courses that are currently offered by the university and that will help bolster USM students' capacity to teach in interdisciplinary and innovative ways. The expansion of courses that focus on planning and assessment will also help better prepare USM students for their year-long student teaching internship. Taken together, this major aims to create a greater sense of community and program cohesiveness, which will help support students in their long-term professional goals and help with program retention and completion of a Bachelor's degree (within four years).

In addition, the program of courses outlined in this proposal will also allow for future flexibility in creating endorsements that will allow for further study in fields such as English Language Learning and Special Education. These are fields that will continue to grow as the demographics of public education continue to shift, here in Maine and across the United States.

Finally, this proposed major will help attract students to USM who might not otherwise attend. Without the major designation, FAME and other databases report that USM does not offer undergraduate elementary education. There is also some perception that USM's lack of an elementary education major will either be a disadvantage to students as they enter the workforce (they will be seen as less desirable to potential employers). The creation of this major will help attract students to USM who are looking to stay in greater Portland or southern Maine for their education and will better highlight the high-quality education courses our university already offers and strengthen the undergraduate teacher education experience.

PROGRAM GOALS & OUTCOMES

The goals and outcomes of the major in elementary education were developed collaboratively by faculty from USM and local school districts to best serve students throughout the state of Maine. These

goals and outcomes must be assessed and reported annually to maintain good standing with the State of Maine Initial Teacher Certification Standards (Appendix A) and national, Council for Accreditation of Educator Preparation, CAEP standards (Appendix B).

1. Students will be prepared for certification and employment upon graduation.
 - All students successfully completing the program will be eligible for recommendation for state initial teacher certification (020) General Elementary Endorsement K-8.
 - Students will be gainfully employed or enrolled in an advanced academic program in education or related field.
2. Students will be active and contributing members of their communities.
 - Students will engage with the schools and local communities.
3. The program will provide high quality teacher education.
 - Research-based education will be delivered by qualified faculty.
 - Clinical education will include diverse settings and experiences, with qualified mentor teachers and supervised by veteran teachers with a variety of expertise.
 - The program will include preparation for inclusive education with coursework and experiences in special education and supporting English language learners.
 - Students and faculty will engage in scholarship and creative activity.
4. The program will cultivate professional behaviors and a culture of inquiry.
 - The program will provide students with skills and foundational behaviors to successfully transition to practice.
 - Students will exemplify life-long learning by maintaining certification and seeking additional credentials and/or specialty certifications.

Evidence of Program Need

STATUS OF UNDERGRADUATE PROGRAMS IN ELEMENTARY EDUCATION

There were 499 job postings for elementary education majors in Maine in 2018 - 2019. The average salary for these graduates was 43k. There are nine universities conferring elementary education degrees (2017 total 166), including UM, UMF, UMPI, and UMFK. With 499 job postings and universities in Maine only producing 166 elementary education degrees there is room for 300% growth in this area².

The state of Maine has teacher preparation programs at 15 accredited institutions of higher education (IHE) considered "traditional" pathways to certification (Title II Report <https://title2.ed.gov/Public/Report/StateHome.aspx>). These programs are regulated under chapter 114 of the Rule Chapters for the Department of Education <https://www.maine.gov/sos/cec/rules/05/chaps05.htm>. These 15 accredited programs produce only 10% of the newly certified teachers in the state of Maine with the remaining 90% coming through the alternative transcript analysis route through the Department of Education (communication with MDOE certification officials). There is certainly a need for USM to connect with a larger share of the new teacher population to help ensure teachers are better prepared.

ENROLLMENT FIGURES

Total Enrollment Figures for USM's Tk20-Elementary Education – Fall Semester

²These figures are from the UMS Burning Glass Report which appears to only track elementary education majors at the undergraduate level so does not include the 30-40 elementary certified teachers USM currently produces at the graduate level as we have for over 20 years in addition to the 8-10 undergraduate elementary education certified students who major in other subjects but pursue our elementary education pathways and earn certification. So USM already produces 40-50 students in addition to the 166 identified as elementary education majors in this report

2015	2016	2017	2018	'17- '18	'14- '18
75	92	96	104	2.7%	68.1%

(https://usm.maine.edu/sites/default/files/oir/Academic_Plan_Fall_2018.pdf)

Fall and Spring New Student Enrollment Figures (Freshmen and Transfer externally only) for USM's TK20 Elementary pathway

2015	2016	2017	2018	2019
33	36	51	39	(60 admitted)

Undergraduate New Admissions (as of 7/1/19):

Secondary Education: 34 deposits (confirmed to attend USM), 26 enrolled for fall

Elementary Education: 60 deposits, 51 enrolled for fall

Elementary Education: 178 enrolled as of 2/4/2019 from data pulled by TK20 in MaineStreet.

Elementary Education	Total	178
	ENG - BA	85
	GYA - BA	6
	HTY - BA	39
	HUM - BA	3
	LIB - BA	23
	SCI - BA	8
	Self Designed	9

	Major	
	Undeclared	5

ENROLLMENT PROJECTIONS

The USM teacher education program will teach-out the undergraduate students beyond 60 credits who are majors in other departments enrolled in the elementary education pathway (coded as TK20 in Mainstreet) while simultaneously matriculating students in the elementary education major. Due to this, the following enrollment projections include both undergraduate and graduate data. Based on communications with Nancy Griffin, USM's Vice President for Enrollment Management and Student Affairs, the following enrollment projections have been established:

Total Elementary Education Program Enrollment Projection (other major and EE major)

Academic Year	Other Majors in Elementary Ed Pathway	Newly Enrolled majors	Cumulative Elementary Ed Majors	Cumulative Elementary Ed students	Interns
2019-2020	238*	0	0	238	17
2020-21	180	72	120	300	25
2021-22	120	84	126	330	30
2022-23	60	98	207	365	40
2023-24	0	100	300	400	60

* 178 enrolled plus 60 new enrollments as of 7/19

NATIONAL EMPLOYMENT DATA

There is a growing national shortage (Sutcher, Darling-Hammond, & Carver-Thomas, 2016) of teachers that is prevalent in Maine particularly because of the third of Maine teachers who are of retirement age.

There is a great need for preschool and elementary teachers in Maine but especially in Greater Portland. The US Dept of Labor reports

Area Name	Occupation Title (2010 Standard Occupational Classification)	Estimated Employment	Average Wage	25th Percentile	Median Wage	75th Percentile
Maine	Elementary School Teachers, Except Special Education	5,390	\$53,570	\$42,660	\$52,680	\$64,340
	Kindergarten Teachers, Except Special Education	1,120	\$52,710	\$41,920	\$53,270	\$62,270
	Preschool Teachers, Except Special Education	1,420	\$35,560	\$29,170	\$34,060	\$39,400

<https://www.maine.gov/labor/cwri/oes1.html>

2018 Annual Occupational Employment
 Geography: **Statewide & County**
 Occupational Group: **Education, Training, and Library**

Area Name	Occupation Title (2010 Standard Occupational Classification)	Estimated Employment	Average Wage	25th Percentile	Median Wage	75th Percentile
Cumberland City	Elementary School Teachers, Except Special Education	1,250	\$59,818	\$49,006	\$61,904	\$72,315
	Kindergarten Teachers, Except Special Education	260	\$58,876	\$51,032	\$59,978	\$69,837

<https://www.maine.gov/labor/cwri/oes1.html>

Location	Em p lo y m e n t		Percent Change	Avg. Anl Openings
	2016	2026		
National (U.S.) Elementary	1,410,900	1,514,900	+7.4%	112,800
Texas - Elementary	143,960	173,350	+20.4%	14,050
Massachusetts - Elementary	27,330	30,350	+11.1%	2,320
<u>Maine - Elementary</u>	5,570	5,490	- 1.4%	380
Maine - Kindergarten	890	870	- 2.2%	80

- These projection models do not take into consideration that a third of Maine teachers are of retirement age will require replacement hires and recent changes in Maine law to expand universal Pre-K, rather the projection models are based on total job numbers and birth rates.
- <https://projectionscentral.com/Projections/LongTerm>

ACCREDITATION REQUIREMENTS

Teacher education programs in Maine must be approved by the Maine Department of Education and Maine State Board of Education for program completers to be recommended for state certification. Teacher education programs at USM are state-approved programs as well as nationally accredited through the Council for Accreditation for Educator Preparation (CAEP). The teacher education programs at USM are reviewed every seven years to reaffirm that the standards and requirements established by the Maine State Board of Education for teacher preparation and CAEP are being met. The USM Teacher Education Program is one of only three nationally accredited programs in the state of Maine along with University of Maine, and University of Maine Farmington. CAEP accreditation requires a greater level of accountability for program quality, which helps ensure that teacher certifications earned at USM will also be recognized by several other states. All teacher education programs at USM that lead to an initial teacher certification are nationally accredited with CAEP. This elementary education major will align with state and national accreditation requirements.

Program Content

ENTRY INTO THE PROGRAM

Students may declare the Elementary Education major upon admission to the university; however, students must successfully complete the candidacy requirements to move forward into the professional coursework and internship. Application for candidacy takes place in the

spring semester of the second year (for students progressing through the program in four years) or upon completion of all candidacy requirements. Students enter candidacy during the fall semester of their third year.

If students do not meet the requirements for candidacy, they will need to move out of the Elementary Education major to select another major to complete their bachelor's. Education courses taken up to this point could be counted towards a minor in Educational Studies. In addition, the two undergraduate certification tracks require between 24 and 36 credit hours in a disciplinary major. This requirement will also ease transition out of the Elementary Education major at any point by students having already completed a significant amount of coursework towards another major.

Transfer students, especially those transferring into the university with a high number of credits, will be encouraged to enroll in the Accelerated Pathways program that leads to a master's level certification in the ETEP program.

PROGRAM OFFERING

As a new major, faculty have designed CAEP-compliant course offerings that are intended to complement the unique needs of Maine Elementary Education students. Our hybrid program allows for traditional face-to-face education, synchronous and asynchronous online learning, and field work and student teaching. The program totals 60 credit hours for completion; however there is an additional 30 credits that must be completed to meet Maine state certification requirements. These combined credit hours meet/exceed Maine certification requirements and fulfill USM Core Curriculum requirements, with the exception of the Entry Year Experience course. An academic plan is provided in Appendix B.

RESEARCH- & EVIDENCE-BASED PRACTICE

The Capstone experience for elementary education majors is practice-

based with the developm ent of an instructional unit that they will plan, teach, assess, and reflect upon in EDU 547 in the spring of the year-long internship. These capstones can be published on digital com m ons to contribute to the growing database as a resource for Maine teachers as the interdisciplinary units will be aligned with Maine State Learning Standards, project-based, and fully assessed.

CLINICAL EXPERIENCE

Elementary Education students must have a series of clinical experiences that are increasingly complex and incorporate progressive instructional leadership. Students have a six course sequence of courses that require field experiences so that they are in schools every semester of the three years prior to the full-time internship.

IMPACT ON EXISTING PROGRAMS

University of Southern Maine

USM has 178 students currently pursuing elementary education pathways through other majors. There will be a two year overlap in programs to complete the teach - out for the undergraduate degree program implementation of the new major . The elementary education major will be a recruitment tool for USM in general. Due to the high attrition rate of students actually meeting the rigorous demands of the teacher preparation candidacy admissions process, students will flow back into the majors, particularly Liberal Studies. It is anticipated that students who may be attracted to USM for elementary education may find other majors or interest areas during their undergraduate experience.

Program Resources

PERSONNEL

University of Southern Maine

Core Elementary Education Faculty

Adam Schmitt, Ph.D.

Robert Kuech, Ph.D. 3 of 6 courses in undergraduate pathways

New Faculty member - tenure track beginning 2020-2021

Associated Faculty Flynn Ross, Ed.D., chair of Teacher Education; Jean Whitney, Ed.D. teaches 3 of 6 courses in undergraduate pathways.

At the launch of the major, there will be three years in which the program has both Elementary Education pathway students who are majors in other departments and newly admitted majors in the Elementary Education major simultaneously. Therefore, the following faculty and staff must exist to support the growing number of students.

USM Faculty and Staff:

- Existing positions
 - Faculty Program Coordinator: Full-Time Tenure Track
 - Faculty: Fixed Length Lecturer (2019-20 Academic Year to be replaced by Fall 2020 tenure track position)
- New positions
 - Faculty: Full-Time Tenure Track (Fall 2021 for program growth)
 - Faculty: Full-Time Tenure Track (Fall 2022 or when program reaches projected 365 students)
 - Professional Staff: Full-Time Coordinator of Undergraduate Teacher Education Programs (See Appendix D - to include both Elementary Education Majors as well as Secondary Education Pathway students who major in their subject area)
 - Administrative Assistant: Full-Time
 - Office of Educator Preparation staff position (see Appendix E)

LIBRARY ACQUISITIONS

The University of Maine System Library currently has the resources to support the undergraduate Elementary Education Major program.

EQUIPMENT

USM currently has teacher education programs that are supplied with the necessary modalities to meet the CAEP accreditation requirements.

FACILITIES & SPACE REQUIREMENT

The Center for Excellence in Teaching and Learning is being developed in Bailey Hall to serve as the academic and social center for students in all teacher education programs.

COOPERATING PROGRAMS

University of Southern Maine

- Teacher Education Department
- Special Education Department - exploring minor for added endorsement 282
- Literacy, Language, and Culture Department - exploring minor for added endorsement in ESL
- Office of Educator Preparation

Financial Considerations

REVENUE PROJECTIONS

AY 2020-2021			
Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	17	In-state	\$281
Non-interns	221		
Total	238		
Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12
Total Program Revenue			
\$888,522			
Other subject area			
Total Credit Hours			
Fall	12		
Spring	6		
Total	18		
FEES: Course fees and/or program f TBD			
Total Institutional Revenue			
\$2,006,340			
Total includes all students all subject area			

AY 2021-2022			
Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	25	In-state	\$281
Non-interns	275		
Total	300		
Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12
Total Program Revenue			
\$1,138,050			
Other subject area			
Total Credit Hours			
Fall	12		
Spring	6		
Total	18		
FEES: Course fees and/or program f TBD			
Total Institutional Revenue			
\$2,529,000			
Total includes all students all subject area			

AY 2022-2023			
Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	30	In-state	\$281
Non-interns	300		
Total	330		
Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12
Total Program Revenue <div>\$1,264,500</div>			
Other subject area <div>Total Credit Hours</div> <div>Fall 12</div> <div>Spring 6</div> <div>Total 18</div>			
FEES: Course fees and/or program TBD			
Total Institutional Revenue <div>\$2,781,900</div>			
Total includes all students all subject area			

AY 2023-2024			
Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	40	In-state	\$281
Non-interns	325		
Total	365		
Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12
Total Program Revenue <div>\$1,433,100</div>			
Other subject area <div>Total Credit Hours</div> <div>Fall 12</div> <div>Spring 6</div> <div>Total 18</div>			
FEES: Course fees and/or program TBD			
Total Institutional Revenue <div>\$3,076,950</div>			
Total includes all students all subject area			

AY 2024-2025			
Student Count, Internship year		Tuition Rate/Credit Hour	
Interns	60	In-state	\$281
Non-interns	340		
Total	400		
Credits w/in Major, Interns		Credits w/in Major, Non-Interns	
Total Credit Hours		Total Credit Hours	
Fall	18	Fall	3
Spring	12	Spring	9
Total	30	Total	12
Total Program Revenue			
\$1,652,280			
Other subject area			
Total Credit Hours			
Fall	12		
Spring	6		
Total	18		
FEES: Course fees and/or program f TBD			
Total Institutional Revenue			
\$3,372,000			
Total includes all students all subject area			

Revenue is based on enrollment projections approved by Nancy Griffin,
Chief Operating Officer.

PERSONNEL

Compensation	Salary	Benefits	Total FY21	Total FY22	Total FY23	Total FY24	Total FY25
FT Tenure 1 (Program Director) Schmitt	\$60,000	\$31,920	\$91,920	\$91,920	\$91,920	\$91,920	\$91,920
FT Tenure 2 - search for '20	\$60,000	\$31,920	\$91,920	\$91,920	\$91,920	\$91,920	\$91,920
FT Tenure 3 - search for '21	\$60,000	\$31,920		\$91,920	\$91,920	\$91,920	\$91,920
FT Tenure 4 - search for '22 when 365 students	\$60,000	\$31,920			\$91,920	\$91,920	\$91,920
OEP Field Coordinator	\$40,000	\$31,920	\$71,920	\$71,920	\$71,920	\$71,920	\$71,920
Program Coordinator - Prof Staff - 11 month	\$40,000	\$21,280	\$61,280	\$61,280	\$61,280	\$61,280	\$61,280
Administrative	\$30,000	\$31,920	\$61,920	\$61,920	\$61,920	\$45,960	\$45,960
PD Summer Stipend (1/9 salary)	\$6,667	\$527	\$7,194	\$7,193.67	\$7,194	\$7,194	\$7,194
Annual Total Compensation			\$386,154	\$478,074	\$569,994	\$554,034	\$554,034

As previously mentioned, the Teacher Education Department currently has 6 core faculty (represented as FT Tenure 4, Lecturer 1, Fixed-length 1) for the graduate ETEP program, the undergraduate pathway for 7-12 teachers as well as this proposed Elementary Education major. The table above is for faculty committed to the Elementary Education major and the undergraduate 7-12 pathway students who major in content areas. The 7-12 pathways have 154 students enrolled as of 2/4/2019 in addition to the 178 students in the K-8 pathways. We have been approved to search for a new tenure-track faculty position (FT Tenure 2) with elementary education expertise to replace the fixed-length position for fall 2020. The coordination of the program of this size requires a professional staff position as well as administrative assistant support.

OPERATIONAL BUDGET

To expand our partnerships we will need to add additional partner districts and fill in the districts that we currently partner with. We pay a stipend of \$5,000 annually for district coordinator that's included in the average \$1500 per student for mentor, supervisor and district coordinator costs.

PROGRAM EXPENSES AND REVENUE

SUMMARY OF PROJECTED INCOME/EXPENSES

Elementary Ed Undergraduate Major

Expenses

Academic Year	Operational (non-comp)	Personnel (compensation)	Total
20-21	\$47,220	\$386,154	\$433,374
21-22	\$59,620	\$478,074	\$537,694
22-23	\$67,370	\$569,994	\$637,364
23-24	\$82,870	\$554,034	\$636,904
24-25	\$113,870	\$554,034	\$667,904

Revenue

Academic Year	Program Revenue	Institutional Revenue
20-21	\$888,522	\$2,006,340
21-22	\$1,138,050	\$2,529,000
22-23	\$1,264,500	\$2,781,900
23-24	\$1,433,100	\$3,076,950
24-25	\$1,652,280	\$3,372,000

NOTE: Revenue Projections
do not include Fees

Net Income

Academic Year	Total for Program	Total for USM
20-21	\$455,148	\$1,572,966
21-22	\$600,356	\$1,991,306
22-23	\$627,136	\$2,144,536
23-24	\$796,196	\$2,440,046
24-25	\$984,376	\$2,704,096

Program Evaluation

The CA EP will require the program to complete a rigorous self - study analysis for the purposes of evaluating compliance for the substantive change. The first program accreditation campus visit is scheduled for fall 2021. Upon being approved for the substantive change, CA EP will require the program to submit annual reports identifying areas of compliance, and non - compliance, with the accreditation standards. In the 2021-2022 academic year, the program will apply for reaccreditation. The process will include an additional self - study and scrutinizing site visits at all program locations. The self - studies and annual reports require the program to assess formative and summative programmatic goals and outcomes. In addition, the Director of Educator Preparation will collaborate with the Dean and Provost to maintain compliance.

Appendices

Appendix A: Program Outcome Standards

MAINE INITIAL TEACHER CERTIFICATION STANDARDS

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: ISTE Technology Standards for Teachers

Effective teachers model and apply the International Society for Technology in Education standards for students as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Appendix B: Elementary Education Major Program Plan

Bachelor of Science in Elementary Education

Required Coursework

Courses marked with * include field placements for students. Courses marked with ^ fulfill USM Core Curriculum requirements. All courses are 3 credit hours, unless otherwise noted.

Track A : Elementary Education Major plus 24 credit hours in a discipline (English, History, Liberal Studies, Geography/Anthropology, Math, Science)

Pre - Candidacy

EDU 100: Exploring Teaching*

EDU 222: Foundations of Language/Literacy Development*

EDU 305: Foundations of Cultural/Linguistic Diversity^* (DIV)

EDU 310: Purpose of Schooling in a Democracy*^ (EISRC, INT)

HRD 200: Multicultural Human Development^ (SCA)

SED 335: Students with Exceptionalities

Candidacy

EDU 230: Teaching Through the Arts^ (CE) [Required]

EDU 300: Educational Media and Technology [Recommended]

EDU 336: Children's Literature [Recommended]

EDU 405: Teaching Math K - 8

EDU 442: Seminar in Teaching*

EDU 445: Student Teaching^ (6 credits) (Capstone)

EDU 451: Teaching Social Studies K - 8

EDU 452: Teaching Science K - 8

EDU 465: Teaching Reading K - 8

EDU 466: Intro to the Writing Process

SED 420: Multi-Tiered Systems of Support

EDU 546: Planning & Assessment I

EDU 547: Planning & Assessment II

Total Required Credits: 54

Maine Elementary Certification Requirements

World History (Choose 1): HTY 101, HTY 102

U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231

Math 232

Science Lecture/ Lab that meets Core^ (SE)

Science with Lab

Total Credits: 33

Track B: Double Major in Elementary Education and English (36 credits), History (39 credits), or Liberal Studies (36 credits)

Pre - Candidacy

EYE 108: Culture, Identity, and Education^ (EYE)

EDU 222: Foundations of Language/Literacy Development*

EDU 305: Foundations of Cultural/Linguistic Diversity^^ (DIV)

EDU 310: Purpose of Schooling in a Democracy^^ (EISRC, INT)

HRD 200: Multicultural Human Development^ (SCA)

SED 335: Students with Exceptionalities

Candidacy

EDU 230: Teaching Through the Arts^ (CE) [Required]

EDU 405: Teaching Math K - 8

EDU 442: Seminar in Teaching*

EDU 445: Student Teaching (6 credits) (Capstone)

EDU 451: Teaching Social Studies K - 8

EDU 452: Teaching Science K - 8

EDU 465: Teaching Reading K - 8

EDU 466: Intro to the Writing Process

SED 420: Multi - Tiered Systems of Support

EDU 546: Planning & Assessment I

EDU 547: Planning & Assessment II

Total Required Credits: 54

Maine Elementary Certification Requirements

World History (Choose 1): HTY 101, HTY 102

U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231 or 232

Science Lecture/ Lab that meets Core^ (SE)

Science with Lab

Total Credits: 33

Track C: Accelerated Pathway to M.S.Ed. in Teaching and Learning
/ETEP

Required Courses

EDU 222: Foundations of Language/Literacy Development*

SED 335: Students with Exceptionalities

Total Credits: 6

Recommended Courses and Core

HRD 200: Multicultural Human Development^ (SCA)

EDU 310: Purpose of Schooling in a Democracy*^ (EISRC, INT) OR

ADS 300: Ethics and Youth with Exceptionalities^

Total Credits: 6

Maine Elementary Certification Requirements

World History (Choose 1): HTY 101, HTY 102

U.S. History (Choose 1): HTY 121, HTY 122, HTY 123

English 100^ or 101^ (CW)

English 140^ (CI)

Math 120^ or 105^ (QR)

Math 131

Math 231

Math 232

Science Lecture/Lab that meets Core^ (SE)

Science with Lab

Total Credits: 33

Appendix C: Elementary Education Major: Proposed Sequence of Courses for Tracks A and B

Note: This proposed sequence of courses only includes courses that are included in the Elementary Education major itself. Courses required for certification and other courses may be used to fill out credit hours in each semester. Courses marked with * include a field experience placement.

Year One

Fall

Spring

Course	Credits	Course	Credits
EDU 100 (Track A)*	3	EDU 222*	3
EYE 108 (Track B)	3	HRD 200	3

Total Education Major Credits: 9

Year Two

Fall

Spring

Course	Credits	Course	Credits
EDU 305*	3	EDU 310*	3
SED 335	3		

Total Education Major Credits: 9

In the first two years of the program, students work on completing requirements for entering candidacy, which they officially apply for during the second semester of Year Two for admission into the major in Year Three. Education courses are divided among semesters so that students have a classroom / organization placement each semester and are not trying to complete too many classroom hours in a single semester. HRD 200 and SED 335 are taken pre-candidacy so students have a knowledge base of diversity issues and student exceptionalities prior to completing candidacy materials. It is expected that students take other courses during this time that will help meet disciplinary content requirements for certification.

Year Three

Fall

Spring

Course	Credits	Course	Credits
EDU 230	3	EDU 442*	3
EDU 300 (Rec. for	3		

Track A)			
EDU 336 (Rec. for Track A)	3		

Total Education Major Credits: 6 - 12

During Year Three, students are accepted into candidacy and begin taking professional courses. During the fall semester, students take EDU 230 Teaching through the Arts in order to expand their conception of what can happen in an elementary classroom and what K-6 teaching can look like. Those enrolled in Track A also have the opportunity to take courses in educational technology and children's literature. In spring, students take a planning and assessment course to introduce them to the fundamentals of lesson planning and data-driven assessment. The goal during Year Three is to lay a strong foundation to help ensure success at during the internship in Year Four.

Year Four

Fall

Course	Credits	Course	Credits
EDU 445	3	EDU 445	3
EDU 451	3	EDU 466	3
EDU 452	3	EDU 547	3
EDU 465	3	SED 420	3
EDU 546	3	EDU 405	3

Total Elementary Major Credits: 30

Students take part in a year-long internship opportunity during Year Four. Building on Year Three courses and experiences, students take methods courses in science and social studies methods as well as teaching students with exceptionalities. The most important feature of Year Four is the year-long internship. During this internship, students learn as part of a cohort model that is placed in one of our partner districts. This internship experience serves as the capstone course for the Elementary Education

Major and gives students access to hands-on application of what they have learned at USM through the duration of their program .

Appendix D: Professional Position Description

PROFESSIONAL POSITION DESCRIPTION

Position Title: Coordinator of Undergraduate Teacher Education
Division: College of Management and Human Development
Department: School of Education and Human Development
Location: Office on Gorham campus with expectation of work/service in Portland, Gorham and LAC
Schedule: Regular, full time, with nights and weekends as required
Reports to: Associate Dean, School of Education and Human Development

STATEMENT OF THE JOB: The coordinator of undergraduate teacher education is responsible for facilitating multiple advising, program growth and maintenance projects. Some of these items are done independently and others are done in collaboration with the faculty member who is the Faculty Coordinator of Undergraduate Teacher Education Programs in the School of Education and Human Development. The major areas addressed by this position include coordination of the Center for Excellence in Teaching; program recruitment and advising; support for the undergraduate admissions; data tracking related to the undergraduate program as required by accreditation and approval agencies; facilitating the evaluation of prior course work for students; coordinating review and revision of catalog content for the undergraduate program; coordinating student and faculty computer training, parking, security and other onboarding process for multiple clinical agencies; assisting with part-time faculty hiring and orientation; problem solving related to undergraduate program student teaching placements as needed and supporting accreditation related activities as needed.

ESSENTIAL FUNCTIONS:

1. Student Recruitment and Pre-Admissions Advising
 - a. Representation at open houses, admitted student day, etc.
 - b. Prospective student advisor - connection to Admissions and community colleges
2. Admissions Assistance
 - a. Assist with admissions processes for the undergraduate program.
 - b. Serve on the Undergraduate Admissions and Advancement Committee
 - c. Assist with processing of applications for review by the committee.
 - d. Maintain statistics related to applications, admissions, enrollment and completion.
 - e. Coordinate review process of prior course work for students requesting course substitutions.
 - f. Orientation planning
3. Support for Praxis I testing
 - a. Coordinate resources for supporting students to register for, sit for, and be successful passing Praxis Core and Praxis II exams required for licensure
4. Program Maintenance
 - a. Work with the Faculty Coordinator of Undergraduate Education Programs to develop the course schedule for each semester based on student and programmatic needs.
 - b. Confirm with the Field Placement and Certification Coordinator to assure that contracts are in place for all potential placements.
5. Serve as Web Manager for the Undergraduate Teacher Education Programs web pages
 - a. Work with marketing to assure web content is updated appropriately and is current.
 - b. Work with web content owners to assure review and revision schedule is followed.
 - c. Function in role of CMS Superuser and assist content coordinator change request process.

6. Assistance with Accreditation
 - a. State Accreditation
 - b. CAEP National Accreditation
7. Assistance with Grant writing
8. Additional duties as reasonably assigned.

SUPERVISORY RESPONSIBILITIES: Potential for work study students and graduate assistants.

BUDGET RESPONSIBILITIES: none

PUBLIC AND PROFESSIONAL ACTIVITIES RELATED TO JOB PERFORMANCE:

Working with faculty, students, staff, and community and schools as needed to fulfill job responsibilities. Attend state and regional meetings as appropriate.

INTERNAL AND EXTERNAL CONTACTS:

Internal: Associate Dean, School of Education and Human Development; Faculty Coordinator of Undergraduate Programs; education faculty (both full-time and part-time); Office of Educator Preparation staff; education students; marketing and other university faculty and staff as appropriate.

External: Community and school personnel involved with mentor and supervisor contracts and student placements; clinical placement coordinator and faculty at other educational institutions; and other staff as appropriate.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Excellent computer based organizational skills including creating and improving organizational systems with multiple variables (e.g., maintain accurate and detailed reports and records).
- Excellent public relations skills including ability to reach out to appropriate sources to get the resources or find information needed to be successful, using proper etiquette both electronic and interpersonally.
- Strong professional communication skills, calmly working with people expressing frustration, remaining flexible and effective during unexpected situations or changing conditions,
- Develop and maintain excellent working relationships with multiple faculty and students.
- Keep updated records and attend to details despite much change.
- Show a high level of dedication by following through with commitment, in a reliable and communicative manner.
- Take the initiative to solve or improve problems and situations proactively without needing supervision.
- Manage time to accomplish tasks efficiently and effectively (e.g., multi-task).

QUALIFICATIONS:

Required:

- Baccalaureate degree
- Current knowledge of teacher preparation requirements.
- Minimum of one year of related experience

Preferred:

- Baccalaureate or Master's degree in education.
- Prior experience in teacher preparation or student services in an institution of higher learning

****NOTE:** All individuals who are recommended to fill and subsequently offered a position with **special essential responsibilities** as listed above, or other licensure or certification, shall have the following additional applicable background screening completed (in addition to regular and standard background screening) based on the responsibilities of the position: Credit history screening, and/or Sex offender registry screening, and/or Federal criminal history screening and/or License/certification verification.*

For Human Resources Use**Date Approved:****Date Revised:****Job Family:** 18**Salary Band:** 03**Unit:** UMPSA**CUPA code:** 412100**Employee:** TBD**Position #:** 00024010

Appendix E: Office of Educator Preparation Staff Position Description

Proposed OEP Description for Elementary Education Major

PROFESSIONAL POSITION DESCRIPTION

Position Title: Coordinator of Undergraduate Education Early Field Experiences

Division: College of Management and Human Development

Department: Office of Educator Preparation

Location: Office on Gorham campus with expectation of work/service in Portland, Gorham and LAC

Schedule: Regular, full time

Reports to: Director of the Office of Educator Preparation and Professional

Development Center, School of Education and Human Development

STATEMENT OF THE JOB: The coordinator of undergraduate education early field experiences is responsible for facilitating the early field experience placements within the courses for the undergraduate elementary education major. Some of these items are done

independently and others are done in collaboration with other staff within the Office of Educator

Preparation and faculty within Undergraduate Teacher Education Programs in the School of

Education and Human Development. The major areas addressed by this position include coordinating partnerships with new locations, communicating with students and faculty, collecting data and feedback from field placement locations, coordinating finance and payment

processes for external partners, coordinating the Criminal History Record Check (CHRC) program requirements with students, faculty, and external partners. Additionally, problem solving related to undergraduate program early field experience placements supporting accreditation related activities as needed.

ESSENTIAL FUNCTIONS:

1. Developing partnerships with schools/organizations for early field experience placements
2. Coordinating with schools/organizations and faculty for placing students in early field experiences
3. Coordinating the host teachers for program implementation and data collection
4. Coordinating student communications about CHRC requirements
5. Monitoring student completion of CHRC requirement and reporting to staff, faculty and external partners.
6. Coordinate Early Field Experience Host Site Payments through online payment system or other methods
7. Collect and organize student data tracking for progress toward program completion
8. Track and monitor student readiness for early field experiences, including CHRC
9. Assistance with National Accreditation and state program review.
1. Additional duties as reasonably assigned.

SUPERVISORY RESPONSIBILITIES: Potential for work study students

References

- Zygmunt, E., Cipollone, K., Clark, P., & Tancock, S. (2018). *Community - engaged teacher preparation*. Oxford University Press online. DOI: [10.1093/acrefore/9780190264093.013.476](https://doi.org/10.1093/acrefore/9780190264093.013.476).
- Sutcher, L., Darling - Hammond, L., & Carver - Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Washington, D.C.: Learning Policy Institute. Retrieved Aug 10, 2019 from <https://learningpolicyinstitute.org/product/coming-teaching-crisis>.

Rogers-Ard, R., Knaus, C., Bianco, M., Brandehoff, R., & Gist, C.
(2019). The grow your own collective: A critical race movement to
transform education. *Teacher Education Quarterly*, Winter, 23 - 34.



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

Tel: 207-973-3211

Fax: 207-581-9212

www.maine.edu

Date: August 25, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

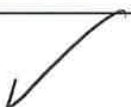
University of Maine
at Presque Isle

University of
Southern Maine

Regarding: UM Academic Program Proposal: M.S. in Data Science and Engineering

Please find the attached program proposal from the University of Maine (UM) to offer an M.S. in Data Science. The attached material contains multi-level approvals, including that of Pres. Joan Ferrini-Mundy, as well as the full program proposal. The program includes a graduate certificate and 4+1 option for qualified students, making the program more competitive and maximizing its enrollment and workforce development potential.

The proposed M.S. in Data Science and Engineering, including the graduate certificate and proposed 4+1 arrangement, was reviewed and recommended by the Chief Academic Officers Council (CAOC) on August 6, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
			Approval of UM MS in Data Science and Engineering

Dannel Malloy
Chancellor Dannel Malloy

Aug 31 2020
Date

Office of the Executive Vice President
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

August 3, 2020

TO: Robert Placido, Interim Vice Chancellor for Academic Affairs

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

RE: UM proposal: MS in Data Science and Engineering (includes Graduate Certificate and 4+1)

CC: Joan Ferrini-Mundy, President
Emily Haddad, Dean of the College of Liberal Arts and Sciences
Dana Humphrey, Dean of the College of Engineering
Kody Varahramyan, Vice President for Research and Dean of the Graduate School

A handwritten signature in blue ink that reads 'Faye W. Gilbert'.

On behalf of the University of Maine, attached please find a proposal for a new MS in Data Science and Engineering, with an associated Graduate Certificate and 4+1 pathway.

This proposal has received all appropriate campus review and approval.

Section 305.1 "Academic Program Approval" I. "Approval of Undergraduate Majors, graduate degree programs, and advanced certificates of study" is the relevant section of the BOT Policy and Procedure Manual. The manual indicates that the proposal should next be brought to a regular business meeting of the Chief Academic Officers for consideration.

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

Academic Degree Program Request

Benefit Statement

We propose **MS, 4+1, and Graduate Certificate programs in Data Science and Engineering**. Data science and engineering addresses the challenges of capturing, curating, managing, processing, analyzing, and translating massive, complex, heterogeneous, and dynamic data into manageable forms, new information, and insights. The pervasive application of artificial intelligence (AI) techniques in continuous mining of big data across diverse domains is now viewed as essential by businesses and government in improving decision-making and acquiring insights that were not previously possible. For businesses, governments and academic institutions throughout Maine and beyond there is a growing need for a workforce well trained in exactly such skills.

Executive Summary

	Academic Year (Fall)			
	2020	2021	2022	2023
Projected new university enrollment due to this program	10	15	25	30
Briefly describe any other anticipated enrollment benefit	The existence of these programs, particularly the Graduate Certificate, will make other UMaine programs more competitive.			
Estimated revenue beyond tuition and fees, if any	N/A	N/A	N/A	N/A
Briefly describe source of this other revenue				
New FTE faculty and/or staff necessary for the degree program	0.5	0.5	0.5	0.5
Total new employee salary and benefits	\$45,000	\$45,000	\$45,000	\$45,000
Total other expenses (supplies, renovations, etc.)	\$73,000	\$73,000	\$58,000	\$58,000

If new tuition, fees, and other revenue generated by this program will not fully offset the expenses necessary to deliver the program, provide a brief justification for adding the program and explain how the expenses of the program will be covered.

Once the program grows to anticipated size, revenue sharing from tuition and fees should be sufficient to cover program costs. In the startup years, funds will be needed to meet fixed costs, specifically the half-time Program Coordinator, Director stipend, costs of foundation courses, and marketing costs. There is an initial, one-time need for classroom upgrades to support distance-learning.

Office of the Executive Vice President
for Academic Affairs & Provost



5703 Alumni Hall, Suite 201
Orono, Maine 04469-5703
Tel: 207.581.1547
Fax: 207.581.1633
umaine.edu

TO: JOAN FERRINI-MUNDY, PRESIDENT

FROM: FAYE GILBERT, INTERIM EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

SUBJECT: PROPOSAL FOR MS IN DATA SCIENCE AND ENGINEERING AND GRADUATE CERTIFICATE IN DATA SCIENCE AND ENGINEERING; (INCLUDES 4+1 OPTION)

DATE: JULY 28, 2020

CC: KODY VARAHAMYAN, VICE PRESIDENT FOR RESEARCH AND DEAN OF THE GRADUATE SCHOOL
EMILY HADDAD, DEAN, COLLEGE OF LIBERAL ARTS & SCIENCES
DANA HUMPHREY, DEAN, COLLEGE OF ENGINEERING

Faye Gilbert

A multi-departmental faculty working committee, led by Dr. Penny Rheingans, Director of the School of Computing and Information Science, proposes a new interdisciplinary Master of Science in Data Science and Engineering, a Graduate Certificate in Data Science and Engineering and a 4+1 option for UMaine students. The proposal notes that the "4+1 option will be open to other UMS campuses on a case-by-case basis".

Rationale

This proposal is for the establishment of a Master of Science in Data Science and Engineering (DSE) with both online and in-person options, as well as a graduate certificate and 4+1 option. This program provides advanced training in data science and engineering, including data lineage, data quality, quality assurance, data integration, data collection, data processing, storage, privacy, security, curation, preservation, and scalable systems and data architecture for big data.. The MS in Data Science and Engineering will be offered with both thesis and non-thesis options. It is designed to serve students from a range of undergraduate majors, including social science, education, and business disciplines in addition to STEM fields.

Data science and engineering is a transdisciplinary field. As a research university with strong faculty expertise in each of the contributing disciplines, the University of Maine is ready to implement this new degree quickly and effectively, at a distance as well as on campus. Almost all required and elective courses are already being taught. Faculty members with established research programs on topics such as data visualization, data management, information systems, etc., will enrich both mentoring and classroom learning for DSE graduate students.

The transdisciplinary field of data science and engineering has emerged due to the advances in research in this field, where the University of Maine has significant research resources and programs, led by nationally recognized faculty. The MS and certificate programs in DSE have been developed by these faculty members, who also would carry out the instruction. This results in a nationally recognized

program, where students have the opportunity to be taught by top experts in the field, and benefit from the advances in knowledge that keep occurring at a rapid rate due to research in this field. Thus, the University of Maine, as the State's public research university, is best qualified and has significant strengths and expertise to offer this program, where the university's research enterprise provides a key conduit for bringing the knowledge gained through research to the students, and doing so in a synergistic manner between research and education to best address the workforce needs of the State and beyond in this important field.

This program, founded on UMaine's research expertise, seeks to fulfill a growing work-force demand for employees able to meet complex data and analytics challenges. Data science and engineering has become a critical skill field due to the collection, curation, and use of massive data sets and the need to render this information into usable forms. Artificial intelligence (AI) techniques are used ubiquitously in mining big data to improve decision-making and to discover insights otherwise not possible. These skills have become essential across myriad sectors including engineering, health care, environmental and social sciences, business, industry, and government. Jobs requiring these skills are well compensated, increasing in number, and important to Maine's economy.

The UMaine faculty team conferred with all UMS campuses that offer academic courses at the 400 level or above that would be relevant to the MS in Data Science and Engineering. Up to 9 of the 30 credits required for the MS may be taken at another UMS campus. The proposal specifies the courses from other campuses that would contribute to the degree in DSE, and lists faculty from those campuses who could potentially join graduate committees. It also includes a significant number of graduate courses at the Maine Business School, delivered collaboratively between UMaine and USM.

USM is also developing a Data Science graduate program proposal and the UMaine team has discussed the two proposals with USM colleagues. They believe the programs will be complementary and will provide opportunities for collaboration, including "promising potential for shared term projects, with team members distributed between the two universities", for example. UMA has been engaged in discussions regarding sharing upper level courses and developing a 4+1 pathway that would allow students to complete the MS in Data Science and Engineering with one year beyond the BS degree in Data Science. Further, the 4+1 option will be open to other UMS campuses on a case-by-case basis. These inter-campus connections are likely to increase over time.

This full proposal received review and approval from the planning team, five college deans, Graduate Board, Vice President for Research and Dean of the Graduate School, Program Creation and Reorganization Review Committee (PCRR), and the Faculty Senate (April 8, 2020 vote: approved 41; no 6; abstain 3).

I have reviewed and approved the proposal, as well. I concur with Vice President Varahramyan that the program will not initially require the level of administrative support outlined in the proposal, until sustainable enrollment increases are realized.

The newly required UMS Academic Program Request cover sheet containing financial information about the proposal is attached.



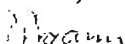







A separate MOU outlining the specific details for governance for this interdisciplinary offering is also attached for your information. This is an internal document that need not be forwarded for off-campus review.

Section 305.1 "Academic Program Approval" is the relevant section of the BOT Policy and Procedure Manual. The manual outlines the next step, assuming your approval: "After completion of the campus program evaluation process, University of Maine System evaluation is initiated by submission of the proposal by the university President to the Vice Chancellor for Academic Affairs who will acknowledge receipt of the document and distribute the proposal electronically to members of the Chief Academic Officers Council (CAOC)."

If you approve, my office will transmit the proposal on behalf of the University of Maine to the Interim Vice Chancellor for Academic Affairs.

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

Approval page for Graduate Programs in Data Science and Engineering

	2/25/20
Kate Beard, Planning Cmt Co-chair	Date
	2/25/20
Shaleen Jain, Planning Cmt Co-chair	Date
	2/25/20
Penny Rheingans, Planning Cmt Char	Date
	02/28/20
Mary, Gresham	Date
Interim Dean, College of Education and Human Development	
	Date
Dana Humphrey	
Dean, College of Engineering	
	2/27/20
Emily Haddad	Date
Dean, College of Liberal Arts and Sciences	
	3/20/20
Michael Weber	Date
Graduate Dean, Maine Business School	
	3/11/2020
Fred Servello	Date
Dean, College of Natural Sciences, Forestry, and Agriculture	
	3/27/20
Kody Varahramyan	Date
VP for Research and Dean of the Graduate School	
	7/14/2020
Faye Gilbert	Date
Interim Executive VP for Academic Affairs and Provost	

Approval page for Graduate Programs in Data Science and Engineering

<u>Kate Beard</u> Kate Beard, Planning Cmt Co-chair	<u>2/25/20</u> Date
<u>Shaleen Jain</u> Shaleen Jain, Planning Cmt Co-chair	<u>2/25/20</u> Date
<u>Penny Rheingans</u> Penny Rheingans, Planning Cmt Char	<u>2/25/20</u> Date
<u>Mary, Gresham</u> Interim Dean, College of Education and Human Development	<u> </u> Date
<u>Dana Humphrey</u> Dean, College of Engineering	<u>3/11/20</u> Date
<u>Emily Haddad</u> Dean, College of Liberal Arts and Sciences	<u> </u> Date
<u>Michael Weber</u> Graduate Dean, Maine Business School	<u> </u> Date
<u>Fred Servello</u> Dean, College of Natural Sciences, Forestry, and Agriculture	<u> </u> Date
<u>Kody Varahramyan</u> VP for Research and Dean of the Graduate School	<u> </u> Date
<u>Faye Gilbert</u> Interim Executive VP for Academic Affairs and Provost	<u> </u> Date
<u>Joan Ferrini-Mundy</u> Joan Ferrini-Mundy President	<u>7.31.20</u> Date

This approval is based on the program proposal dated Feb 20

**UNIVERSITY OF MAINE SYSTEM
NEW GRADUATE PROGRAM PROPOSAL
FEBRUARY 2020**

I. Full Program Title

Degree: Master of Science

Area: Data Science and Engineering

CIP Code: 30.3001

Persons Responsible for Planning

Kate Beard, Professor, Spatial Informatics, co-lead

Penny Rheingans, Director, School of Computing and Information Science, co-lead

Ali Abedi, Professor, Electrical and Computer Engineering

Kathleen Bell, Professor, School of Economics

David Hiebeler, Professor, Mathematics and Statistics

Shaleen Jain, Professor, Civil and Environmental Engineering

Tora Johnson, Associate Professor, Geographic Information Systems, UMM

Ben King, Assistant Professor, Molecular and Biomedical Science

Yonggang Tim Lu, Associate Professor, Maine Business School

Craig Mason, Professor, Education and Applied Quantitative Methods

Judith Rosenbaum, Associate Professor, Communication and Journalism

Salimeh Yaseai Sekeh, Assistant Professor, Computer Science

Yifeng Zhu, Professor, Electrical and Computer Engineering

University of Maine, Orono, ME 04469

II. Program Objectives

We propose a M.S. degree in Data Science and Engineering to train students in the management, analysis, and visualization of large and complex data sets as a hybrid degree with both on-line and in-class options. The near-term goal is that the graduate program may be completed entirely on the campus in Orono, entirely online, or through a combination of courses taken online and on-campus at the Orono and other UMS campuses. Ultimately, as a general rule, students participating in courses online view class videos and accomplish assignments at any time throughout the week. They have the weekly opportunity to participate in a one to two-hour "live" discussion session with the professor at a mutually convenient time for distance class members prior to due dates for weekly assignments. Many of the graduate courses are already offered under this dual method of offering the course live for on-campus students with students at a distance viewing the class sessions at times that meet their schedules. Initially, some thematic core and domain specialization courses will be offered only on-campus with the expectation that over time, a majority of courses offered from UMaine will move to either

hybrid dual or solely online versions. Regardless, it will be possible to earn the degree immediately online even though the selection of thematic core and domain specialization courses may be limited initially.

The program includes a set of core courses grouped in themes and a set of domain specialization courses. Students may focus solely on the Data Science and Engineering core or tailor the degree to emphasize one or domain specializations. To complement both thematic core and domain specializations, some courses may be taken in-class or by distance from other Maine universities if pre-approved for inclusion in graduate student Programs of Study assuming that other program requirements are met.

A. Program Rationale

Data science and engineering has become a critical skill field for the 21st century. Data science and engineering addresses the challenges of capturing, curating, managing, processing, analyzing, and translating massive, complex, heterogeneous, and dynamic data into manageable forms, new information, and insights. A host of new technologies (advanced computer modeling, smart sensor networks, high-precision lab instruments, wireless telecommunications, smart devices, and social media) are generating data collections at unprecedented rates. There are numerous new applications for such data in engineering, environmental, and social sciences as well as in business, industry, and government. The pervasive application of artificial intelligence (AI) techniques in continuous mining of big data across diverse domains is now viewed as essential by businesses and government in improving decision-making and acquiring insights that were not previously possible. For businesses, governments and academic institutions throughout Maine and beyond there is a growing need for a workforce well trained in exactly such skills.

Data science and engineering is intrinsically transdisciplinary. In this emerging and rapidly evolving field, precise definitions and boundaries do not yet exist. The terms “data science” and “data engineering” are used in overlapping ways, with “data science” or “data science and engineering” usually used to indicate the field in a broad sense.

Representative descriptions of data science include:

- “novel mix of mathematical and statistical modeling, computational thinking and methods, data representation and management, and domain expertise” (Computing Research Association, 2016).
- “draws on diverse fields (including computer science, statistics, and mathematics), encompasses topics in ethics and privacy, and depends on the specifics of the domain to which it is applied ” (National Academies, 2018).

We have called this proposed program “data science and engineering” as both a clear indication of the disciplinary breadth and an acknowledgment of its roots in the UMaine

Emerging Area in Data Science and Engineering. For brevity, we will sometimes call the topic simply “data science.”

Data science and engineering relies on a novel mix of mathematical and statistical modeling, computational thinking and methods, data representation and management, effective information presentation, and consideration for responsible use of data in the context of various fields of domain expertise. Data science and engineering requires a deep understanding of how data are acquired and an understanding of the semantics of the data, which strongly influences how data are acquired, stored, accessed, analyzed, and presented. Data lineage, data quality, quality assurance, data integration, storage, privacy, security, and scalable systems and data architecture for big data are all critical topics in a robust data science program. Longer-term management and reuse of data is also becoming critical, so longer-term curation and data preservation must also be addressed.

The University of Maine has a solid foundation of existing strengths and resources for developing Data Science and Engineering graduate programs. The programs will draw upon faculty and courses from throughout the University and other UMS campuses. A few initial domain specializations are outlined below. Additional domain specializations are being developed through collaboration among multiple units on campus. The list of faculty below is indicative of the breadth of this collaboration at UMaine and beyond.

B. General Program Goals

The objective of the Data Science and Engineering M.S. program is to meet the growing demand for graduates with core skills in managing and analyzing complex data and analytics challenges. The degree will provide a pathway for students from diverse fields to transition to multiple data science and engineering career paths by providing them with core graduate level courses across the entire spectrum of the data lifecycle. In support of the interdisciplinary spirit of data science and engineering, the program is designed to accommodate students from a wide range of undergraduate degrees or other graduate degree backgrounds with options for specialization in different domains. A collection of hybrid courses with in-class and online options will support students in residence as well as meet the needs of people currently in the workforce or who are otherwise place-bound and need training or retraining in the area of Data Science and Engineering.

C. Program Goals and Learning Objectives

Graduates of this program will achieve the following learning objectives:

- an appreciation of data sources, the data acquisition process, data types, data quality, and methods for cleaning.

- an understanding of issues impacting the efficient processing, representing, storing, managing, and retrieval of large amounts of data.
- an understanding of how to leverage modern computational infrastructures and software tools to perform large-scale data analysis and machine learning.
- an understanding of common analytical tools, their methods, their effective use, and the strengths and limitations of each.
- the skills to effectively explore and present data to different audiences through visual and multimodal methods.
- a familiarity with data security, curation, and preservation strategies
- the ability to form questions for analysis from an understanding of the characteristics and goals of different application domains.
- an awareness of the ethical issues, risks, and responsibilities related to data science.

Students will have an option to complete a 30-credit MS degree or a 15-credit graduate certificate.

III. Evidence of Program Need

A. Workforce Needs

The importance of data science and engineering to all fields is predicted to grow exponentially and has prompted the launch of cross-agency federal research programs in data science. Six federal departments and funding agencies (NSF, NIH, DoD, DARPA, DoE, and USGS) have prioritized an initiative to accelerate the pace of knowledge discovery in large datasets [OSTP, 2012]. In the business world [Forbes, 2012], forecasts put the yearly demand for roles relating to data development, data science, and data engineering to reach almost 700,000 openings by 2020. It has also been reported that the United States faces a shortage of more than 140,000 trained personnel to manage and analyze big data [Manyika et al., 2011]. The Business-Higher Education Forum (BHEF) in 2019 projected continuing demand for graduates with data science and analytical skills [AMSTAT]. The workforce need is so great and UMaine expertise is so well established that *Data Science and Engineering* has been officially recognized by the University of Maine as an *Emerging Area of Excellence* worthy of special attention in providing support [UMaine SEA].

Market analysis using Burning Glass [BG 2019] of the workforce areas overlapping with the proposed program show substantial demand and anticipated growth (a specific Classification of Instructional Programs (CIP) code from the Department of Education for programs in Data Science will be introduced in 2020). Expected job growth in Maine of these occupations averages 8% in the next ten years, with particularly high growth expected in the areas of business intelligence, software development, network and systems engineering, IT management, and database management. The average projected salary for such jobs is over \$94,000, with expertise in data science topics such

as big data and DevOps bringing a salary premium. Expected growth in the broader New England area and nationwide is even stronger with expected growth of 14% and 16%, respectively, along with average salaries of \$102,992 and \$101,096.

B. Targeted Audiences Related to the Need for Graduate Education in this Field

The advanced knowledge provided by graduate-level data science programs is needed across a wide range of commercial, non-profit, and government settings. Individuals in all areas of private and public enterprise need data science skills for data management, analytics, planning, and decision support. Maine's industry and businesses, such as WEX, IDEXX Laboratories, Jackson Laboratory, Bath Iron Works, Humana, Unum, US Bancorp, Applied Thermal Sciences, and GWI, and startup companies such as CashStar and GreenPages Technology Solution, among many others stand to profit from data science and engineering research. In particular, we address the need for trained data analysts, which Maine's Department of Labor predicts to grow the fastest among all computer-related jobs in Maine.

Students from a wide range of academic backgrounds will be eligible to pursue this program. We illustrate some possible combinations of backgrounds and goals through the following example students:

- *Business student* with a background including a deep understanding of the business domain, some statistics and potentially more math, but likely not programming. Such a student would be motivated to understand how scientific and analytic methods fit into the business domain to improve decision-making.
- *Economics student* with a background including some statistics and mathematics, deep domain knowledge, and potentially economic modeling experience. Such a student would be motivated to broaden and further strengthen their technical and analytical expertise with methods and skills from data science and engineering. Potential employers might hire them for data analytics positions and to solve domain-specific applications.
- *Engineering student* with a strong STEM background including programming, statistics, and more math. Such a student would be motivated to strengthen their technical expertise with methods and skills from data science and engineering. For such a student, the tie to application domain would be an advantage for retention. Potential employers might hire them to design new platforms or develop new tools that demand strong skills in programming or hardware knowledge.
- *Math/statistics student* with a background including statistics, more math, but probably not programming. Such a student would be motivated to increase experience and interaction with industry and application domains.
- *Computing student* with a background including programming, statistics, and likely more math. Such a student would be motivated by an interest in exploring the technical aspects of data science or increasing their domain foundation.

Potential employers might hire them to design new platforms or develop new tools that demand strong skills in programming or application knowledge.

- *Ecology/environmental science student* with a background including some statistics, deep domain knowledge, and possible experience with the government/regulatory context of decision-making. Such a student would be motivated to increase their analytics skills and expertise. Potential employers might hire them to solve domain-specific applications.

- A student in the *Social or Behavioral sciences* with a background and interest in applied quantitative methods and innovative strategies for collecting, managing, analyzing, and communicating data to researchers, the public, and policy makers. Graduates would go on to assume data-focused roles in research labs, health centers, government agencies, and private industry.

C. Similar Programs Offered by Other Universities

Over 30 universities offer an online M.S. degree or certificate in Data Science. Some of these programs offer specializations, such as analytics, artificial intelligence, or data engineering. Part-time and full-time enrollment options are available for on-line data science degrees. Within the New England region, the following data science programs are offered:

Massachusetts: MIT: MicroMasters® program in Statistics and Data Science, Harvard: Graduate Certificate in Data Science, Master of Science in Computational Science and Engineering. Northeastern University: Master of Science in Data Science, Master of Professional Studies in Analytics, Graduate Certificate in Data Analytics. Boston University, UMass Amherst, and UMass Boston all offer graduate certificates in Data Analytics and/or Business Analytics. Bay Path University: Master of Science in Applied Data Science.

Connecticut: Yale University: Certificate in Data Science, Ph.D. in Statistics and Data Science. Central Connecticut State University: Graduate Certificate in Data Mining, Master of Science in Data Mining; Wesleyan University: Certificate in Applied Data Science

New Hampshire: New England College: Master of Science in Data Analytics and Business Statistics. Southern New Hampshire University: Master of Science in Data Analytics; University of New Hampshire: Graduate Certificate in Data Science (online), Graduate Certificate in Analytics, Master of Science in Analytics.

Vermont: University of Vermont: Master of Science in Biostatistical Sciences, Masters in Complex Systems and Data Science

Rhode Island: Brown University: Master of Science in Data Science – Campus only

University of Maine System: As the flagship campus of the UMS, UMaine has invested heavily in research-active faculty who bring a depth and expertise to the courses they will offer as part of this program. The opportunity to take graduate courses along with students in research-oriented graduate programs from faculty actively engaged in research is relatively unusual in Data Science MS programs and will provide substantial advantages to students. Individuals involved from the **University of Maine** and **University of Maine Machias** campuses are listed under the Personnel Section below.

The **University of Southern Maine (USM)** is also developing a Data Science graduate program proposal. From conversations with the leaders of that initiative (Bruce MacLeod of the Department of Computer Science, Muhammad Al-Taha of the Mathematics and Statistics Department, Matthew Bampton of the Muskie School of Public Service, all at USM), we believe the programs will be different and highly complementary, with students benefiting from the opportunity to choose between them or draw upon the resources of both. The programs will be different in flexibility, delivery method, and expected preparation of students. In its most recent circulated draft, the USM program would consist of seven specific core courses with electives available in a number of tracks, with all courses delivered only face-to-face. Students would be required to have a specific background in programming, calculus, probability, and statistics (ie, identical to entrance requirements for their MS in Statistics with an additional programming requirement), with required remedial work for those without that background. The proposed UMaine program offers a broader range of paths into and through the MS degree and thus allows students with greater variations in undergraduate backgrounds to pursue the UMaine graduate program. Initially, the courses included in the UMaine Data Science program will be a mix of those available either face-to-face or online; in time, virtually all will have online options. We are engaged with the leaders of the USM proposal about ways that the two programs might best support each other. We believe the two programs can share some course offerings as a way to obtain the most benefit from resources, while providing the most flexibility for students. We have also identified promising potential for shared term projects, with team members distributed between the two universities. We will continue our conversations about ways the two programs can best support each other.

Dr. Matthew Dube, lead proposer for an undergraduate Data Science degree at the **University of Maine at Augusta (UMA)** has been engaged in discussions of the potential for sharing upper level courses and providing a pathway for students completing the undergraduate degree from UMA to continue in Data Science, through the development of a joint Double Up (4+1) offering. That is, by double counting up to three courses, a UMA graduate may complete the MS Data Science in a single year beyond the BS.

All UMS campuses that offer academic courses at the 400-level or above that are suitable for inclusion in a MS Data Science and Engineering graduate program were contacted. We are particularly interested in engaging instructors on these campuses that are able and willing to teach such courses through distance technologies. We are providing flexible options for students to include selected courses from other Maine universities (pre-approved, 400-level and above taken in-class or by distance) in their graduate student Programs of Study. See Section IV for details on Maine campuses to be involved. More may be added over time.

D. Enrollment Projections for Five Years

The target enrollment goals over the first five years are as follows:

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
10	17	25	30	30

Because the program is designed to attract students from a broad range of undergraduate degrees and the program will be offered both on-campus and by distance, we believe the target enrollment numbers listed are conservative. These are numbers we can readily handle with existing course offerings and faculty advisors. Indeed, the demand may be higher.

IV. Program Content

A. General Program Description

The Data Science and Engineering program blends mathematical and statistical modeling, with computational methods, data representation and management, effective presentation for human consumption. General skills for managing and analyzing data can benefit from domain knowledge or interaction with domain experts. This program thus provides options and pathways to enrich general data science and engineering skills development with domain specialization.

The University of Maine Data Science and Engineering graduate programs and courses provide students with foundational knowledge and an overview of data science. They also provide students with the ability to specialize or gain breadth across a broad range of data science and engineering topics. While foundation and overview courses are interdisciplinary and some will be taught by teams from multiple disciplines, specialty courses included within the graduate programs are typically drawn individually from multiple and numerous disciplines.

Program Options: The University of Maine proposes to offer the following graduate programs in Data Science and Engineering:

MS Data Science and Engineering (MS DSE) with a **Thesis Option** (24 credits of coursework and six thesis credits) and a **Coursework Option** (30 credits of coursework requiring three of the credits to be a project or internship course), **Graduate Certificate in Data Science and Engineering** (15 credits of coursework)

Double Up [4+1] Option. For this option, any qualifying undergraduate student in any degree program at the University of Maine may begin this option in their junior year enabling them to complete their bachelor's degree and the MS DSE in five years. This option will be open to other UMS campuses on a case-by-case basis.

Admission Requirements: Students with undergraduate degrees in any field may apply. Candidates with two semesters of calculus (e.g., MAT 126, 127), a semester of statistics (e.g., STS 232 or ECE 316 or CHB 350), and proficiency in programming will have more options for classes they may pursue. Thus, students without these background prerequisites will be required to take foundation courses in which their background is lacking. The foundation courses will count towards the degree and will better prepare students for several of the more advanced courses. However, all students need to pay close attention to prerequisite courses in the core theme and domain specialization areas and either meet the prerequisites or choose alternative courses.

Program Requirements:

(1) MS Data Science and Engineering (MS DSE) with Thesis Option. The candidate must complete 30 credits consisting of:

- (a) Required Courses: DSE 5xx Practicum in Data Science and Engineering (3cr), SIE 501 Introduction to Graduate Research (1cr), SIE 502 Research Methods (1cr), and INT 601 Responsible Conduct of Research (1cr)
- (b) 12 course credits from at least four of the five Core Theme Areas
- (c) 6 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations
- (d) 6 credits of thesis

(2) MS Data Science and Engineering (MS DSE) with Coursework Option. The candidate must complete 30 credits consisting of:

- (a) Required Courses: DSE 5xx Practicum in Data Science and Engineering (3cr)
- (b) 12 course credits from at least four of the five Core Theme Areas
- (c) 15 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations
- (d) At least one course must include a substantial practical experience. Options include SIE 589 Graduate Project, SIE 590 Information Systems Internship, or a course from an approved list.

(3) Graduate Certificate in Data Science and Engineering (GC DSE). The candidate must complete 15 credits consisting of:

- (a) Required Courses: DSE 5xx Practicum in Data Science and Engineering (3cr)
- (b) 9 course credits from at least three of the five Core Theme Areas
- (c) 3 further course credits from within the Foundation Courses, Theme Areas, or Domain Specializations

(4) Double Up [4+1] Option (<https://umaine.edu/graduate/programs/doubleup/>). The candidate must apply for admission to the Double Up [4+1] Program before or during their undergraduate junior year. An applicant should expect to have an overall minimum undergraduate grade point average of 3.25, must have completed at least a semester course in calculus, and must have three letters of recommendation from current or previous university instructors. In the senior year, provisionally admitted students must submit a formal application to the Graduate School. Provisionally admitted Double Up students with an undergraduate grade point average of 3.25 or better may take up to 9 credits of graduate-level courses in Data Science and Engineering toward the **MS DSE Coursework Option**. These graduate courses may also count towards the Bachelor's degree (joint credits) but they must also be part of the student's Master's Program of Study in Data Science and Engineering. Upon graduation with a bachelor's degree, and with satisfactory performance in courses taken as an undergraduate, the student may be formally matriculated into the master's program. Students who meet these requirements must matriculate in their master's program within one semester/term after receiving their bachelor's degree in order to use the joint credits.

C. Outline of Courses

Please note that in the listings of courses that follow, several courses have been included from other Maine campuses that may be highly appropriate for some students to take and include in their graduate programs of study. The listings of external courses from other UMS campuses in the tables below are not exhaustive and are likely to grow over time. Although the Graduate School policy is to allow up to two appropriate courses (six credits) to be transferred from other universities as a matter of course, we are proposing in this instance that up to three vetted external courses be allowed to be included on student graduate programs of study as a matter of course and perhaps more might be accepted through a special exception process.

While explicit prerequisite courses are listed for some courses in the tables that follow, equivalent courses or backgrounds are typically accepted by instructors. Different applicants will have different academic backgrounds enabling them in consultation with their advisors to select among course paths that meet their background and interests. Course instructors and advisors will work with students to ensure that adequate backgrounds exist so that students are likely to succeed in their mutually chosen course path through the curriculum.

Foundation Courses. Admitted candidates missing appropriate background prerequisite courses will take these foundation courses as appropriate and as advised by their graduate committee and/or advisor. The foundation courses may count towards the degree if approved on the student's Graduate Program of Study. The three Foundation Courses include:

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
DSE5xx	Statistical Foundations of Data Science and Engineering	3	One semester calculus	Yes, in 2020	Orono
STS437	or Statistical Methods in Research	3	Some statistics	No	Orono
ECE515	or Random Variables & Stochastic Processes	3	ECE 316	Yes	Orono
DSE5xx	Programming Foundations of Data Science and Engineering	3	Program admission or instr. permission	Yes	Orono
SIE507	or Information Systems Programming			Yes	Orono
DSE5xx	Systems Foundations of Data Science and Engineering	3	Familiar with one programming language	Yes	Orono

- DSE 5xx Statistical Foundations of Data Science and Engineering.** DSE 5xx Statistical Foundations of Data Science and Engineering. This course introduces a broad range of statistical methods that are used to solve data-driven problems. The main learning objectives are to formulate statistical techniques to pre-process, analyze, validate, predict, and explain big datasets. Students will be introduced to fundamental statistical concepts and algorithms and will have a broad knowledge of required statistical tools in data analysis. Students will obtain hands-on experience in processing big data, applying statistical methods, such as estimation, maximum likelihood, hypothesis testing, regression, and prediction, on real-world datasets from a variety of domains.
- DSE 5xx Programming Foundations of Data Science and Engineering.** This course is designed to expose students to various high-level concepts that can be used to process, visualize and analyze large datasets. Students will build

algorithmic and programming skills including data representation, control structures, iteration, abstraction, program design, and debugging. No programming experience is necessary.

- **DSE 5xx Systems Foundations of Data Science and Engineering.** This course provides an introduction and overview of the underlying building blocks of big data stack architecture and infrastructure. It covers the foundational concepts and techniques of data acquisition, data storage, high-performance computing, and parallel data analysis. It provides hands-on experiments using advanced computing platforms and modern software tools to perform parallel data-intensive computing.

Required Course in All DSE Graduate Programs. Whether in a graduate degree or graduate certificate program, all students must complete the following introductory course. This is a new interdisciplinary team-taught course that will be structured around an overview of data science and engineering topics and tools as applied to large case study data sets.

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
DSE5xx	Practicum in Data Science and Engineering	3	Program admission or instr. permission	Yes, in 2020	Orono

- **DSE 5xx Practicum in Data Science and Engineering.** This course provides an overview of the core themes and concepts of data science and engineering through practical experience with data from an actual application domain. One novel model for this course would be beginning and concluding segments addressing domain-agnostic content that would be taken by all students, with the choice of one or more 1-credit domain case studies in the middle of the semester. This choice of domain case study would allow students to further personalize their program to their interests and goals.

Data Science and Engineering Core Themes. The program builds upon five core themes, specifically:

- Theme 1: Data Collection Technologies
- Theme 2: Data Representation and Management
- Theme 3: Data Analytics
- Theme 4: Data Visualization and Human Centered Computing
- Theme 5: Data Security, Preservation, and Reuse

Additions and deletions to the courses listed under each of the themes are likely to occur over time as the field changes and as a result of assessments over time. A single course may not count under more than one theme or domain specialization category. Courses currently contained within the core themes include the following:

Theme 1: Data Collection Technologies

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA682	Data Pre-processing for Business Analytics	3	Intro stats and some programming	Yes	MBS
ECE533	Advanced Robotics	3	Program admission or instr. permission	?	Orono
ECE571	Advanced Microprocessor-based Design	3	Program admission or instr. permission	?	Orono
ECE585	Fundamentals of Wireless Communications	3	ECE 484	Yes	Orono
SFR5xx	Advanced Remote Sensing Analysis and Applications	3	Instr. permission	No	Orono
SFR609	Remote Sensing Problems	3	Instr. permission	No	Orono
SIE559	Geosensor Networks	3	Program admission or instr. permission	Yes	Orono
SMS540	Satellite Oceanography	3	SMS 501 and SMS 541 or permission	No	Orono
SVT437	Practical GPS		SVT 341	Yes	Orono
SVT531	Advanced Digital Photogrammetry	3	None listed	Yes	Orono

SVT532	Survey Strategies in Use of Lidar	3	None listed	Yes	Orono
--------	-----------------------------------	---	-------------	-----	-------

Theme 2: Data Representation and Management

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus	
BUA681	Data Management and Analytics	3	Intro stats and some programming	Yes	MBS	
COS580	Topics in Database Management Systems	3	Instr. permission	No	Orono	
COS5xx	Cloud Computing	3	tba	No	Orono	
ECE574	Cluster Computing	3	Program admission or instr. permission	?	Orono	
ECE583	Coding and Information Theory	3	Program admission or instr. permission	Yes	Orono	
SIE550	Design of Information Systems,	3	Program admission or instr. permission	Yes	Orono	
SIE557	Database Systems Applications,	3	Program admission or instr. permission	Yes	Orono	
SIE580	Formal Ontologies: Principles and Practice	3	Program admission or instr. permission	Yes, 2019	Orono	

Theme 3: Data Analytics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus	
BIO593	Advanced Biometry	3	Course in statistics	No	Orono	
BMB520	Introduction to Image Analysis	3	Program Admission	??	Orono	
BUA681	Data Management and Analytics	3	Intro stats and some programming	Yes	MBS	
BUA684	Business Data Mining and Knowledge Discovery	3	Intro stats and some programming	Yes	MBS	
CMJ601	Seminar in Research Methods	3	permission	No	Orono	
COS570	Introduction to Artificial Intelligence	3	Instr. permission	No	Orono	
COS5xx	Machine Learning	3	?	Yes	Orono	
COS5xx	Computer Vision	3	tba	No		
ECE577	Fuzzy Logic	3	Program admission or instr. permission	No	Orono	
ECE584	Estimation Theory	3	Program admission or instr. permission	Yes	Orono	
ECE590	Neural Networks	3	Permission	No	Orono	

ECE598	Deep Learning	3	Program admission or instr. permission	No	Orono	
ECO530	Econometrics	3	MAT 126 & MAT 215/MAT 232, or permission	No	Orono	
ECO531	Advanced Econometrics & Applications	3	B or better in ECO 530 or permission	No	Orono	
ECO532	Advanced Time Series Econometrics	3	ECO 530 or permission	No	Orono	
EHD572	Advanced Qualitative Research	3	EHD 571 or equivalent	No	Orono	
EHD573	Statistical Methods in Education I	3	None listed	Yes	Orono	
EHD574	Statistical Methods in Education II	3	EHD 573 or equivalent	Yes	Orono	
PSE509	Experimental Design	4	None listed	No	Orono	
PSY540	Advanced Psychological Statistical Methods and Analysis I	3	PSY 241 or equivalent	No	Orono	
PSY541	Advanced Psychological Statistical Methods and Analysis II	3	PSY 241 or equivalent	No	Orono	
SFR528	Qualitative Data Analysis in Natural Resources	3	EHD 571 or permission	No	Orono	
SIE5xx	Natural Language Processing	3	tba	Yes	Orono	

SMS595	Data Analysis Methods in Marine Sciences	3	MAT 126 or equivalent	No	Orono	
STS531	Mathematical Statistics	3	C or better in MAT 425, STS 434 or permission	No	Orono	
STS533	Stochastic Systems	3	C or better in STS 434	No	Orono	

Theme 4: Data Visualization and Human Centered Computing

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA683	Information Visualization	3	Intro stats and some programming	Yes	MBS
COS565	Data Visualization	3	COS 226, SIE 507, or permission	No	Orono
SIE515	Human Computer Interaction	3	Program admission or instr. permission	Yes	Orono
SIE516	Virtual Reality: Research and Applications	3	Program admission or instr. permission	No	Orono
SIE5xx	Spatial Interaction Design	3	tba	Yes	Orono

Theme 5: Data Security, Preservation, and Reuse

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
---------------	--------------	-------	---------------	-------------	--------

COS5xx	Engineering Privacy in Software Systems	3	tba	Yes, 2020	Orono
DIG500	Introduction to Digital Curation	3	None listed	Yes	Orono
DIG510	Metadata Systems	3	DIG 500 recmdd	Yes	Orono
DIG550	Digital Preservation	3	DIG 500, 510, & 540 recmdd	Yes	Orono
SIE525	Information Systems Law	3	Program admission or instr. permission	Yes	Orono
CYB 501	Cybersecurity Fundamentals	3	Graduate Standing	Yes	Augusta*
CYB 520	Cybersecurity Policy and Risk Management	3	Graduate Standing	Yes	Augusta*
CYB 551	Cybersecurity Investigations	3	Graduate Standing	Yes	Augusta*

* - Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study.

Data Science and Engineering Domain Specializations. The current domain specializations include:

Domain A: Spatial Informatics

Domain B: Bio-Informatics/Biomedicine

Domain C: Business Information

Domain D: Social and Behavioral Data Science

Domain E: Engineering Analytics

Additions and deletions to the courses listed under each of the domain specializations are likely to occur over time as the field changes and as a result of course assessments over time. A single course may not count under more than one theme or domain specialization category. Courses currently contained within the domain specializations include the following:

Domain A: Spatial Informatics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
---------------	--------------	-------	---------------	-------------	--------

SIE505	Formal Foundations for Information Science	3	Program admission or instr. permission	Yes	Orono
SIE509	Principles of Geographic Information System	3	Program admission or instr. permission	Yes	Orono
SIE510	GIS Applications	3	Program admission or instr. permission	Yes	Orono
SIE512	Spatial Analysis	3	Program admission or instr. permission	Yes	Orono
SIE555	Spatial Database Systems	3	Program admission or instr. permission	Yes	Orono
SIE558	Real-time Sensor Data Streams	3	Program admission or instr. permission	Yes	Orono
INT527	Integration of GIS and Remote Sensing Data Analysis in Natural Resource Applications	3	Permission & grad standing	No	Orono
SFR 500	Applied GIS	3	Instr. Permission	No	Orono
SMS595	Data Analysis Methods in Marine Sciences	3	MAT 126 or equivalent	No	Orono
CIS 461	Spatial-Temporal Information Science	3	CIS 360 or permission	Yes	Augusta*
GEO605	Remote Sensing	3		No	USM*
GIS 428	Web-Based Maps, Applications & Services	3	GIS 230 and GIS 330, or permission	Yes	Machias *
GIS 500	GIS I	3	Permission	Yes	Machias *

GIS 5xx	Municipal Applications of GIS	3	GIS 500 or permission	Yes	Machias *
GIS 600	GIS II	3	Permission	Yes	Machias *
GIS 6xx	Community Applications of GIS	3	GIS 500 or permission	Yes	Machias *
GIS 6xx	Remote Sensing & Image Analysis	3	GIS 500 and GIS 600, or permission	Yes	Machias *

* - Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study.

Domain B: Bio-Informatics/Biomedicine

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BMB502	Introduction to Bioinformatics	3	BMB 280 or permission	No	Orono
BMS625	Foundations of Biomedical Science and Engineering	1 - 4	None	No	Orono
ECE583	Coding and Information Theory	3	ECE 515 or permission	Yes	Orono
SIE505	Formal Foundations for Information Science	3	Program admission or instr. permission	Yes	Orono

Domain C: Business Information

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
BUA680	Foundations of Business Intelligence and Analytics	3	Intro stats	Yes	MBS
BUA684	Business Data Mining and Knowledge Discovery	3	Intro stats and some programming	Yes	MBS

BUA685	Problem Formation and Decision Analysis	3	Intro stats, econ prin and some programming	Yes	MBS
BUA686	Predictive Analytics and Business Forecasting	3	Intro stats and some programming	Yes	MBS
CIS450 / BUA450	Data Mining	3	CIS 255 or CIS 352 or CIS 360 or CIS 449 or permission	Yes	Augusta*

* - Only 3 external courses in total (9 credits) may be included on a student's Graduate Program of Study

Domain D: Social and Behavioral Data Science

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
HTY 665	Digital and Spatial History	3	Grad standing	Yes	Orono
CMJ 593	Special Topics in Communication: Social Media and Digital Cultures	3	Instr. permission	No	Orono
SFR 5XX	GIS for Social Science	3	Instr. permission	Yes	Machias

Domain E: Engineering Analytics

Course Number	Course Title	Crdts	Prerequisites	By Distance	Campus
ECE 515	Random Variables and Stochastic Processes	3	graduate standing, ECE 316 or equivalent	Yes	Orono
ECE 533	Advance Robotics	3	ECE 417 or permission.	No	Orono

ECE 571	Advanced Microprocessor-based Design	3	ECE 471 or permission.	No	Orono
ECE 585	Foundations of Wireless Communication	3	ECE 484	Yes	Orono
ECE 574	Cluster Computing	3	ECE 177 or permission	No	Orono
ECE 583	Coding and Information Theory	3	ECE 515 or permission	Yes	Orono
ECE 523	Mathematical Methods in Electrical Engineering	3	Senior or graduate standing	No	Orono
ECE 577	Fuzzy Logic	3	ECE 477 or permission	?	Orono
ECE 584	Estimation Theory	3	ECE 515 or permission	Yes	Orono
ECE 590	Neural Networks	3	Graduate student or permission	No	Orono
ECE 598	Deep Learning	3	Graduate student or permission	?	Orono

C. Development of New Courses

Courses indicated with xx in the numbering column of the courses are not yet fully approved. Some are well along in the planning stages and are part of the regular process of reevaluating, revising, and renaming courses as the participating graduate programs evolve over time. Such courses should be part of the teaching loads of existing or newly incoming professors, in order to guarantee availability of important required and elective courses. Upon approval of the proposal, any and all such indicated courses will be moved through campus approval processes if they have not already begun that process.

D. Research in Program Design

Data science and the engineering of new methods and systems for analyzing and processing the immense data streams of our time are high priorities for federal agencies as indicated in Section III.A. The ***MS Data Science and Engineering (Thesis Option)*** program is the means by which graduate students with research interests in the domain will pursue those interests. Their graduate committees will be formed primarily from the faculty members teaching the graduate courses as set forth in this proposal. As collaborations grow among faculty supporting course work and graduate committee advising on data science and engineering topics, we expect a string of collaborative and interdisciplinary proposals for external funding to arise on these topics. We anticipate an exciting, productive, and challenging research agenda and projects to emerge. The interdisciplinary nature of the evolving field and the new bridges that are certain to be built among faculty, researchers, students, and industry across Maine make this an important effort in advancing knowledge for all of us.

E. Independent Study and Field Practicums

Standing graduate courses for independent study, independent projects, field experience, and graduate internships already exist. One or more of such courses are affiliated with most of the academic programs affiliated with this proposal whether they are on the Orono campus or elsewhere. In some instances, professors may desire to continue using the course designator and syllabus requirements used already with the independent study or internship courses affiliated with their home faculty units. Although not critical at this juncture, reasons for moving to DSE course designators and more standardized syllabi for such courses may arise over time. If so, *DSE 6xx Data Science and Engineering Project* and *DSE 6xx Data Science and Engineering Internship* may be readily proposed and implemented on the UMaine campus.

F. Impact on Existing Campus Programs

Most graduate faculty members are very interested in working with and teaching graduate students. If classes and advising responsibilities start to become too pressing, we have the option of becoming more selective in the quality and numbers of students we admit. Based on the target student populations submitted in this proposal, we feel the load may be handled by the current involved faculty which is dispersed across numerous academic domains and the program will highly complement our existing and ongoing graduate programs.

G. Program Governance

The proposed graduate program in Data Science and Engineering will benefit from diverse knowledge and expertise across all colleges, thus affording some unprecedented opportunities, namely: (a) course offerings from multiple disciplines, (b) interdisciplinary practicum, (c) learning and training opportunities for students with diverse undergraduate backgrounds, and (d) faculty collaboration within and across disciplines. As such, the need for a governance structure that is inclusive, lends itself to

oversight and management and allows evolution and growth of the program are quite evident.

The DSE program will be led by a Program Director and Council of Faculty Fellows (CoFF) representing the domain areas and colleges with three-year term appointments with careful consideration towards equitable representation across colleges and disciplines. The admission and advising in the current domains areas will be managed by the Program Director and Domain Coordinators, selected from the CoFF. The DSE Program Director, a tenured faculty member at UMaine or UMaine-Machias, will be appointed by the Dean of Graduate School in consultation with CoFF and College Deans for a three-year term. Furthermore, a half-time Program Coordinator will assist with day-to-day matters ranging from graduate applications, administrative tasks related to graduate studies, scheduling, coordination, publicity and media, assessment, reporting, etc. The Program Director and the CoFF will appoint faculty-led committees focused on program policy and procedures, admissions, curriculum, and research, to name a few.

V. Program Resources

A. Personnel

Faculty expertise in data science and engineering is distributed across colleges and units. Expertise includes large-scale complex data management, data semantics, high-performance computing, artificial intelligence, sensor technology, human-computer interaction, cybersecurity, statistical analysis of spatial and temporal data, and domain-specific analytics along with policy research in data and information science. University of Maine Faculty participating in course teaching or willing to serve on graduate advisory committees are listed below.

Faculty	Specialization	Department
Ali Abedi	Wireless Sensor Networks, Coding and Information Theory	Electrical and Computer Engineering
Ali Shirazi	Transportation Systems Modeling & Analytics	Civil and Environmental Engineering
Kate Beard	Geographic Information Science, Spatial Statistics	School of Computing and Information Science
Kathleen Bell	Econometrics	School of Economics
Sudarshan Chawathe	Databases, Data Mining, Algorithms	School of Computing and Information Science

Phil Dickens	Cloud Computing, High Performance Computing	School of Computing and Information Science
Don Hummels	Digital Signal Processing	Electrical and Computer Engineering
Rick Eason	Robotics	Electrical and Computer Engineering
Max Egenhofer	Database Systems, Spatial-temporal Reasoning	School of Computing and Information Science
Keith Evans	Econometrics	School of Economics
Sepideh Ghanavati	Data Privacy and Security	School of Computing and Information Science
Nicholas Giudice	Human Computer Interaction	School of Computing and Information Science
Pushpa Gupta	Statistics	Department of Mathematics and Statistics
Ramesh C. Gupta	Statistics	Department of Mathematics and Statistics
Torsten Hahmann	Data Semantics, Ontologies, Artificial Intelligence	School of Computing and Information Science
Daniel Hayes	Remote Sensing, Image Processing	School of Forest Resources
David Hiebeler	Mathematical Modeling and Simulation	Department of Mathematics and Statistics
Raymond Hintz	Surveying, Photogrammetry	School of Engineering Technology
Shaleen Jain	Engineering Data Analytics	Civil and Environmental Engineering
Jaehong Jeong	Spatial Statistics	Department of Mathematics and Statistics

Nory Jones	Management Information Systems	Maine Business School
Jon Ippolito	New Media	School of Computing and Information Science
Andre Khalil	Computational Biomedicine, Radiomics	Chemical and Biomedical Engineering
Ben King	Bioinformatics	Molecular and Biomedical Science
Anne Knowles	Historical GIS, Geovisualization, and Digital Humanities	History
Yonggong Tim Lu	Business Analytics	Maine Business School
Craig Mason	Biobehavioral Informatics and Quantitative Methods	Education and Applied Quantitative Methods
Brian McGill	Ecoinformatics	School of Biology and Ecology
Cyndy Loftin	Wildlife Modeling, Geographic Information Systems	Dept. of Wildlife, Fisheries, and Conservation Biology
Jonathan Malacarne	Econometrics	School of Economics
Silvia Nittel	Spatial Databases, Geosensor Networks	School of Computing and Information Science
Harlan Onsrud	Data and Information Policy	School of Computing and Information Science
Nigel Pitt	Analytical Number Theory	Mathematics and Statistics
Parinaz Rahimzadeh-Bajgiran	Remote Sensing, GIS	School of Forest Resources
Nimesha Ranasinghe	Multisensory Interfaces, Embedded Systems, Sensors and Actuators	School of Computing and Information Science

Andrew Reeve	Earth Systems Informatics	School of Earth and Climate Sciences
Penny Rheingans	Data Visualization, Computing Education	School of Computing and Information Science
Judith Rosenbaum	Media and Society	Communication and Journalism
Andrew Thomas	Oceanography, Ocean Satellite Data	School of Marine Sciences
Roy Turner	Artificial Intelligence	School of Computing and Information Science
Mike Scott	New Media	School of Computing and Information Science
Bruce Segee	High Performance Computing, Instrumentation	Electrical and Computer Engineering
Vince Weaver	High Performance Computing, Performance Evaluation	Electrical and Computer Engineering
Michael Weber	Marketing	Maine Business School
Zheng (David) Wei	Statistics	Department of Mathematics and Statistics
Aaron Weiskettel	Forest modeling	School of Forest Resources
Thomas Wiesen	Econometrics	School of Economics
Manuel Woersdoerfer	Computer/Engineering Ethics, Business Ethics	School of Computing and Information Science
Salimeh Yaseai Sekeh	Machine Learning	School of Computing and Information Science
Terry Yoo	Computer Graphics, Image Analysis	School of Computing and Information Science
Yifeng Zhu	Data Storage, Deep Learning, High Performance Computing, IoT	Electrical and Computer Engineering

Professors from additional UMS campuses invited to potentially serve on graduate committees and/or teaching courses that have been vetted and will be accepted for transfer credits are included in the following table.

Faculty	Specialization	Department
Matthew Bampton	Geographic Information Science	Muskie School of Public Service, University of Southern Maine
Matthew Dube	Spatial-Temporal Reasoning, Data Visualization, Data Mining, Social Science Applications	Computer Information Systems, University of Maine at Augusta
Muhammad El-Taha	Operations Research	Mathematics and Statistics, University of Southern Maine
Henry Felch	Cybersecurity and Computer Information Systems	Cybersecurity and CIS, University of Maine at Augusta
Bruce MacLeod	Software Systems for Health Applications	Computer Science, University of Southern Maine
Betina Tagle	Cybersecurity and Computer Information Systems	Cybersecurity and CIS, University of Maine at Augusta
James Suleiman	Management Information Systems, Computer Supported Cooperative Work, Text Analytics	USM School of Business
Tora Johnson	Regional Planning Applications of GIS, Natural Resource Decision Support, Participatory GIS	GIS Laboratory, University of Maine at Machias

B. Facilities

Information Infrastructure: Several infrastructure resources already exist to support a strong Data Science and Engineering initiative. The University of Maine has established infrastructure in high-performance networks and computer clusters to support big data research. The Three Ring Binder and the Maine Research and Education network tie

together large portions of Maine's network traffic, including network traffic for all K-12 schools and nearly all libraries in the state. This network provides a backbone for efficient data distribution and collection.

Research Labs and Centers: Existing research centers and laboratories provide a wealth of resources that may be leveraged to support this degree program. These labs and centers are the foundation for cutting age results that research-active faculty will bring to their classes and homes for research-active graduate students interested in completing a thesis. Research in UMaine-based labs and centers includes computational modeling, image analysis, spatio-temporal analysis of data from geosensors, agent-based approaches to decision-making for autonomous vehicles, privacy engineering and regulatory compliance, semantic modeling of relationships in spatial data, virtual environments and multimodal interaction, wireless communication, and convergent science.

Classrooms: Classrooms suitable for hybrid and distance classes are available through several units for small classes and through central scheduling for larger classes. These facilities are sufficient for initiation of the proposed programs. A typical distance-equipped classroom will contain two new computers each (one with a touch screen), two cameras each, and ceiling microphones to facilitate discussions among in-person and distant students, as well as capture of class for later viewing. As programs grow and more courses become available by distance, more distance-equipped classrooms will be needed to meet the demand.

C. New Equipment, Facilities, and Space

Based on the conservative number of students to be accepted into the program and due to extensive labs and physical facilities already supporting current graduate programs, no new equipment is required for support of this explicit program in the near future.

The new program staff member will need an office near the DSE program director in order to facilitate close and effective collaboration. Because at least half or more of the MS Data Science students are expected to participate by distance methods, space needed for graduate students in the program is modest. For those research-focused graduate students located on campus, lab space will generally be available through the home department of their research mentor.

D. Library Resources

All enrolled students, whether on-campus or participating at a distance, have access to extensive electronic journals, databases and other resources made available through Fogler Library. Library resources are currently satisfactory for supporting courses and research in Data Science and Engineering, so no additional library resources are currently anticipated. If found insufficient over time, Fogler Library has an ongoing and regular process for requesting new electronic resources and our experience is that

library staff are very responsive to research needs. All enrolled tuition-paying distance students have electronic access to the usual UMaine library resources from their homes and offices.

E. Extent of Cooperation with Other Academic Programs

Up to a maximum of nine credits of external graduate courses may be accepted on any graduate student's program of study if approved on the student's official graduate program of study. Courses from other USM campuses that would appear to be appropriate to accept within these parameters are listed in Section IV.B. Currently this includes courses only from USM, UMaine-Augusta, and UMaine-Machias but this may expand over time. Accepting such courses provides great flexibility in that a student living in a community with another USM campus close by that offers an appropriate course may be able to attend that course physically. Further, if comparable or substitute data science courses are offered by distance on another campus during a semester when not offered by distance on the Orono campus, this provides extra flexibility for students pursuing their graduate degrees. External courses listed in Section IV.B. are yet tentative and we envision further acceptable additions and substitutions over time.

VI. Total Financial Consideration

A. Anticipated Costs in the First Five Years

Program Coordinator: Administrative support is critical to help with the management and marketing of these new graduate programs. This staff member will perform a range of specialized management, marketing, web development, web support, assessment, and outreach tasks. Initially, this new program will require a half-time Program Coordinator with a total cost of approximately **\$45,000 per year**.

Upgrading of Distance Classroom Facilities: Upgrading of two distance conference style classrooms in order to increase distance capacity would cost approximately **\$30,000**. While the current classrooms are operational, the number of offerings and quality of learning experiences for distance graduate students would be substantially enhanced through such upgrades.

Social Media Marketing: A graduate degree like Data Science and Engineering is designed to draw people from many undergraduate degree backgrounds. Most successful graduate distance programs across the nation with broad audiences find social media to be one of the most effective means for identifying candidates for their programs. Programs drawing from such broad audiences typically need very focused social media advertising on their specific program to be successful. That is, people from Maine or elsewhere doing web searches for "online masters in data science" is a key audience to contact which should be pursued through repetitive remarketing using Google, Facebook and similar forums. Such advertisement also increase the visibility of the on-campus program. General promotion of all University of Maine distance offerings

is beneficial but won't typically result in the leads needed to aggressively grow individual graduate programs. Thus, a minimum budget of **\$8,000 per year** is needed for social media ads for the MS Data Science and Engineering program. The University of Maine has one of the lowest e-rates for tuition among land-grant, sea-grant universities and this should be heavily marketed. The social media marketing budget needed may be administered by the Division of Lifelong Learning (DLL) or by the DSE Program Director.

DSE Program Director. Program administration will be supported by a stipend to be paid to the DSE Program Director. This Program Director will be a faculty member who takes this leadership role in addition to their normal duties. Initially, this stipend will be **DSE Course Instructors.** Foundation and required courses with a DSE designator will be supported by funds to the unit providing the course instructor. It is important for the sustainability of this program for these courses to be generally counted in the regular teaching load of the instructor, necessitating support for the unit providing such faculty. Anticipated funds required to enable faculty to teach DSE designated courses are \$7500 per course for four courses per year, plus a minimum of two one-credit domain overview courses per year at \$2500 each. \$15,000 per year.

Other Costs. Neither Research Assistantship nor Teaching Assistantship funding is being requested to help support graduate students in this program. We expect that students participating at a distance will be self-funded or funded by their employers. We expect on-campus students will either self-fund or apply for assistantships through the normal campus and unit competitions for such funds.

Total Costs: Thus, total estimated increased costs over the current operations for the five-year period would be approximately **\$545,000.**

	Year 1	Year 2	Year 3	Year 4	Year 5
Director	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Coordinator	\$45,000	\$45,000	\$45,000	\$45,000	\$45,000
Classrooms	\$15,000	\$15,000			
Marketing	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Foundation Courses	\$30,000*	\$30,000*	\$30,000*	\$30,000*	\$30,000*
Domain Overviews	\$5,000*	\$5,000*	\$5,000*	\$5,000*	\$5,000*
Other Courses	0+*	0+*	0+*	0+*	0+*

Advising	0+*	0+*	0+*	0+*	0+*
Total	\$118,000	\$118,000	\$103,000	\$103,000	\$103,000

Amounts with () could be funded through revenue sharing as it becomes available. The figures given are the minimum fixed cost, no matter how few students. All amounts would need to increase if the number of students grows beyond those projected below, particularly those for the Program Coordinator and foundation courses.*

B. Anticipated Income in First Five Years

Student Tuition: Numbers in the table below are based on the following assumptions:

(a) the projected enrollment listed in Section III. D. will be achieved, (b) half of the graduate students each year will pay the e-rate for distance students and the other half on-campus will pay Maine in-state graduate tuition, (c) on-campus students will complete on average 15 credits per year (i.e. assumes completion in two years) and distance students will complete on average 9 credits per year, and (d) for rough and conservative estimation purposes the annual tuition and fee rates over the five-year period will be held constant. The results of this revenue computation over five years is as follows.

Year	Total # Students	Campus Students	Distance Students	Annual Campus Credits Per Student	Annual Distance Credits Per Student	Campus Income	Distance Income	Total for Year
2020-21	10	5	5	15	9	\$37,850	\$29,180	\$67,030
2021-22	17	8	9	15	9	\$60,560	\$52,524	\$113,084
2022-23	25	12	13	15	9	\$90,840	\$75,868	\$166,708
2023-24	30	15	15	15	9	\$113,550	\$93,930	\$207,480
2024-25	30	15	15	15	9	\$113,550	\$93,930	\$207,480
						5-Yr TOTAL		\$761,782

Notes: Amounts in the above table are based on the following rates and fees:

TUITION	<u>Per Credit Hour</u>	FEES		<u>Per Semester</u>	<u>Per Credit</u>
In-State Tuition	\$450	Unified Fee	< 6 credits	\$134	
E-Rate (Distance)	\$563		6-11 credits	\$410	
			12-15 credits	\$1005	
			16+ credits	\$1031	
		Online Fee			\$25

Example Computations for 2020-2021:

On-Campus: 5 students*[(\$450 tuition/cr*15cr/yr)+(\$410 + \$410 unified fees)] = \$37850

Distance: 5 students*[(\$563 tuition/cr*9cr/yr)+(\$134+\$410 unified fees)+(9cr*\$25 online fees)] = \$28,055

C. Anticipated First Year Costs

The first-year costs could be the entirety of that listed under Section VI. A. or a subset.

The most critical items to get the program off and running in the first year would be the Program Coordinator (\$45,000), the social media marketing costs (\$8,000), the Director stipend (\$15,000), funds for DSE course instructors (\$30,000), and funds for two domain case studies (\$2500). A total of \$100,500.

D. Revenue Sharing

DSE program seeks to develop a high quality curriculum with faculty involvement across multiple disciplines. The quality and continual development of curricula is an important facet of this program's success, especially in view of the large number of DSE programs at other universities. Thus, we propose revenue sharing as a way to provide adequate resources for the growth and vitality of the DSE program. Numerous universities (for example, University of Massachusetts-Amherst and University of California-San Diego) have developed formal arrangements to affirm their commitment to professional programs. Revenues from program tuition will be used to support the program through distribution to participating units according to enrollments of DSE students in courses, DSE students advised, and DSE Foundation or Required courses offered. The specific formula for revenue sharing will be developed at a later time.

VII. Program Evaluation

Reviews of the overall graduate program and coursework will be overseen by the Data Science and Engineering Council of Faculty Fellows (CoFF). Teaching evaluations are accomplished online for each course near the end of each semester. Summary results from these courses as well as all other graduate courses involved in the MS program will be requested regularly by the CoFF and reviewed. CoFF members will be encouraged to sit in on classes for observations as needed and as appropriate. If and when needed, corrective actions will be suggested.

Further, the DSE Program Coordinator or designee will be tasked with accomplishing both exit interviews (in person or online) and exit surveys just prior to graduation for each student graduating from the program. This typically occurs just prior to or during final exam week. The COFF will review these further results and discuss and recommend actions as appropriate.

The University of Maine is accredited by the New England Commission of Higher Education (NECHE) which imposes further data collection and assessment requirements (<https://www.neche.org/resources/standards-for-accreditation/>). Those standards and data collection requirements will be met as part of the ongoing assessment processes of the University. Further, the University of Maine mandates and accomplishes formal internal regular reviews of its units and programs. The Data Science and Engineering graduate programs will be included as well within these regular reviews.

In September 2022, the DSE CoFF will compile all of the assessment data gathered in the previous two years, document any actions taken during that time, and document admissions, enrollments, retention, and graduation numbers for the MS program. In consultation with all teaching and student advisor professors involved in the program and with the DSE Program Director, the DSE CoFF will accomplish an audit of the program. This report will be delivered to UMaine administrators as well as the UMS Vice Chancellor for Academic Affairs.

References

[[AMSTAT]

<https://www.amstat.org/asa/News/New-Report-Highlights-Growing-Demand-for-Data-Science-Analytics-Talent.aspx>

[BG 2019] Burning Glass Technologies, <https://www.burning-glass.com/>. 2019.

[Forbes, 2012]

<http://www.forbes.com/sites/siliconangle/2012/02/17/big-data-is-big-market-big-business/>

[Manyika et al., 2011] Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., Hung Byers, A. (2011). Big data: The next frontier for innovation, competition, and productivity. McKinsey Global Institute.

[OSTP, 2012] Big Data Research and Development Initiative, Office of Science and Technology Policy, 2012. Available online at https://obamawhitehouse.archives.gov/sites/default/files/microsites/ostp/big_data_press_release_final_2.pdf.

[UMaine SEA] UMaine Signature and Emerging Areas of Excellence, <https://umaine.edu/areas/data-science-and-engineering/>



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

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

Date: March 10, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Regarding: UMA Academic Program Proposal: BS in Elementary Education

Please find the attached program proposal from the University of Maine at Augusta (UMA) to offer a BS in Elementary Education. The attached material includes an Academic Program Financial Impact Summary, UMA Curriculum Approval Form, and the full program proposal. The program will support statewide Education workforce needs. UMA has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Elementary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on March 5, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMA BS in Elementary Education


Chancellor Dannel Malloy

Aug 31 2020
Date

Academic Program Request

Financial Impact Summary

Executive Summary

This proposal is for a **BS in Elementary Education** offered in the Education Department, College of Arts & Sciences at the University of Maine at Augusta. A major in elementary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. Students often perceive their job applications will be disregarded or their degree will not mean as much as a BS in Education. The BS in Elementary Education will provide the same education courses currently provided by the elementary education minors.

	Academic Year			
	2020	2021	2022	2023
Projected Enrollment	159	166	174	183

Revenue

Estimated Tuition	\$668,123	\$697,248	\$731,844	\$769,590
Other Revenue to University	\$8,310	\$8,588	\$8,916	\$9,144
Total Revenue (includes tuition & fees)	\$676,433	\$705,836	\$740,760	\$778,734

Expenses

--New FTE Faculty/Staff	1	N/A	N/A	1
Total Faculty/Staff Salary +Ben (full-time/part-time/staff)	\$195,096	\$200,948	\$206,975	\$280,239
Total Expenses	\$190,355	\$10,633	\$10,961	\$11,189
Total Salary, Benefits & Expenses	\$205,451	\$211,581	\$217,936	\$291,428

Note: New FTE is for a Field Placement Coordinator and PT/FT Faculty will only be added as needed to support enrollment growth.

Net (revenue minus expenses)	\$470,982	\$494,255	\$522,824	\$487,306
------------------------------	-----------	-----------	-----------	-----------



UNIVERSITY OF MAINE AT AUGUSTA

Curriculum/Policy Change Proposal

TO: _____ Gregory Fahy _____ DATE: _____ 01.18.2020 _____

FROM: _____ Cindy Dean, Coordinator of Teacher Education; Education faculty

Listed below is an academic change which requires your approval before appearing in the UMA Catalog.

CHECK ONE (Please see reverse for description of Class A, Class B and Minor changes):

___XX___ This is a Class A change.

_____ This is a Class B change.

_____ This is a minor change which requires approval of the College and Provost only.

DESCRIPTION OF CHANGE:

This is a proposal for a Bachelor of Science in Elementary Education.

NOTE: If the change impacts course charter (e.g. course description, learning outcomes, methods of evaluation), please attach both current and new charters.

EFFECTIVE DATE OF CHANGE: _____ Fall 2020 _____**RATIONALE FOR CHANGE:**

The education department has provided access to teacher certification through minors for the last eight years. These minors have significantly more credit hours than a minor should have, but it has been the only way we could provide education courses. Our initial attempt for a degree program in 2017 was not successful. However, our latest intent to plan proposal was approved by the CAOs in December. Our program proposal with checksheet is attached. In order to comply with the requirement for an upper level writing intensive course within the major an additional proposal to add a writing intensive designation to EDU 345 has been previously submitted.

SIGNATURES OF APPROVAL:

Coordinator

Dean of the College

Curriculum Committee Chair

Faculty Senate Secretary

Provost

President

4/9/13

1/21/2020
Approval Date

1/29/2020
College Approval Date

2/7/2020
Committee Approval Date

2/19/2020
Senate Approval Date

2/19/2020
Date

2/20/20
Date

Bachelor of Science in Elementary Education Program Proposal

I. Full Program Title:
Bachelor of Science in Elementary Education

II. Program Objectives

a. Narrative Description of Program Rationale

The University of Maine at Augusta (UMA) is seeking approval for a Bachelor of Science in Elementary Education that will replace our current education minors in early elementary and elementary education. The degree will be offered through the Department of Teacher Education in the College of Arts and Sciences at UMA. UMA currently has a robust enrollment in education minors and certificates of study at 329 students, 151 of whom are enrolled in an elementary education undergraduate minor. Below is the breakdown. Please note eleven students are enrolled in more than one minor.

Table 1.

Secondary Edu. minor	44	
Secondary Edu. Post-bac. certificate of study	19	
Early Elementary & Elementary Edu. minors	151	44%
Elementary Edu Post-bac. certificates of study	25	
Early Childhood minor	32	
Early Childhood Post-bac. certificate of study	9	
Special Education (partnership with UMM)	25	
Education Studies minor (non-certification)	4	
Teaching Assistant	1	
Pre-education	30	
TOTAL	340	

UMA began offering teacher preparation courses through minors in 2012 in order to provide UMA students with the opportunity to earn teacher credentials through alternative certification pathway two as outlined in Maine Department of Education Rule Chapter 115. While this model has been relatively effective, there are multiple issues. 1) Because UMA does not have a declared major, it does not show up in data systems that track teacher graduates, e.g.,

IPEDS, Burning Glass, etc.; 2) UMA's education minors range from 45-62 credits. This credit load far exceeds the usual minor credit range of 18-24 credits; 3) Minors are intended for students who have a particular interest in a subject that complements or enhances the student's major. Teacher education is not just an area of interest; it is a purposeful course of study that should stand alone as a major; 4) The institution is set up to deliver degree programs. Data are generated at the program level, budgeting is at the program level, assessment is at the program level, and program fees are at the program level. We have attempted to duplicate all that at the minor level for education, but it is cumbersome and inefficient and could be improved to better serve our students.

UMA's teacher education pathways is unique to the University of Maine system for its distance mission and responsiveness to place-based and time-bound students. Students who cannot matriculate into a campus-bound, time-bound program of study are not well served by traditional campus-based teacher preparation programs. UMA serves a distinct population of students who otherwise would be unable to pursue teacher education by providing access to teacher education through distance modalities.

b. General Program Goals

1. Provide high quality teacher preparation programs with robust clinical experiences.
2. Foster professionalism, inclusiveness, ethical conduct, and continuous learning among teacher candidates and graduates.
3. Fill the demand for highly qualified teachers across the state of Maine, particularly in rural high-demand areas.

c. Specific student outcomes

Outcomes are aligned with the Maine Common Core Teaching Standards as required under Maine Department of Education Chapter 114 Certification rules.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11: Technology Standards for Teachers (NETS.T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for

students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

III. Evidence of Program Need

a. Market analysis/c. indicators of workforce demand

Nationally, the teacher shortage is reaching a crisis level. The Economic Policy Institute issued a [2019 report](#) that examines the growing teacher shortage across the country. While salary and working conditions contribute to the shortage, according to this report, we simply do not graduate enough highly qualified teachers to fill needed teaching positions. A report from the [Learning Policy Institute](#) states, “By 2020, an estimated 300,000 new teachers will be need per year, and by 2025, that number will increase to 316,000 annually” (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Maine is not exempt from a shortage of teachers. The Maine Department of Education report for [2018-2019 teacher shortage areas](#) reveals eighteen certification areas for which there are not enough teachers including elementary education certifications. Occupation analysis data (Burning Glass) indicate a high demand for elementary education teachers with 532 job postings with only 166 (2017) conferrals of elementary education degrees. These data do not include UMA teacher graduates because UMA does not yet have a program major in elementary education. UMA completers in elementary education minors from fall 2017 to fall 2019 total 26. Most of these graduates are teaching in Maine and beyond.

Department of Labor data classify elementary education teachers as a high-wage, in-demand occupation. While these data indicate a slight reduction in projected employment, the current teacher shortage is real and without attention to this shortage, it will only become worse.

Table 2.

Maine High-Wage, In-Demand Jobs by Education				
Education Populations: All				
Occupation	Base Employment	Projected Employment	Annual Openings	2017 Median Wage
General and Operations Managers	12,637	12,078	1,021	\$38.03
Registered Nurses	14,883	16,309	944	\$30.71
Accountants and Auditors	5,000	5,032	440	\$29.60
Elementary School Teachers, Except Special Education	5,565	5,485	378	\$62,941.00
Secondary School Teachers, Except Special and Career/Technical Education	5,527	5,467	368	\$53,304.00

<https://www.maine.gov/labor/cwri/data/oes/hwid.html>

Department of Labor data break down employment and job opening by region. In the Central-Western region of Maine there are 101 annual openings for elementary education teachers. In the North-East region there are 97 annual openings and in the Coastal Counties there are 186 openings. These data indicate there is a pressing need for more graduates who are appropriately prepared to enter the teaching workforce.

Table 3.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
2b. Select a Detailed Occupation	SOC Code	
(Multiple values)	(All)	

Employment and Job Openings in the Central-Western Region, 2017 to 2027				
Occupational Group: Education, Training, and Library Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	1,464	98	6.7%	
Elementary School Teachers, Except Special Education	1,462	101	6.9%	
Middle School Teachers, Except Special and Career/Technical E	745	52	7.0%	
Kindergarten Teachers, Except Special Education	232	22	9.5%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
2b. Select a Detailed Occupation	SOC Code	
(Multiple values)	(All)	

Employment and Job Openings in the Northeast Region, 2017 to 2027				
Occupational Group: Education, Training, and Library Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	1,409	95	6.7%	
Elementary School Teachers, Except Special Education	1,407	97	6.9%	
Middle School Teachers, Except Special and Career/Technical C	716	50	7.0%	
Kindergarten Teachers, Except Special Education	224	22	9.8%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
2b. Select a Detailed Occupation	SOC Code	
(Multiple values)	(All)	

Employment and Job Openings in the Coastal Counties Region, 2017 to 2027				
Occupational Group: Education, Training, and Library Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	2,624	182	6.9%	
Elementary School Teachers, Except Special Education	2,617	186	7.1%	
Middle School Teachers, Except Special and Career/Technical E	1,333	95	7.1%	
Kindergarten Teachers, Except Special Education	415	40	9.6%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

<https://www.maine.gov/labor/cwri/outlookRegional.html>

b. Educational, economic and/or social needs

Even though the number of K-12 students in Maine is decreasing, Maine is still facing a teacher shortage. The decrease is in part due to declining births in Maine ([Employment outlook to 2026](#)). Maine has more people approaching retirement age, including current teachers. As these teachers retire, we must be able to fill those positions.

UMA has and continues to provide access to teacher preparation to place bound students via distance modalities. Therefore, UMA is uniquely positioned to mitigate the current teacher shortage in Maine by reaching potential students who might otherwise not be able to pursue a teacher preparation program. Furthermore, UMA understands that this place-bound population of students often are non-traditional and bring rich personal and professional experiences to their education. These students are more than ready to embrace the rigors of teacher preparation and generally excel in their studies. In addition, many of these students originate from rural areas of Maine where there is an [exacerbated teacher shortage](#). When these students graduate, they tend to stay in their communities as teachers. Put simply, UMA is not only addressing the teacher shortage in Maine, it is addressing the shortage in high need areas.

A major in elementary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. UMA's education department fields this concern many times. Students often perceive their job applications will be disregarded or their degree won't mean as much as a B.S. in Education.

IV. Program Overview

The Bachelor of Science in Elementary Education will provide the same education courses currently provided by the elementary education minors. The general education block will follow UMA's current requirements for core and general education requirements. Experiential learning experiences are built into current curricula in the form of clinical field experiences in the classroom and education related venues. No new courses will be required.

a. Required and elective courses (see appendix A for UMA checksheet)

Table 4.

Required education courses (60-62 credit hours)

Course #	Course Title	Credit hours
	Pre-candidacy	
EDU 100	Introduction to Teacher Education at UMA	1
EDU 200	Diversity, Poverty, and Cultural Competence	3
EDU 210	Dimensions of Literacy	3

EDU 215, 216, or 217	Field experience I, II or III	1-3
EDU 250	The Teaching Profession	3
EDU 251	The Teaching Process	3
	Candidacy	
EDU 345	Child Development	3
EDU 366	Children's and Young Adult Literature	3
EDU 387	Teaching the Exceptional Child in the Regular Classroom	3
EDU 395	Field Experience	4
EDU 399	Student Teaching Seminar	3
EDU 491 or 492	Student Teaching	9
Early Elementary concentration (029)		Elementary concentration (020)
EDU 261	Early Childhood Curriculum: Early Learning Environments	3
EDU 325	Social Studies and the Project Approach	3
EDU 326	Observation and Assessment of Children	3
EDU 327	Mathematics for the Young Child	3
EDU 329	Science and the Project Approach for the Young Child	3
EDU 330	Teaching Writing in the Early Elementary Grades	3
EDU 362	Language and Literacy in Early Childhood	3
EDU 341	Teaching Writing in Grades K-8	3
EDU 351	Teaching Reading in Elementary School	3
EDU 361	Teaching Science in Elementary School	3
EDU 371	Teaching Social Studies in Elementary School	3
EDU 381	Teaching Mathematics in Elementary School	3
EDU 375	Managing K-12 Classrooms with PBIS	3
EDU xxx	Education Elective	3

Core and General Education Courses (40-41 credit hours)

Course #	Course Title/Description	Credit hours
COM 1XX	Any 100-level communications course	3
CIS 100 OR 101	Computer Information systems elective	3
ENG 101	College Writing	3
ENG 102W or ENG 317W	Introduction to Literature or Professional Writing	3
Fine Arts	Any art history, art, or drama course; Any 100-level music or music history course; ENG 351 Creative Writing I; ENG 452 Creative Writing II	3
HTY 102 & 104 or HTY 105 & 106	U.S. History I & U.S. History II World Civilizations I, Prehistory to 1500 & World Civilizations II, 1500 to present	6
MAT 130	Math for Elementary Teachers I	3
MAT 131	Math for Elementary Teachers II	3
100 level lab science	Any 100-level laboratory science course	4
Descriptive or lab science	Any laboratory or descriptive science course	3-4
PSY 100	Introduction to Psychology	3
100 level social science	ANT 1xx any anthropology course, ECO 1xx any economics course, ECO 201 Macroeconomics, ECO 202 Microeconomics, JUS 1xx any justice studies course,	3

	POS 1xx any political science course, SOC 1xx any sociology course, or SSC 1xx and social science course	
--	--	--

General Electives (17-23 credits hours) will vary by individual student. Credits are needed to fulfill the total 121 credit hours.

b. Development of new courses

No new courses are needed for this major.

c. Research activity

Teacher candidates will conduct nongeneralizable action research through documentation and analysis of observable student and teacher behavioral data as part of field experiences. In some courses, students will construct literature reviews on specific education topics.

d. Experiential learning opportunities

Field experiences are important aspects of teacher preparation. In pre-candidacy students engage in a 25-75-hour inquiry-based field experience in a classroom or education setting. In candidacy students engage in an 85 to 100-hour classroom field experience where they are paired with an experienced mentor teacher. Student teaching is a 600-hour, 16-week clinical practice opportunity where students are paired with experienced mentor teachers and a university supervisor. Additionally, there are service learning and observational experiences associated with all candidacy courses and three pre-candidacy courses.

e. Impact of program on existing programs

The Bachelor of Science in Elementary Education will take the place of the current elementary education minors. Students enrolled in those minors will be given the option to switch to the major or continue in the minor. UMA's education department will teach out the current minors for the next three years sunsetting the elementary education minors at the end of the 2023 spring semester.

There are four UM campuses that currently offer a degree in elementary education: University of Maine, University of Maine at Farmington, University of Maine at Machias, and University of Maine at Presque Isle. The University of Southern Maine does not currently have an elementary education minor but does offer elementary education pathways through other degree programs. These elementary education programs are campus-based programs with some online course offerings at some institutions. Since UMA is already delivering distance education

programming though minors, there should be no significant impact on our sister institutions when conversion to a major takes place.

In December 2019 the Maine Department of Education site review team recommended UMA for full approval as an educator preparation program. We expect that to be finalized by April or May. The other campuses of UMS are also accredited through the Maine Department of Education. Since each program is distinct and individually approved, multi-campus delivery or partnership is not easily accomplished. UM, UMF, and USM are also nationally accredited through CAEP (Council for the Accreditation of Educator Preparation). This adds an additional layer of individual program accountability. Paying strict attention to CAEP and MDOE accreditation standards, in 2018 UMA and UMF partnered to create and offer a multi-campus math methods course. This was a lengthy two-year process to ensure all campus accreditation standards were fulfilled. That course remains available for all UMS campuses. Representatives from UMS education programs continue to meet regularly to discuss ways to collaborate and improve our respective programs. Additionally, all UMS education programs are part of TEAME (Teacher Education Alliance of Maine), a state-wide coalition of the 16 education programs in Maine that meets regularly in order to work together to continually improve teacher education in Maine.

f. Online and hybrid delivery

UMA is known for its distance mission. The education department has adopted that mission and has pledged access to students across the state of Maine. As stated elsewhere, UMA delivers its education programming through distance modalities with a combination of asynchronous online, synchronous online (Zoom), videoconference, ITV, and hybrids of any the above. We do not offer face-to-face courses on campus without a distance component, e.g., ITV or VC students can come to a campus or center for a face-to-face experience, but the course is broadcast to other venues and/or recorded for delayed viewing. Field experiences, of course, are conducted in face-to-face venues. UMA has instructors and contacts throughout the state, so students can engage in these experiential learning experiences close to home.

g. Micro-credentials

The UMA education program has two certificates of study – Teaching Assistant I and Teaching Assistant II –designed for Educational Technicians. They were designed as stackable certificates that could be transferred into a baccalaureate degree program in education.

Additionally, students could receive a certificate in Teaching Assistant I and/or II while pursuing the baccalaureate degree in elementary education.

V. Program resources

UMA Full time Education Faculty

Cindy Dean, Ed. D.

Associate Professor of Education and Coordinator of Teacher Education

Timothy Surrette, Ed.D.

Assistance Professor of Education

Patricia Clark, C.A.S.

Director of Early Childhood Services

UMA Part time Education Faculty

Kristina McBean, C.A.S.

Anne Miller, Ed. D.

Erin Zaremba, M.Ed.

Sarah Ignasiak, M.Ed.

Sara Flowers, Ph. D.

Leigh Alley, Ph. D.

William Zima, M.Ed.

Amy St. Pierre, M. Ed.

Anne Fensie, M. Ed.

Kathryn Jones, M. Ed.

Charles Sandberg M.Ed.

UMA is currently searching for a Field Placement/Certification/Assessment Director. Minimum education requirement is a masters degree with a doctorate preferred.

i. Vita of faculty

Vitae of full-time faculty can be found in Appendix B.

ii. Specific effect on faculty assignments

There will be no need for adjustment of faculty assignments because this will be a shift from a minor to a major. Faculty are already in place.

b. Current library acquisitions available

UMA has access to multiple education journals and resources through online data bases such as ERIC, Education Full Text, Pro-Quest, and Academic Search Premier. In 2019 at the Education department's request, the Katz library added 25 new education journals to our data bases. We also have access to inter-library loan services. Requests are usually process within a few days.

c. New equipment

UMA has up-to-date equipment to deliver our distance programming through ITV, videoconferencing, and asynchronous and synchronous online course delivery. Education faculty have up-to-date Apple or PC computers to delivery Zoom courses. Therefore, no new equipment is needed.

d. Space requirements

Since the education program is delivered through distance modalities, no additional classroom space is necessary. However, office space for future staff and/or faculty may be necessary in the future.

e. Extent of cooperation with other programs

The core and general education block will be delivered through multiple UMA programs, e.g., humanities, mathematics, social science, science, computer science, music, and art. MAT 130 and 131 Math for Elementary Teacher I and II are delivered by the math department and were developed specifically for teacher education programs.

VI. Total financial consideration

Table 5.

BS in Elementary Education: Projected Program Enrollments, Revenue, and Expenses						
	2019-2020 (current year with minors)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue:						
New full-time majors/yr.	38	40	42	44	46	49
Returning full-time majors/yr.	113	118	123	128	135	145
Out of state/International	0	1	1	2	2	3
Total Students in Major	151	159	166	174	183	197

Total UMA Credit Hours/yr. (avg. 18 CrHr per AY)	2718	2863	2988	3132	3294	3546
Total UMA Tuition Revenue (includes req. gen.ed. courses) @ 233 Cr/Hr. (in-state) & 291 Cr/Hr. (out-of-state online)	633,294	668,123	697,248	731,844	769,590	829,350
Cooperating teacher stipends (based on 10 interns and 10 student teachers per AT) <i>Pd. by course fees</i>	2750	2750	2750	2750	2750	2750
Taskstream subscriptions @ \$139 <i>Pd. by program fee</i>	5282	5560	5838	6166	6394	6811
Grand total revenue (includes tuition & fees)	641,326	676,433	705,836	740,760	778,734	838,911
Expenses						
All Elementary Education Faculty Salary w/ benefits (44% of total EDU students) 3% increase each year	92,442	128,743 New FCA director	132,605	136,583	207,736 Projected New FTE	213,968
Part-time Instructor w/benefits (44% of total EDU students) 3% increase each year	61,500	63,345	65,245	67,202	69,218	71,294
Academic Coordinator w/benefits (44% of total EDU students) <i>currently in place</i> 3% increase each year	2,921	3,008	3,098	3,190	3,285	3,383
Travel	1,100	1,100	1,100	1,100	1,100	1,100
Cooperating teacher stipends (based on 10 interns and 10 student teachers per AT) <i>Pd. by course fees</i>	2,750	2,750	2,750	2,750	2,750	2,750
Taskstream subscriptions @ \$139 <i>Pd. by program fee</i>	5,282	5,560	5,838	6,166	6,394	6,811
All other expenses	945	945	945	945	945	945
Total Expenses	166,940	205,451	211,581	217,936	291,428	300,251
NET UMA Revenue	474,386	470,982	494,255	522,824	487,306	538,660

The amount of instructor and coordinator time applied to elementary education is based on the percentage of total UMA education students (see table 1, p1). Elementary education undergraduate students enrolled in minors comprise 44% of all UMA education students. Enrollment numbers and tuition revenue are based on an average of nine credit hours per semester or 18 credit hours per academic year, which is the average credit load for a UMA student.

Expense increase is calculated at 3% annually for instructors. The FCA director is being searched currently and will be in place by fall 2020. The time devoted to elementary education for the FCA director is calculated at 44%. It is projected that a new full-time faculty member for elementary education may be needed as enrollment increases. That expense is calculated into AY 23-24.

c. Identify existing sources of funding to support program

The education program has an existing budget that covers salary and benefits of current faculty, the academic coordinator, travel, and supplies and materials. A one-time program fee of \$139 is charged to each newly admitted student that pays for a seven-year subscription to Taskstream ©. Interns in EDU 395 pay a course fee of \$75.00 for the cooperating teacher stipend. Student teachers pay a course fee of \$200.00 for the cooperating teacher stipend. The academic coordinator in the education department currently oversees all EDU minors and certificates of study. She will continue to be the academic coordinator for degree programs.

VII. Program assessment and evaluation

a. Student outcomes

The UMA education department has an existing comprehensive assessment plan (see appendix C) and utilizes Taskstream LAT ©, a division of Watermark for archiving key course assessments aligned with Maine Common Core Teaching Standards. Taskstream © provides software to run reports on individual students, specific learning outcomes, specific courses, and specific standards among others. These data provide insight into proficiency levels of students and cohorts at various stages of their program. The data also assists UMA's education faculty in examining key assessments for validity and reliability. Additionally, surveys are administered to graduating students and to employers in order to analyze student perception of program effectiveness and comprehensiveness for teacher preparation.

b. Program review

The program will be subject to institutional quinquennial reviews and annual reports as well as yearly departmental assessment reports via Taskstream ©.

Additionally, UMA's secondary education pathways will be subject to quinquennial Maine Department of Education reviews. UMA's secondary and elementary pathways have been recommended by the MDOE review team as approved education preparation programs. The state Board of Education will vote on this recommendation in April or May of 2020. Full approval is expected. The quinquennial approval process involves a comprehensive self-study grounded in MDOE educator preparation standards, an extensive electronic exhibit room with artifacts to document assertions in the study, and a three-day site review.

References

Garcia, E. & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. Washington D.C.: Economic Policy Institute. Retrieved from <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>

High-wage, in-demand jobs in Maine by education. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/data/oes/hwid.html>

Labor Insight Jobs: Burning Glass Technologies, UMS. Data retrieved December 2019.

Statewide employment outlook to 2026. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/blogs/EmploymentOutlookTo2026.pdf>

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Washington, D.C.: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf

Teacher Shortage – Loan Forgiveness. Maine Department of Education. Retrieved from <https://www.maine.gov/doe/educators/loans>

Workforce projections. Statewide employment outlook to 2026. Regional employment projections. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/outlookRegional.html>

Appendix A
Curriculum Vitae

Cynthia D. Dean

Work

103 Jewett Hall
46 University Drive
Augusta, ME 04330
207.542.9481 (cell)
207.621.3192 (office)
cynthia.dean@maine.edu

Home

124 Lampson Road
Liberty, ME 04949

Current Positions

- 2016-present Associate Professor of Education, University of Maine at Augusta
2011-2016 Assistant Professor of Education, University of Maine at Augusta
2011-present Coordinator of Teacher Certification, University of Maine at Augusta

Academic History

- 2010 Ed.D., University of Maine. Special field: Literacy Education
Dissertation: Dean, C. (2010). The ecology of peer tutoring: Perspectives of student staff in one high school writing center, University of Maine.
2005 M.Ed., University of Maine. Special field: Literacy Education
2000 M.A., University of Maine. Major emphasis: English with a concentration in Women's Studies. Masters Thesis: Dean, C. (2000). Breaking out: The power of song in Louisa May Alcott's *Little Women* and selected short stories, University of Maine.
1998 B.A., University of Maine at Augusta, Major emphasis: English

Employment History

Secondary Teaching

- 2006- 2011 Literacy Specialist and Learning Center Director, Erskine Academy,
So. China, ME

- 2006-2011 Writing Center Director, Erskine Academy, So. China, ME.
2001-2011 English Teacher (9-10), Erskine Academy, So. China, ME.
2000-2001 English Teacher (9-12), Lee Academy, Lee, ME.

Post-secondary Teaching

- 2016-present Associate Professor of Education, College of Arts and Sciences,
University of Maine at Augusta, Augusta, Me.
2011-2016 Assistant Professor of Education, College of Arts and Sciences,
University of Maine at Augusta, Augusta, Me.
2005-2008 Instructor, College of Education and Human Development, University of
Maine, Orono, Me.
2001- 2006 Instructor, Composition, College of Liberal Arts and Sciences, University
of Maine, Orono, Me.
1999-2000 Instructor, Composition, University of Maine at Augusta, Augusta, ME.

Graduate Assistantship

- 1998-2000 Teaching Assistant in Composition (full responsibility), Department of
English, College of Liberal Arts and Sciences, University of Maine, Orono, ME.

Adult Education

- 2005 English Instructor, Transitions to College, Adult Education, MSAD#5,
Rockland, ME.

Honors and Awards

Teaching

- 2012 Baker Scholar, Maine Writing Project.
2011 John Schmitt Award for Outstanding Research at the Graduate Level
2003 Teacher of the Trimester, Erskine Academy
2000 Outstanding Graduate Student in English, University of Maine

Achievement

- 2014 Meritorious Achievement Award, Faculty, University of Maine at Augusta
- 2007 National Board Certification in English Language Arts 14-18 years old

Grants and Fellowships

- 2015 Presidential Mini-Grant. Education Technician Certificate of Study. Co-awarded to Patricia Clark
- 2015 Research Grant, Education Technicians in Maine, Co-awarded to Patricia Clark.
- 2011 Presidential Mini-Grant. Interdisciplinary Student Conference.

Research

- 2015-17 Understanding the needs for education of paraprofessionals. Case study of educational technicians and special education directors to better understand the courses that both constituencies believe would support ongoing professional development for Maine's educational technicians. Co-investigators, Patricia Clark and Timothy Surette
- 2015 Becoming a teacher: Building a teacher identity. Case study of select UMA students enrolled in EDU 380 and EDU 390.
- 2013 Building a student teaching practicum, Secondary Education. Presidential Strategic Development Fund Grant

Publications

Dean, C. (2015). *The wild dog of Caucomagomac and others: The lost stories of Charles Boardman Hawes*. So. China, ME: Sam Teddy Publishing.

Dean, C. (2014). *The ecology of peer tutoring: Perspectives of student staff in one high school writing center*. Saarbrücken, Germany: Lambert Academic Publishing.

Dean, C. and Doucette, R. (2015). A tale of two teachers: Mentoring new teachers. *Maine Writes*. Orono, ME: Maine Writing Project.

Dean, C. (2011) Revising and rewriting roles: Exploring the challenges of peer tutors in a student-staffed high school writing center. In D. Fels & J. Wells (Eds.), *The successful high school writing center: Building the best program with your students*. New York: Teachers College Press.

Dean, C. (2010) [Review of the book *Noise from the writing center*, by Elizabeth Boquet]. National Writing Project website. <http://www.nwp.org/cs/public/print/resource/3353>

Institutional Documents

- 2019 Self-study for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019 Electronic exhibit room for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019 Senate report on Early College from Early College Oversight Committee
- 2018 Proposal for Academic Programs of the Future
- 2017 Rationale for a degree program in Education at UMA

Departmental Documents

- 2018 UMA Education Policies and Expectations
- 2018 UMA Education Student Contract for Admission
- 2018 UMA Teacher Preparation Community Blackboard site (revised yearly)
- 2018 UMA Teacher Education Conceptual Framework (revised)
- 2017 UMA Education Department Assessment Plan
- 2017 UMA Education Department Retention Plan
- 2017 Education Student Handbook (revised yearly)
- 2014 Student Teacher Handbook (revised yearly)
- 2014 UMA Teacher Preparation Conceptual Framework

Presentations

National

- Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited workshop presenter at Illinois Teachers of English Conference, Bloomington-Normal, IL.
- Dean, C., Taylor, I., Carlough, S., Krol, K., Wendlar, R. (2011). From teachers teaching teachers to tutors tutoring tutors: National Writing Project principles in high school writing centers.

Invited workshop presenter at the National Council of Teachers of English Annual Convention, Chicago, IL.

Dean, C. and Wells, J. (2010). Secondary School Writing Centers. Invited guest for National Writing Project Radio.
http://www.blogtalkradio.com/nwp_radio/2010/10/28/teachers-and-writers-together-a-look-at-student-staffed-writing-centers

Dean, C., Wells, J., Patmon, D., Abercrombie, D., and Damron, R., (2010). K-12 Writing Centers: Transforming students, schools, and sites. Invited workshop presenter at the annual meeting of the National Writing Project, Orlando, FL.

Dean, C, Liepold, R. and Wells, J. (2010). Students leading the way: Peer tutors' perceptions of the transformative effects of peer tutoring in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Orlando, FL.

Regional

Dean, C., Surette, T., and Clark, P. (2018). Exploring the academic and professional needs of Educational Technicians in Maine. New England Educational Research Organization Annual Conference, Portsmouth, N.H.

Dean, C. (2016). The Power of Student-Staffed Writing Centers. Maine Writing Projects Annual Conference. Augusta, ME.

Dean, C. and Maloney, P. (2015). Reading and Writing about the Environment: Project Learning Tree and the ELA classroom. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Burnes, P. and Carlson, B. (2015). Pragmatic Professionalism: Figuring out the Day-to-Day Implications of National Directives. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Doucette, R., Brassil, C., (2015). Achieving National Board Certification. Invited presenter, MCELA spring conference. Northport, ME.

Dean, C. (2013). DRTA: Scaffolding reading comprehension. Invited presenter. Celebrating Children's Literature Conference, Brewer, ME.

Dean, C., Elliot, K., and Kitchin, R. (2012) Starting to invest in e-portfolios as a course element. Invited presenter. New England Sloan-C Conference, Portland, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter, Maine Writing Project Summer Institute, Orono, ME.

Dean, C., Brassil, C., and McKay, M. (2012). From vision to practice: Educational leadership and common purposes among the disciples. Invited member of panel presentation. MCELA spring conference, Northport, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter. Writing really matters: It's not just another learning result. Navigating the Real World . Augusta Civic Center, Augusta, ME.

Dean, C. (2011). Fostering critical reading and thinking. Invited presenter. Maine Maritime Academy, Castine, ME

Dean, C. (2011). The ecology of peer tutoring: Perspectives of student staff in one high school writing center. Paper presentation. New England Educational Research Organization Conference. New. Bedford, MA.

Dean, C. and Burnes, P. (2011). Unpacking the framework for post-secondary success. Invited workshop presenter at the MCELA spring conference, Northport, ME.

Dean, C. (2010). Peer tutor training. Invited workshop presenter for the Maine Writing Project's Annual Secondary School Writing Center Conference. University of Maine, Orono, ME.

Dean, C. (2010). Literacy-based assessments. Invited workshop presenter for the University of Maine's Department of Forestry connection to high school program. Bowdoin College, Brunswick, ME.

Dean, C. (2010). Understanding google applications for education. Invited workshop presenter at the MCELA spring conference, Bath, ME.

Institutional and Local

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, Surette, T., Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.
* students

Dean, C., Hudzina, M., and LeBlanc, G. (2013). Celebrate education week: The smartest kids in the world. University of Maine at Augusta, Augusta, ME.

Dean, C. (2010). Navigating the doctoral program. Invited speaker for ERL 590, Pro Seminar II, University of Maine, Orono, ME.

Dean, C. (2010). Google apps for education. Invited presenter, Erskine Academy, So. China, ME.

Professional Activities

2017-18	Reviewer, NEERO conference proposals
2016	Co-facilitator, Book study group for MCELA, <i>The Power of Grammar</i> by Vicki Vinton and Mary Ehrenworth
2015	Co-facilitator, Book study group for Maine Writing Project, <i>Minds Made for Stories</i> by Tom Newkirk.
2015	Member, Dissertation Committee. Anne Miller, University of Maine.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Reviewer for Pearson, <i>Foundations of education: Becoming effective teachers in challenging times</i> . November.
2014	Attendee, National Council of Teachers of English Annual Convention, Washington, DC. November 19-22.
2014	Facilitator, MCELA Dine and Discuss. Smarter Balance Assessment. United Technical Center. Bangor, ME. October 15.
2014-15	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
2014	Sponsor, Maine Writing Projects "Write Now, Write Tech" conference. UMA. November.
2013-14	Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. November 6 and March 5.
2013	Attendee, National Council of Teachers of English Annual Convention, Boston, MA. November 22-24
2013	Member, Dissertation Committee. Anita Jerosch, University of Maine.
2013	Attendee, Promising Practices Conference. Maine Writing Project. Orono, ME. July 11.
2013	Representative for Maine Council for English Language Arts, Annual Affiliate Meeting, Atlanta, GA. July 12-14.
2013	Member, Maine State Literacy Team sub-committee, Recommendations for certification changes.

- 2013 Attendee, Governor's Conference on Education, Augusta, ME. March 22.
- 2013 Attendee, Southern Maine Writing Project Technology Conference. Portland, ME. March 1.
- 2013-present Member, Maine Department of Education Literacy Faculty Group.
- 2013-present Representative for UMA education. Kennebec Valley Superintendents Association.
- 2012 Attendee, National Council of Teachers of English Annual Convention, Las Vegas, NV. November 15-19.
- 2012 Facilitator, Literacy for ME launch and regional meetings, Augusta and Lewiston, ME. September 2012
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Conference, Anaheim, CA. July 29-Aug 2
- 2012 Facilitator, Maine State Literacy Team Critical Friends meeting, Waterville, ME. June 22.
- 2012 Attendee, New England Educational Research Organization Annual Conference, Portsmouth, NH. May 2-4.
- 2012 Attendee, Common Core State Standards Summit, Orono, ME. April 25.
- 2012 Member, Passage review committee for Maine PAAP (Personalized Alternative Assessment Portfolio), Augusta, ME.
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Seminar, Chicago, IL. March 5-8.
- 2012 Member, Steering Committee for Project Learning Tree, Maine chapter.
- 2011 Coordinator, Maine High School Writing Centers Annual Conference, Augusta, ME. Also coordinated this conference in fall 2010 (Orono) and spring 2011 (So. China, ME)
- 2011 Member, Standing Committee on Secondary School Writing Centers, International Writing Centers Association
- 2011 Maine Writing Project Representative, National Writing Project Annual Spring Meeting (Meetings with congressional delegation), Washington, D.C.
- 2010 Member, Maine Department of Education Literacy Team, Augusta, ME

2010 External reviewer, English program, University of Maine at Augusta, Augusta, ME.

University and Departmental Activities

2019 Member, Search Committee for Director of Instructional Services

2019 Worked with MARCOM to develop EDU brochure, conceptual framework graphic, and revision of website to include an internal (portal-based) informational website for matriculated EDU students.

2019 Outreach presentation for UMA EDU current and perspective students at the UMA centers at Saco and South Paris

2019 Presentation to Mid-Coast Superintendents Association on UMA Education Program and Early College opportunities for Computer Science

2019 Facilitator for transfer agreements between UMA and KVCC, EMCC, & SMCC

2019 University Supervisor for two students (English – Biddeford High School & Social Studies – Oxford Comprehensive High School)

2019 Faculty representative at UMA centers/UMA student retreat

2018 Outreach presentation for perspective EDU students at CMCC

2018 Course developer for EDU 200 Diversity, Poverty, and Cultural Competence

2018 Course developer for EDU 345 Child Development

2018 Course developer for EDU 215, 216, & 217 Field Experience I, II & III

2018 Faculty representative at UC/UMA student retreat (March 30-31).

2018 Member, UMA faculty task force for feedback on UM policy 214.

2018 Member, University College and UMA reintegration committee on student services.

2018- present Chair, Early College Oversight Committee.

2018 Course developer for EDU 330 Teaching Writing in the Early Elementary Grades PK-3

2018	Course developer for EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned from Teaching Writing in the Content Areas)
2018 spring	University Supervisor for two student teachers in social studies at Oceanside High School.
2017	Coordinator for Taskstream assessment system
2017	Facilitator for transfer agreements between UMA and WCCC and EMCC
2017 fall	University Supervisor for four student teachers: two English teachers, Thornton Academy and Boothbay Regional High School; two social studies teachers, Messalonskee Middle School and Gardiner Area High School
2017	Course developer for EDU 100 Introduction to Teacher Education at UMA
2017 fall	Instituted admission process for new EDU students including submission of intent to declare form and admission meeting with coordinator
2017 spring	University Supervisor for one student teacher in English, Mt. Ararat High School
2016 fall	University Supervisor for two student teachers: one art teacher, Camden Hills High School/Medomak Valley High School; one English teacher, Belfast Area High School/Troy Howard Middle School
2016 spring	University Supervisor for four student teachers: two life science teachers, Belfast Area High School and Camden Hills High School/Oceanside High School; one health teacher, Oak Hill High School; one English Teacher, Bath Middle School
2015	Course developer for EDU 385 Teaching Writing in the Content Areas (6-12).
2015 fall	University Supervisor for one student teacher in Life Sciences, Morse High School.
2015	Developer, Minor in Elementary Education and Minor in Early Elementary Education.
2015	Course developer, EDU300 Teacher as Researcher and EDU 210 Teaching the Dimensions of Literacy.
2015-18	Co-chair, Bridge Program Faculty Oversight Committee.
2015-present	Member, Program Integration committee. Education sub-team. UMS system.
2015 Spring	University Supervisor for one student teacher in English, Portland High School.

2014-15	Chair, Search Committee for Education Faculty.
2014-15	Member, Search Committee for Accounting Faculty.
2014 Fall	University Supervisor for five student teachers -two English teachers, Mardi Stevens Learning Center and Brunswick Junior High School; three social studies teachers- Morse High School, Middle Schools of the Kennebunks, Lewiston High School, and Lewiston Middle School
2014 Spring	University Supervisor for two art student teachers, Messalonskee High School and Poland Regional High School
2013	Member, Search Committee for Staff Associate – Career and Advising
2013 & 2014	Advising Forum for Education Students
2013 & 2014	Course developer, EDU 381 Teaching Mathematics in Elementary School.
2013-15	Chair, Teacher Certification Advisory Group
2013	Course developer, EDU 361 Teaching Science in Elementary School, EDU 351 Teaching Reading in Elementary School, EDU 371 Teaching Science in Elementary School
2013	Member, NEASC Self-Study for Students. Standard six.
2013	University Supervisor for ELA student teacher, Gardiner Area High School
2013	Member, Committee for Interdisciplinary Student Conference
2013	Faculty representative for College of Arts and Sciences, Provost's Committee for Distinguished Student and Woodworth award recipients
2012	Education representative. UMA Admissions luncheon for high school guidance counselors.
2012-2018	Member, Faculty Senate
2012	Participant, ABCDE committee survey
2012-14	Member, Search Committee for English/Writing Center faculty.
2012-2014	Member, Colloquium Committee and Academic Theme Conference Committee

- 2012 Student Concierge Committee
- 2011-12 Developer, Minor in Secondary Education and Certificate of Study in Secondary Education.
- 2011-12 Course Developer, EDU 250 Foundations of Education, EDU 380 Literacy and Technology Across the Curriculum, EDU 390 Methods of Secondary Teaching, EDU 366 Children's and Young Adult Literature, EDU 387 Teaching the Exceptional Child in the Regular Classroom.
- 2011-present Member, Honors Council.
- 2011 Member, Search Committee for Mathematics Faculty
- 2011-present Member, Interdisciplinary Council

University Courses Taught

Undergraduate

EDU 100 Introduction to Teacher Education, University of Maine at Augusta (Zoom with delayed viewing)

EDU 200 Diversity, Poverty, and Cultural Competence (Zoom with delayed viewing)

EDU 215, 216, & 217 Field Experience I, II, & III (Zoom)

EDU 250 Foundations of Education, University of Maine at Augusta (online)

EDU 210 Dimensions of Literacy, University of Maine at Augusta (online)

EDU 300 Teacher as Researcher, University of Maine at Augusta (hybrid)

EDU 345 Child Development (online)

EDU 362 Language and Literacy, University of Maine at Augusta (hybrid)

EDU 380 Digital Literacy and Technology in Schools (formerly Literacy and Technology Across the Curriculum), University of Maine at Augusta (online)

EDU 385 Teaching Writing in the Content Areas, University of Maine at Augusta (VC)

EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned course) University of Maine at Augusta (online)

EDU 387 Teaching the Exceptional Child, University of Maine at Augusta (online)

EDU 366 Children's and Young Adult Literature (online)

EDU/PSY 401 Educational Psychology (online)

EDU 390 Secondary Methods of Teaching, University of Maine at Augusta (online)

EDU 399 Student Teaching Seminar

ENG 101 College Composition, University of Maine (Hutchinson Center, Belfast, ME.)

ENG 101 College Writing, University of Maine at Augusta (Thomaston Center, Thomaston, ME.)

Graduate

Writing Center Pedagogy (summer 2013, online)

Special Topics in Literacy: Digital Literacies (Central Maine literacy cohort)

Writing Process (Central Maine literacy cohort)
Literacy Across the Curriculum (on-campus)
Teaching Young Adult Literature (on-campus)
Mentoring in the Maine Writing Project Summer Institute (on-campus)
Adolescent Literacy Institute (on-campus)
Maine Writing Project Summer Institute (on-campus)

Secondary School Courses Taught

World Literature
Shakespeare
British Literature
American Literature
Freshman Writing and Literature
Academic Literacy
Writing Center English: Mentoring and Composition

Adult Education Courses Taught

Transitions to College English

Memberships

Teacher Educators Alliance of Maine
Maine Council for English Language Arts
National Council of Teachers of English
Association for Supervision and Curriculum Development
National Writing Project
Maine Writing Project

Timothy N. Surrrette
92 Grant St.
Bangor, ME 04401
(207) 731 – 6998
timothy.surrrette@maine.edu

EDUCATION

12/16	Doctor of Education – Curriculum and Instruction – Teaching and Learning of School Subjects, University of Cincinnati, OH
08/07	Master of Education – Educational Leadership, University of Maine, Orono, ME
05/02	Bachelor of Science – Secondary Education, University of Maine, Orono, ME

RESEARCH INTERESTS

Teacher induction, teacher professional development, communities of practice, educational technology,

PROFESSIONAL LICENSURES & APPOINTMENTS

02/14 – 06/19	Graduate Faculty, University of Maine, College of Education and Human Dev.
07/18 – 07/23	State of Maine, Professional Building Administrator, (Level K – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Life (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Physical (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Social Studies (Level 7 – 12)

PROFESSIONAL EXPERIENCE

08/15 – Present	Assistant Professor of Education, University of Maine at Augusta, ME <u>Responsibilities:</u> I am responsible for development, delivery, and ongoing improvement of multiple course offerings related to K-12 teacher preparation, mentoring and evaluating student-teaching interns, and advising of undergraduate students.
01/15 – 05/15	Adjunct Professor for <i>EDU 361, Teaching Science in the Elementary School</i> , University of Maine at Presque Isle, ME <u>Responsibilities:</u> I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course places an emphasis on examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials. This course is taught in an online setting.
01/15 – 05/15	Teaching Assistant for <i>Curriculum and Instruction 7001, Educational Research for Master's Students</i> , School of Education, University of Cincinnati, OH

- Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focuses on research and bibliographic methods in curriculum and instruction; analytic, evaluative writing about research; use of research facilities. Students research and write a literature review on a topic relevant to the field of education/curriculum and instruction. Students learn the steps to preparing a literature review and engage in researching topics, forming arguments, and synthesizing research papers. This course is taught in an online setting.
- 09/14 – 05/15 Adjunct Professor for *EDB 204, The Teaching Process*, College of Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the examination of procedures of instructional planning, including improved use of small groups, classroom space, and appropriate teaching materials, measurement, evaluation, and reporting of pupil learning.
- 01/14 – 05/15 Adjunct Professor for *EDG 400, Field Experience Seminar*, College and Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the study of education programs through visits, consultation, and appraisal of practices in selected schools, instructional centers, clinics, laboratories, and community agencies. Observations are considered in relation to research theory and practice.
- 09/11 – 05/15 Graduate Assistant with the Woodrow Wilson Ohio Teaching Fellowship project at the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
Responsibilities: I am responsible for the management and continuous improvement of a mentoring program for Woodrow Wilson Ohio Teaching Fellows that graduate from the University of Cincinnati and begin teaching science, technology, or mathematics subjects at high-needs public secondary schools throughout the state of Ohio.
- 09/14 – 12/14 Teaching Assistant for *Curriculum and Instruction 7002: Theories and Trends in Curriculum*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on how curriculum and curricular activities are developed and impacted by legislative and sociopolitical forces. The class investigated the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped. This course was taught in an online setting.
- 07/14 – 12/14 Adjunct Professor for *EDU 366, Teaching Mathematics in the Elementary School*, University of Maine at Presque Isle, ME
Responsibilities: I was responsible for selection of course readings, curriculum development, instruction, and assessment. The intent of this undergraduate level course was to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures. This course was taught in an online setting.
- 01/14 – 05/14 Field Placement Supervisor, College of Education and Human Development, University of Maine, Orono, ME and College of Education, Presque Isle, ME

- Responsibilities: To continuously communicate with and provide written and oral feedback to teacher candidates. To supervise and evaluate teacher candidate progress during their student teaching experience and advise candidates on the development of their portfolios around the UMaine Teacher Candidate Proficiencies and the Maine Beginning Teacher Standards.
- 01/14 – 05/14 Teaching Assistant for *Curriculum and Instruction 7010, Improving Instructional Effectiveness*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course examined the nature of instructional effectiveness and its relationship to classroom practice. This course was taught in an online setting.
- 09/13 – 12/13 Adult Education Biology / Lab Instructor, Bangor School Dept., Bangor, ME
Responsibilities: I was responsible for textbook selection, course development, and delivery of instruction and assessment. This introductory survey course included a laboratory component and covered topics such as: the nature of science and scientific inquiry, cell structure and function, photosynthesis, cellular respiration, DNA and genetics, evolution, ecology and classification of life forms.
- 06/13 – 12/13 Teaching Assistant for *Curriculum and Instruction 7003, Teaching and Learning in Diverse Classrooms*, School of Education, University of Cincinnati, OH
Responsibilities: I assisted with the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to develop course content, respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.
- 09/13 – 11/13 Alternative Education Mathematics Long-Term Substitute Teacher (Grades 9-12), Bangor School Department, Bangor, ME
Responsibilities: I was responsible for providing differentiated instruction and support in the subject areas of Pre-Algebra, Algebra I and II, and Geometry to multiple groups of high school level students with diverse learning abilities and styles.
- 01/13 – 08/13 Teaching Assistant for *Curriculum and Instruction, 7001 Master's Research Seminar*, School of Education, University of Cincinnati, OH
Responsibilities: During the spring and summer semesters of 2013, I assisted in the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.
- 01/13 – 08/13 Instructor for the *Learning for the Mobile Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH
Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Mobile Age*. The workshop focused on strategies for utilizing various mobile devices, such as cell phones and iPads, to support classroom instruction and student assessment in all subject areas and grade levels. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

- 03/12 – 08/13 Instructor for the *Learning for the Digital Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH
Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Digital Age*. The workshop focused on how to utilize various web-based tools to engage students in the 21st century skills of collaboration, creativity, communication, and critical thinking. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.
- 08/12 – 12/12 Adjunct Professor for *Curriculum and Instruction 7023, Intermediate Methods Secondary: Science*, School of Education, University of Cincinnati, OH
Responsibilities: I was solely responsible for textbook selection, course development, instruction, and assessment. This was the second of three required methods courses for University of Cincinnati undergraduate and/or graduate students pursuing any science teaching license in the State of Ohio.
- 08/08 – 09/11 Assistant Principal/Athletic Director at Dr. Lewis S. Libby School (Gr. pK – 8), Milford, ME
Responsibilities: As the assistant principal, I worked collaboratively with other school leaders to hire, supervise, and evaluate professional teaching and support staff, led school-wide improvement initiatives, and managed academic and behavioral student data. As the athletic director, I was responsible for the management of all aspects of the interscholastic sports program offered at the Dr. Lewis S. Libby School.
- 09/07 – 09/11 Adult Education Chemistry, Earth Science, and Biology Instructor, Old Town School Department, Old Town, ME
Responsibilities: I was responsible for textbook selection, course development, instruction, and assessment related to multiple adult education course offerings in the sciences at Old Town High School.
- 07/04 – 08/08 7th and 8th Grade Science Teacher, James F. Doughty Middle School, Bangor, ME
Responsibilities: I taught 7th and 8th grade science at the James F. Doughty Middle School in Bangor, Maine. During my four years of teaching, I was responsible for the planning and administration of integrative units aligned with the Maine Learning Results in the physical and life sciences, including astronomy, chemistry, physics, and biology. Furthermore, I was involved in the analysis of student data to continually monitor and improve my classroom instruction.
- 03/06 – 06/08 High School Varsity Boys/Girls Tennis Coach, John Bapst Memorial High School, Bangor, ME
Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.
- 01/04 – 07/04 9th – 12th Grade Science Teacher, Old Town High School, Old Town, ME
Responsibilities: I was responsible for course development and delivery of Biology, Wildlife Ecology, and Anatomy and Physiology.
- 07/03 – 01/04 9th – 12th Grade Science Teacher at Mattanawcook Academy, Lincoln, ME

Responsibilities: I was responsible for course development and delivery of Earth Science, Environmental Science, and Physical Science.

03/02 – 06/03

High School Varsity Girls Tennis Coach, Bangor High School, Bangor, ME

Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

RESEARCH EXPERIENCE

09/11 – 05/15

Research Assistant, “*University of Cincinnati, Woodrow Wilson Ohio Teaching Fellowship program*”, Ohio Board of Regents in conjunction with the Woodrow Wilson Foundation

Responsibilities: To conduct and manage internal evaluative research that assesses the effectiveness of a university-based mentoring program that supports Woodrow Wilson Ohio Teaching Fellows (WWOTF) during their beginning years of teaching at high-needs schools in Ohio. I have developed and administered interview protocols and survey instruments and engaged in quantitative and qualitative analysis of collected data. Additionally, I communicate the results of this ongoing research to the WWOTF program director.

03/13 – 04/13

Research Assistant, “*STEM Leaders Professional Development project*”, Ohio STEM Learning Network

Responsibilities: I assisted in the research and development of a SEED proposal for a STEM Leaders’ Academy in the state of Ohio. I examined the existing research base related to topics such as, unique qualities of STEM schools and leaders, impact of highly effective principals on teachers and students and frameworks for effective teacher professional development in the STEM subjects.

03/12 – 09/12

Research Assistant, “*Discovery Research K-12 (DRK-12) project*”, National Science Foundation

Responsibilities: At the Mason City School District, Ohio, I conducted several observations of 5th grade science teachers engaging their students in Boston Museum’s Engineering is Elementary (EiE) curriculum. The Discovery Research K-12 (DR K-12) program, funded by the National Science Foundation, supports high-quality research and development on science, technology, engineering, and mathematics (STEM) learning and teaching.

10/11 – 2/12

Research Assistant, “*Interactive Field Investigation Guide (iFIG) project*”, U.S. Department of Education

Responsibilities: I administered an interview protocol to 5th grade students that assessed their perceptions of various iPad applications and their effectiveness at delivering mathematics content. The technology was developed around the Universal Design for Learning (UDL) framework, which emphasizes proactive instructional design that gives all students an equal opportunity to learn.

06/08 – 08/08

Participating Teacher/Researcher, “*Inquiry-Based Dynamic Earth Applications of Supercomputing (I.D.E.A.S.) project*”, National Science Foundation

Responsibilities: I actively participated in ongoing research being conducted at the University of Maine that focused on utilizing computer models to understand fundamental Earth processes such as climate change, plate tectonics, and ocean circulation. Additionally, I developed curricular units connected to the IDEAS project learning goals and delivered them to my middle school science students during the academic school year.

06/07 – 08/07 Participating Teacher/Researcher, “*Forest Bio-refinery Research Initiative (F.B.R.I.) project*”, National Science Foundation

Responsibilities: I actively participated in ongoing research being conducted at the Forest Bioproducts Research Institute – University of Maine. The research focused on the viability of forest-based bioproducts as a sustainable commercial energy resource. Additionally, I developed curricular units connected to the FBRI project learning goals and delivered them to my middle school science students during the academic school year.

06/05 – 08/05 Participating Teacher/Researcher, “*Maine, GK-12 Sensors!*”, National Science Foundation

Responsibilities: I actively engaged in ongoing research being conducted at the University of Maine that focused on the usability of several types of industrial sensors. Also, I developed curricular units connected to the Maine, GK-12 Sensors! project learning goals and delivered them to my middle school science students during the academic school year.

PUBLICATIONS

Peer-Reviewed Publications:

Surette, T. (2019). Influence of mentoring and professional communities on early career mathematics and science teachers’ development. *School Science and Mathematics* (Accepted with Major Revisions Jan. 14th, 2019).

Surette, T. & Johnson, C. (2015). Assessing the ability of an online environment to facilitate the critical features of teacher professional development. *School Science and Mathematics*, 115(6), p. 260 – 270.

Non Peer-Reviewed Publications:

Dean, C., **Surette, T.**, & Clark, P. (2019). Self-study report prepared for Maine department of education’s review team.

Surette, T. (July, 2018). Presentations from ISTE 2018 conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (June, 2018). 2018 international society for technology in education (ISTE) international conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surette, T. (May, 2018). Using the ZOOM videoconferencing tool to facilitate online class

meetings. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (April, 2018). Students perceptions of a synchronous conference with their instructor during an online asynchronous course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (March, 2018). Podcasts!. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (February, 2018). Organizing your blackboard course to support student success. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (January, 2018). Monitoring students' progress during an asynchronous online course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (December, 2017). Asynchronous online discussion questions/prompts aimed at increasing student engagement. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Assessing asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Instructor decisions aimed at improving asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (2016). *Beyond Traditional School-Based Teacher Induction*. (Electronic Thesis or Dissertation). Retrieved from <https://etd.ohiolink.edu/>.

Publications in Progress:

Surrette, T. (2019). A community of practice model for support of early career teachers: A review of literature. *The New Educator Journal* (In Progress).

PRESENTATIONS

National Refereed Presentations:

* Indicates student collaborator.

Surrette, T. & Overall, T. (November, 2019). Innovative approaches to designing and delivering a multi-campus secondary mathematics methods course. Proposal submitted to *School Science and Mathematics Annual Conference*, Salt Lake City, UT.

Surrette T. & Maloney, P. (June, 2018). Pre / In-service teachers' perceptions of PLT e-unit – energy in ecosystems. Presented at 2018 *Project Learning Tree (PLT) International Coordinators' Conference*, Cody, WY.

Surette, T. (May, 2018). Examining opportunities for rurally placed student teachers to demonstrate pedagogical knowledge and skills associated with the InTASC standards. Presented at the *National Student Teaching and Supervision Conference*, West Chester, PA.

Surette, T. (October, 2016). Web-based tools to facilitate collaborative experiences in methods of teaching STEAM courses. Presented at the *School Science and Mathematics Annual Conference*, Phoenix, AZ.

Surette, T. (October, 2016). Influence of mentoring and professional communities on early career teacher development. Presented at *University of New Mexico Mentoring Institute Annual Conference*, Albuquerque, NM.

Surette, T. (November, 2014). Active-engagement instructional strategies to support student learning in university-level STEM courses. Presented at *School Science and Mathematics Association Conference*, Jacksonville, FL.

Surette, T. (November 2013). Investigating the experiences of three novice teachers participating in electronic mentoring. Presented at *School Science and Mathematics Association Conference*, San Antonio, TX.

Israel, M., Maynard, K., Micham, S., & **Surette, T.** (April, 2013). Exploring engineering with diverse learners: A mixed methods study examining variables affecting learning and attitudes. Presented at the *National Association for Research in Science Teaching Annual International Conference*, Rio Grande, Puerto Rico.

Meyer, H., Stinson, J., **Surette, T.** & Grasso, S. (January, 2013). Developing science teacher leaders: Induction to master teachers. Presented at the *Association for Science Teacher Education Conference*, Charleston, SC.

Surette, T. & Wuebker M. (November, 2012). Assessing the ability of an online environment to provide effective professional development to teachers. Presented at *School Science and Mathematics Association Conference*, Birmingham, AL.

Regional/State Referred Presentations:

Surette, T. & Overall, T. (May, 2019). Lessons learned from designing and delivering a hybrid (face-to-face, synchronous, and asynchronous online) multi-campus undergraduate course. Accepted at *2019 Faculty Institute*, Augusta, ME.

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, **Surette, T.**, Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

Surette, T., Maloney, P., Higgins, K., & Wilson, L. (March, 2019). Leveraging collaborative

partnerships to enhance and expand environmental education opportunities for students in Maine. Accepted at the *2019 Maine Environmental Education Association Conference*, Belfast, ME.

Corlew, K., McMahon, S., **Surrette, T.**, & Donisvitch, A. (March, 2019). How can we strengthen our network of scholars, practitioners, and partners so our collective work can be enhanced and amplified? Accepted at the *2019 Eastern Regional Campus Compact Conference*, Providence, RI.

Hirosuke, H., **Surrette, T.**, Dube, M. (November, 2018). Assessing and improving vocational relevance in professional studies. Presented at the *New England Educational Assessment Network 2018 Fall Forum*, Worcester, MA.

Dean, C., Clark, P. & **Surrette, T.** (May, 2018). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *New England Educational Research Organization Annual Conference*, Portsmouth, NH.

Surrette, T., Ball, H., & Nunez-Olmstead, H. (May, 2018). Designing accessible online courses in blackboard. Presented at the *2018 University College Faculty Institute*, Augusta, ME.

Surrette, T. (May, 2017). Discussions when you're the only one in the room: Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University College Faculty Institute*, Augusta, ME.

Walden, K.* & **Surrette, T.** (March, 2017). Learning to think: schema theory, teaching, and the humanities. Presented at the *Maine Council for English Language Arts Annual Conference*, Rockport, ME.

Invited Workshops and Presentations:

Surrette, T. (July, 2018). Engaging adults with social constructivist teaching strategies and active learning experiences. Presented at the *Summer Academy for Adult Learning and Teaching*, Portland, ME.

Surrette, T. (May, 2018). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at *Husson University Faculty Professional Development Workshop*, Bangor, ME.

Surrette, T. & King, L. (March, 2018). Rubrics to the rescue! Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surrette, T., Doran, K., & Stallard, J. (February, 2018). Overview / exploration of PLT e-unit -- energy in ecosystems and barriers, advantages, & biases associated with online teaching/learning. Presented at *Immersion/Transition Maine Project Learning Tree Gathering*, Nobleboro, ME.

Haines, L. & **Surette, T.** (November, 2017). Overview / exploration of PLT e-unit – energy in ecosystems. Presented at *Project Learning Tree pk-8th Educator Workshop*, Bates College, Lewiston, ME.

Surette, T. (November, 2017). The power of choice: designing a well-structured course assignment that values student choice and assesses course learning outcomes. Presented at *UMA Academic Assessment Committee Lunch and Learn Series*, Augusta, ME.

Surette, T. & McCord, T. (October, 2017). Discussions and blogs to engage your students. Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surette, T. (August, 2017). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University of Maine Center for Innovation in Teaching and Learning*, Orono, ME.

Surette, T. (October, 2016). Strategies to improve student participation in online discussions. Presented at the *University of Maine at Augusta Research and Pedagogy Colloquium Series*, Augusta, ME.

Surette, T. (February, 2013). Web-based tools to support student learning. Presented at *Student-Teacher Workshop*, University of Maine, Orono, ME.

RESEARCH/TRAINING GRANTS

Surette, T. (Spring, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations. *University of Maine at Augusta Diversity Committee Grant*, (fully funded; \$250.00)

Dean, C., **Surette, T.**, Clark, P. (Co-Principal Investigators) (Spring, 2018). *University of Maine at Augusta Academic Programs of the Future Grant*. (fully funded; \$74,500)

Surette, T. & Overall, T. (Co-Principal Investigators) (Spring, 2017). Methods of secondary mathematics: developing a virtual course for pre-service teachers from multiple UMS campuses. *University College Faculty e-Learning Technology Grant*, (fully funded; \$1500.00).

Hirosuke, H. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). How do adult students relate their academic studies with their work experiences and career aspirations?: Enhancing the interrelatedness to promote student success. *Presidential Research Innovation Grant*, (fully funded, \$5,285.00).

Maloney, P. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). United States Environmental Protection Agency (EPA), *Environmental Education and Training Partnership (ee360) Competitive Grant*. (fully funded; \$6,995.00).

Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00).

Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00)

COMMUNITY/CIVIC SERVICE

11/18 – Present	Southern Penobscot Regional Program for Children with Exceptionalities (SPRCE) board of directors.
11/17 – Present	School Committee for the Bangor School Department, Bangor, ME
11/17 – Present	Region #4 Cooperative Board, United Technology Center, Bangor, ME
09/17 – Present	Teacher Education Alliance of Maine (TEAMe)
01/16 – Present	Maine Project Learning Tree (ME-PLT) Steering Committee
07/12 – 08/13	Volunteer at the Society of St. Vincent DePaul, Cincinnati, Ohio Chapter
03/16/13	Science Fair Judge, Science and Engineering Expo, Cincinnati, OH
12/17/12	Science Fair Judge, Clark Montessori Jr./Sr. High School, Cincinnati, OH
08/08 – 09/11	School Liaison to Chaisson Field Committee, Milford, ME
10/06 – 12/06	Youth Mentor for the “Jumpstart” program offered at the Young Men’s Christian Association (YMCA), Bangor, ME

UNIVERSITY SERVICE

09/18 – Present	Psychology Faculty Search Committee (2018 – Present)
01/18 – Present	Civic Engagement Committee, University of Maine at Augusta
01/18 – Present	Faculty Representative to the University of Maine System Board of Trustees, University of Maine at Augusta
01/18 – Present	Faculty Senate Leadership Team, University of Maine at Augusta
01/18 – Present	President’s Cabinet, University of Maine at Augusta
01/18 – Present	Faculty Representative to the UMS Academic and Student Affairs Sub-Committee of the UMS Board of Trustees, University of Maine at Augusta

09/16 – Present	Education Department Committee, University of Maine at Augusta
09/16 – Present	Faculty Senate, University of Maine at Augusta
09/16 – Present	Assessment Committee, University of Maine at Augusta
09/16 – Present	Advising (125 students), University of Maine at Augusta
09/15 – Present	Social Sciences Department/Committee, University of Maine at Augusta
09/15 – Present	College of Arts and Science, University of Maine at Augusta
11/16 – 03/17	Dean of Admissions Search Committee, University of Maine at Augusta
09/14 – 05/15	Diversity and Difference Standing Committee, University of Maine, Orono, ME
09/13 – 05/14	Distance Learning Representative for Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
05/12 – 09/13	President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
09/12 – 12/12	Secondary Education Faculty Committee, University of Cincinnati, OH
01/12 – 02/12	Secondary Education: Social Studies, Faculty Search Committee, University of Cincinnati, OH
10/11 – 05/12	Vice-President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

JOURNAL REVIEW ACTIVITY

10/12 – Present	Reviewer, <i>School Science and Mathematics Association Journal</i> , 10/12, 11/12, 05/13, 11/13, 07/14, 05/15, 08/16, 06/18, 12/18, 05/19, 12/19
-----------------	---

Patricia Morris Clark

**417 North Road
Readfield, ME 04355**

Home Phone: 207-685-4101

Cell Phone: 207-941-5154

E-Mail: pclark@maine.edu

EDUCATION

University of Maine at Orono, Certificate of Advanced Study, May, 2012; Doctoral candidate in Early Intervention/Special Education and Public Policy (ABD).

Georgetown University Capitol Hill Seminar examining Congress, Washington DC, February, 2008.

Cornell University College of Human Ecology's Department of Human Development course, **Family Development Instructor Certificate**, Ithaca, NY, January, 2002.

University of Southern Maine, Gorham, Maine, GPA 3.838, **MS, Education, Exceptionality**, May, 1993.

University of Nebraska, Omaha, Nebraska, Cum Laude, **BS, Elementary Education**, August, 1979.

Midland Lutheran College, Fremont, Nebraska, Magna cum Laude, **BA, French and Journalism**; Minors in History and English. Completed degree requirements December, 1974; walked May, 1975.

Universite d'Avignon et des Pays de Vaucluse, Avignon, France, six courses in French immersion program during junior year, 1974.

EMPLOYMENT

University of Maine at Augusta

Director of Early Childhood Services for Mental Health and Human Services instructor (2002 - present) and Education (2016-present).

Libra Professor of Early Childhood Education (2001 - 2002)

Advises students, **supervises** student teachers and practica students and supervisors, **develops new curriculum**, **designs** new courses, **teaches** classes on child mental health, developmental disabilities, early childhood education, family and human services, infants and toddlers, psychology, and special needs face-to-face, online,

hybrid, video conferencing, and on interactive television. **Designed early childhood teacher education program pathways for Birth to 5 and K-3 certifications including creating or adapting 10 new courses to meet state requirements.** Other duties include developing early childhood program throughout the state, serving as liaison with Head Start, DHHS, DOE, early childhood committees, community colleges and university system. Also increasing awareness of program, promoting importance of collaboration with community colleges, and advocating for quality early childhood education statewide and nationally. Serving as university and early childhood representative nationally and conducting research in the field. As **Learning Support Specialist**, (2003-2004) gathered documentation of disabilities, determined type of accommodations for students with varying disabilities and served as liaison between professors and students.

Office of Head Start, Washington DC

National Head Start Fellow (October 2007 - September 2008)

Worked in **Training and Technical Assistance** and **Family and Governance**. Assisted with new **Head Start regulations**, coordinated **national committees** including technical assistance and professional development, and evaluated family development credentialing programs. Wrote, edited, analyzed, and evaluated online projects for the **Early Childhood Learning and Knowledge Center** and presented at national conferences throughout the U.S. Served as a Fellow lead for **A Head Start in Picturing America**, collaboration between the National Endowment for the Arts and the Office of Head Start. Remained chair of the Professional Education Network, a national group devoted to professional development, higher education, and distance education into 2009.

National Women's Law Center Fellow (July, 2007—October, 2007). Research and training in leadership, social justice and poverty law as it pertains to families and children. Studied bills and methods of lobbying Congress. Mentor was Helen Blank, Director of Childcare and Early Learning

Andover College, Portland, Maine

Chair of the **Early Childhood Department** (1999 - 2001)

Designed early childhood program, classes, and syllabi. Advised, supervised students and adjuncts, taught, and developed curriculum. Served as **liaison** between the department and **college and community**. Classes taught included English, sociology, psychology, and early childhood.

MSAD No. 75, Topsham, Maine

Kindergarten teacher (1982 - 1999)

Taught kindergarten at West Harpswell and Topsham. Created one of the **first all-day kindergarten** programs in Maine, **Super K**, in **collaboration** with **Head Start** for children who were at risk of failing because of **poverty or disability**. Responsible for **identifying, testing, and writing individual education programs** for students who were identified with **exceptional needs**. Supervised staff including educational technicians and home-school coordinator, managed budget, initiated parent group, and

Super K Parent/Community Advisory Board. Coordinated early childhood activities at West Harpswell School for seven years. Created and co-taught transition class for students.

St. John's Elementary School, Brunswick, Maine

Third-grade teacher (1981 - 1982)

Taught reading, phonics, math, science, social studies, spelling, French, music, and art in self-contained room.

Nobleboro Central School, Nobleboro, Maine

Fifth-grade teacher (1979 - 1981)

Taught in self-contained classroom and middle school reading room. Helped **coordinate programs** for students with **disabilities and behavior problems**, **developed programs for gifted children**. Taught reading to students ranging in levels from **third** through **eighth** grade.

Merrymeeting Adult Education, Brunswick and Topsham, Maine

American history teacher, adult education program at Brunswick and Mt. Ararat High Schools (1981 - 1983) Integrated geography, speakers, field trips, and small groupings to make history personal for **adult and teenage** learners.

Pooh's Corner Preschool, Gretna, Nebraska (1978 - 1979)

Nursery school and **French** teacher to three and four year olds

PROFESSIONAL TRAINING AND WORKSHOPS

- ❖ Chair for Bicentennial panel discussion of three nationally acclaimed children's authors with ties to Maine. They include, Robert McCloskey, Margaret Wise Brown, and E.B. White for the event scheduled for 2020. Panel to include Sally McCloskey, Robert McCloskey's daughter; Amy White, Margaret Wise Brown's biographer; and Margaret White, E.B. White's granddaughter.
- ❖ Interviewed International Author Paul Doiron on his writing process and books on Comcast TV September 11, 2018.
- ❖ Presented on ***Exploring the Academic and Professional Needs of Educational Technicians in Maine*** at NEERO conference in Portsmouth, NH. Report with Cynthia Dean and Tim Surette. May 3, 2018
- ❖ Presented workshop on **Environment is the Third Teacher** at International School at Sosua, Dominican Republic.
- ❖ Presented ***Education in Cuba*** to Granite Hills forum sponsored by UMA Senior College September, 2016.
- ❖ Organized **Forum on Hunger** at UMA Lunch and Learn with representatives from the community including Craig Hickman and Naomi April, 2015.
- ❖ Presented on service learning and distance education at the ***Future of Community Engagement in Higher Education 4th Annual Research Institute*** at Tufts University July 17-18, 2013.

- ❖ Represented Maine at the **Pyramid Model** Faculty Institute on adult-child relationships and interventions in Shrewsbury, MA June 7 and 8, 2012.
- ❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites.
- ❖ Assisted creating panel discussion topics for Children with Incarcerated Parents (CHIPS) Nov., 2012.
- ❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites in August and fall, 2012.
- ❖ Provided **Head Start on Picturing America** training with Meaghan Miner at Educare early childhood facility, Waterville, ME April 23, 2012.
- ❖ Presented session on **Head Start on Picturing America** at annual Conference in Orlando, FL Nov. 2-5, 2011. Coordinated with **community partners** Head Start, Maine Humanities Council Born to Read, and Colby College of Art.
- ❖ UMA delegate to Family Literacy, Barbara Bush Literacy Center-sponsored Literacy Connections March 13, 2011.
- ❖ University representative NAEYC Annual Conference Round Table, Anaheim, CA Nov. 4-8, 2011.
- ❖ Represented UMA at **Common Core State Standards** Policy Round Table sponsored by Pew Charitable Trust with stakeholders from Maine in Portland, ME on August 18, 2010.
- ❖ Assisted with program for **National Head Start Fellows Leadership Forum: Creating a Community of Practice for Learning and Action**, Washington DC: August 6-8, 2010.
- ❖ Presenter on **A Head Start on Picturing America** at the **Head Start teacher training** for Kennebec Valley Community Action Program and Kennebec Valley Child Development Corporation at Colby College in Waterville, ME: April, 2010.
- ❖ Presenter on **A Head Start on Picturing America** at the *Strengthening Families and Communities through Literacy* for Head Start, public Pre-K and elementary, preschool and child care teachers at the Literacy Connections Conference in Augusta, ME: March 12, 2010.
- ❖ Presenter and co planner in pilot project providing training on **A Head Start on Picturing America** to **Head Start teachers** from Portland and southern Maine. This was a collaboration among Head Start, Portland Museum of Art, UMA, and Maine Humanities Born to Read program in Portland and Biddeford: May, 2009, September-October, 2010.
- ❖ **Teaching to the Heart of the Matter.** Regional Sloan-C Conference USM Portland, ME October 30, 2009. Presented with Leslie Costello, Terry Adams, and Mike Murphy.
- ❖ Presentation on leadership scheduled with Amanda Quesenberry, **My Leadership Journey is Like a Rubber band: How Far Can I Stretch?** At the Division of Early Childhood Center for Exceptional Education Conference, Santa Fe, NM, October 16, 2009.
- ❖ Presenter on **Sure Start and Head Start: Recognizing the Importance of Play on Both Sides of the Pond** at the National Association for the Education of Young Children (NAEYC) Professional Development Institute at Charlotte, NC:

June 25, 2009.

- ❖ Researcher of Sure Start Child Care Centres and comprehensive family program in London, January, 2009.
- ❖ Presenter with Julie Wennekes on leadership, ***Following Your Yellow Brick Road***, at NAEYC National Convention in Dallas, TX: November 2008.
- ❖ Planning and team member of NAEYC Second Annual State **Professional Development Leadership Team** Work Day with Head Start leadership team at the Professional Development Institute in New Orleans, LA: June 2008.
- ❖ Presenter with Julie Wennekes and Angela Hudson on leadership, ***Following Your Yellow Brick Road***, at the Higher Education Grantees National Conference: February 2008.
- ❖ Presenter on leadership with JoAn Knight Herren, and Suzanne ***Realizing Leadership Potential: Make the Most of Your Unique Qualities*** in three-hour workshop at national NAEYC convention in Chicago, IL: November 2007.
- ❖ Panel member on Successful Career Lattice in Higher Education, NAEYC Professional Institute in Pittsburgh, PA: June 2007.
- ❖ Presenter on ***Effects of Early Attachment to Making Connections in Foster Care***, Home Visitors/Human Services Conference: May 2006.
- ❖ Presenter on ***Enlivening and Connecting in Long-Distance Courses, Faculty Institute*** for Distance Education, University of Maine system: May 2006.
- ❖ Advocate, National NAEYC Conferences 2000-2007.
- ❖ Family Focus, Literacy workshop, Brunswick, ME: July 2005.
- ❖ Public Policy Forum, Washington DC: May 2005, March 2006, March 2007.
- ❖ YMCA, Literacy, Attachment workshops, Augusta and Bath, ME: 2005.
- ❖ **Presenter** on Articulation Agreements between Two-year Community Colleges and Four-year Universities, **NAEYC Conference**, Anaheim, CA: November 2004.
- ❖ **Keynote** address, Head Start Infant and Toddler Summer Institute: August 2004.
- ❖ Maine Child Care Advisory Board Regional Conference: March 2003, presenter on curriculum for Head Start Family Service workers.
- ❖ **Head Start** regional conference presenter: January 2003.
- ❖ Cornell University Family Empowerment class presenter, Ithaca, NY: January 2003.
- ❖ Maine **School-Age Care Alliance The Role of Environment in Behavior**, State Conference presenter: December 2002.
- ❖ **Presenter** on Science in the Classroom **Regional NAEYC Conference** Portland, ME: April 2002.

RESEARCH/PUBLISHING

- ❖ Conducted research on art and early childhood education in **Cuba** (2016), **Italy** (2016), **Dominican Republic** (2017), **France** (2017 and 2018). Visited higher education, early learning centers and schools, interviewed teachers and administrators in the countries,
- ❖ Quesenberry, A.C. & Clark, P.M. (2011). **Services for children with special needs in Head Start and Early Head Start**. In C. Groark, C. & S. Edelman (Eds.) *Early Childhood Intervention: Shaping the future for children with special*

- needs and their families*, Vol. 1. Programs and policies for special needs children (pp.77-107). Santa Barbara, CA: ABC-CLIO/Praeger..
- ❖ **Head Start research** in collaboration with Southern Kennebec Child Development Corporation to identify teacher/student interaction and its effects on student outcomes in literacy, fall, 2009, 2010.
 - ❖ ***A Head Start in Picturing America***, (2008). Teacher's guide to developmentally appropriate activities for preschoolers. Served as Fellow lead for project sponsored by National Endowment for the Arts and Office of Head Start.
 - ❖ ***Clark, P.M. (2008)Literacy: Essential for Adults and Children in Head Start Classrooms***, monograph on the critical nature of literacy in Head Start classrooms online on the peer-reviewed professional of Early Childhood Learning and Knowledge Center this year.
 - ❖ Conducted **research on retention in online courses** at UMA with Dr. Ken Elliott, psychology professor. The pilot is funded through a grant through U Maine system and results were shared regionally and nationally and incorporated in our retention policy for online courses.
 - ❖ ***A Closer Look, Advanced qualitative literacy research at Maine public and private schools***, spring, 2005, with University of Maine at Orono.
 - ❖ **Head Start/Upward Bound research: Is there a connection between families served by Head Start and then Upward Bound? 2004**
 - ❖ **Upward Bound research** report, December 2003, with John Maddaus and Seminar in Social Context of Education

AWARDS, PROFESSIONAL SERVICES AND ORGANIZATIONS

- ❖ Chairperson of Diversity Committee., 2013 to present.
- ❖ Higher Education Representative to the State of Maine Department of Education Early Learning Standards Committee. Revision of standards to better connect to public Pre-K and Kindergarten in the area of creative arts.
- ❖ Received Faculty Civic Engagement Award at the UMA Service and Academic Awards Ceremony May 5, 2013 for incorporating service learning in two distance education courses and sharing information with faculty at the university and statewide.
- ❖ Higher Education Adviser to ArtVan Fall, 2014. Advisory Board Member to ArtVan, a program providing the arts to children in disadvantaged areas. 2012-2013.
- ❖ Advisory Board Member, Southern Kennebec Child Development Corporation (SKCDC) Board of Directors. Early childhood expert. 2011-present.
- ❖ Advisory Board Member, Maine State Professional Development Accountability Committee, a part of the Maine Children's Cabinet. 2011-present.
- ❖ Chair, Professional Education Network, a national collaboration among Head Start, higher education and professional development.2007-2011.
- ❖ Advisory Board Member, Early Literacy Education Committee. 2008-2011
- ❖ National Women's Law Center Fellow 2008-2009; Maine Advocate of the Progressive Leadership Advocacy Network Program. 2008-present.

- ❖ Advisory Board Member, Portland Early Learning Group with Early Reading First, 2005-2009.
- ❖ Board member, Maine Association for the Education of Young Children.
- ❖ President, policy chair, Maine chapter of National Association for the Education of Young Children (NAEYC), 2003 to 2007.
- ❖ Affiliate representative from New England, National Association for the Education of Young Children, 2006-07.
- ❖ Diversity committee, UMA, present.
- ❖ Commencement Committee UMA-present. Education Committee UMA, 2009.
- ❖ Cross-Campus University System Distance Education Committee, 2009.
- ❖ Community Connections Committee, UMA, 2006-2007.
- ❖ Faculty Senate Alternate 2005-2007.
- ❖ Chair, Maine Higher Education Early Childhood Advisory Committee, 2002-2005, member since 1999 to present.
- ❖ ACCESS, state early childhood policy and marketing groups, leadership committee 2003-present.
- ❖ Pi Lambda Theta, national professional honor society of educators to present.
- ❖ American Association of University Women 1998 to present.
- ❖ Board Member representing four-year institutions, Maine Roads to Quality, Muskie School for Public Policy, 2002-present.
- ❖ Trainer, DHHS and Maine Roads to Quality, Muskie, 2002-present.
- ❖ Early childhood consultant for behavior and disability issues, present.
- ❖ Workshop presenter on early childhood and school-age issues, 1997-present.
- ❖ Maine School-Age Alliance 2000-2002.
- ❖ Horizon Award for Service to Young People from Nellie Mae Foundation, Braintree, MA. Visionary Leader Regional award for conception of Super K and Crossing Bridges programs, September 1999.
- ❖ Early Childhood Education District Committee, 1982-1999.
- ❖ Foreign Language District Committee, 1999.
- ❖ Gifted and Talented Committee, 1983-1986.
- ❖ Study group to research feasibility of all-day kindergarten for children at risk of failure, 1993-1999.
- ❖ Liaison between district and Head Start 1993-1999.
- ❖ Playground committee, 1998.
- ❖ Maine Teacher's Association 1979 to 1999.

COMMUNITY ORGANIZATIONS

- ❖ Volunteer and communicant at St. Andrew's Church in Winthrop.
- ❖ Coordinator of partnership between Readfield Community Library and with Readfield Elementary School to combine story time with weekly preschool play group. October. 2018 to present.
- ❖ Story time reader and special activity coordinator in children's room at Readfield Community library July, 2018 to present.
- ❖ Collaborated with Readfield Recreation to present Story Time at the Beach in

August, 2018.

- ❖ Readfield Community Library Board member June, 2018 to present.
- ❖ Historical Society member June 2018 to present.
- ❖ Patten Free Library volunteer, Bath, Maine, 1985-2018.
- ❖ Chair of Parent's Association, Catherine McAuley High School, Portland, ME 2001-2004.
- ❖ Communicant, liturgist and religious education committee chair and instructor, St. Mary's Catholic Church, Bath, ME, 1983 to 2003; Parish Council representative 1996-1999.
- ❖ Chaperone at Maine School of Science and Math for prom (2000) and class trip to Montreal (2001).
- ❖ St. John's School Parents' Association Room Parent and representative 1991-2000.
- ❖ St. John's Science Club founder and coordinator 1991-2000.
- ❖ St. John's School Junior High Activities Coordinator, 1999-2000.
- ❖ Catherine McAuley High School room representative 1997-1999.
- ❖ Brownie and Girl Scout leader and camp counselor, Bath and Brunswick, Maine, 1992-2001.
- ❖ Bath Rec Department ski volunteer, Bath, Maine, 1990-1996.
- ❖ National Heart Association volunteer, 1988-1992.
- ❖ March of Dimes Mother 1989-2003.

COLLEGE ASSOCIATIONS Undergraduate

Editor of Midland, college newspaper; Dean's List at University of Nebraska, Midland, USM, and UMO; Alpha Lambda Delta and Cardinal Key, Women's Scholastic Honoraries; Pi Delta Epsilon journalism honorary; Nebraska Children's Museum public relations committee; Nebraska State Reading Council; International Relations Club; forensics. Division of Early Childhood and Council of Exceptional Children 2001-2010.

COLLEGE ASSOCIATIONS Graduate

Golden Key academic honorary 2010-present
Maine and national chapter for NAEYC 2000-present
Division of Early Childhood of the Council for Exceptional Children
Phi Beta Kappa Education Honorary
AAUW 1999-present

REFERENCES

Cynthia Dean, Ed.D. Coordinator of Teacher Certification, University of Maine at Augusta, 46 University Drive, Augusta, ME 04330, Cynthia.dean@maine.edu, 207-621-3192.

Sue Reed, Maine Department of Education, Early Learning Team, State House Station 23, Augusta, ME 04333, e-mail: susan.d.reed@maine.gov, 207-624-6632; 207-441-3534
She also served as former Maine Roads to Quality Director and Early Learning First.

JoAn Knight Herren, Chief of Training and Technical Assistance Branch, Office of Head Start (retired), 13103 Oriole Drive, Calverton, MD 20705, e-mail: jherren8@comcast.net, 301-572-2941.

Allyson Dean, *Zero to Three* Infant Specialist and Lead Writer, former MRTQ director and USM Director of Early Childhood, e-mail: allyson.dean@acf.hhs.gov; adean@usm.maine.edu

Christine Lashua, Director of Learning Support, Kaplan University (retired). 265 Western Ave., S. Portland, ME 04106, e-mail: devonbrit@gmail.com or 207-774-6126.

Appendix B

Elementary Education, Bachelor of Science

Bachelor's Degree Requirements:

- ☐ Minimum 120 Credit Hours
- ☐ Writing Intensive Course

- ☐ Minimum Cumulative G.P.A.: 2.5
- ☐ 30 Credit Hours of Residency Courses
- ☐ 9 Credits of Upper-Level Major Residency Courses
- ☐ Minimum G.P.A. in the Major: 3.0

Program Major Requirements (60-62 credit hours):

Pre-candidacy phase

- ☐ EDU 100 Introduction to Teacher Education at UMA (1) *required during the first year*
- ☐ EDU 200 Diversity, Poverty, and Cultural Competence (3) ★ *required during the first year*
- ☐ EDU 210 Dimensions of Literacy (3)
- ☐ EDU 215, 216 or 217 Field Experience I, II or III (1-3)
- ☐ EDU 250 The Teaching Profession (3)
- ☐ EDU 251 The Teaching Process (3)

Additional Requirements:

- ☐ Praxis Core Academic Skills for Educators (taken anytime in pre-candidacy phase)
- ☐ Praxis II Content Assessment (taken anytime in candidacy phase)
- ☐ Criminal History Record Check
- ☐ **Complete application to candidacy**

Candidacy phase

- ☐ EDU 345 Child Development (3)
- ☐ EDU/ENG 366 Children's and Young Adult Literature (3)
- ☐ EDU 387 Teaching the Exceptional Child in the Regular Classroom (3)
- ☐ EDU 395 Field Experience (4) *application required for enrollment*

Complete one of the following concentrations

Early Elementary Education (29) Certification Concentration (33 credits):

Candidacy phase continued:

- ☐ EDU 261 Early Childhood Curriculum: early Learning Environments (3)
- ☐ EDU 325 Social Studies and the Project Approach (3)
- ☐ EDU 326 Observation and Assessment of Children (3)
- ☐ EDU 362 Language and Literacy in Early Childhood (3)
- ☐ EDU 327 Mathematics for the Young Child (3)
- ☐ EDU 329 Science and the Project Approach for the Young Child (3)
- ☐ EDU 330 Teaching Writing in the Early Elementary Grades PK-3 (3)

Student Teaching phase

- ☐ EDU 399 Student Teaching Seminar (3) *taken concurrently with EDU 492*
- ☐ EDU 492 Student Teaching Early Elementary Education (9) *application required for enrollment*

Elementary Education (20) Certification Concentration (33):

Candidacy phase continued:

- ☐ EDU 341 Teaching Writing in Grades K-8 (3)
- ☐ EDU 351 Teaching Reading in the Elementary School (3)
- ☐ EDU 361 Teaching Science in Elementary School (3)
- ☐ EDU 371 Teaching Social Studies in Elementary School (3)
- ☐ EDU 375 Managing K-12 Classrooms with Positive Behavior Interventions and Supports (PBIS) (3)
- ☐ EDU 381 Teaching Mathematics in Elementary School (3)
- ☐ Complete any EDU elective (3)

Student Teaching phase

- ☐ EDU 399 Student Teaching Seminar (3) *taken concurrently with EDU 492*
- ☐ EDU 491 Student Teaching Elementary Education (9) ***application required for enrollment***

Other Requirements (40-41 credit hours):

- ☐ Complete any 100-level Communications course (3) ★
- ☐ Complete one of the following Computer Information Systems electives (3) ★:
CIS 100 Introduction to Computer Applications
CIS 101 Introduction to Computer Science
- ☐ ENG 101 College Writing (3) ★
- ☐ Complete one of the following writing classes (3) ★:
ENG 102W Introduction to Literature
ENG 317W Professional Writing
- ☐ Complete one of the following Fine Arts electives (3) ★:
ARH xxx any Art History course
ART xxx any Art course
DRA xxx any Drama course
ENG 351 Creative Writing I
ENG 452 Creative Writing II
MUH 1xx any 100-level Music History course
MUS 1xx any 100-level Music course
- ☐ Complete one of the following history sequences (6) ★:
HTY 103 U.S. History I and HTY 104 U.S. History II
HTY 105 World Civilizations I, Prehistory to 1500 and HTY 106 World Civilizations II, 1500 to Present
- ☐ MAT 130 Math for Elementary Teaching I (3) ★
- ☐ MAT 131 Math for Elementary Teaching II (3)
- ☐ Complete any 100-level laboratory science course (4) ★
- ☐ Complete any descriptive or laboratory science course (3-4)
- ☐ PSY 100 Introduction to Psychology (3) ★
- ☐ Complete one of the following Social Science electives(3) ★:
ANT 1xx any 100-level Anthropology course
ECO 1xx any 100-level Economics course
ECO 201 Macroeconomics
ECO 202 Microeconomics
JUS 1xx any 100-level Justice Studies course
POS 1xx any 100-level Political Science course
PSY 1xx any 100-level Psychology course
SOC 1xx any 100-level Sociology course
SSC 1xx any 100-level Social Science course

General Electives (17-20 credit hours):

Number of elective credits needed will vary by individual student. The credits are needed to fulfill the total 120 credit hours and upper-level requirements.

- ☐ Complete 17-20 credits of any 100-level or higher electives (17-20)

General Education:

It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of minimum expectations that students are expected to satisfy. The aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds for the General Education Requirements.

Courses notated by a ★ symbol represent a select minimum of courses within this major that satisfy the UMA general education requirements.

Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

Appendix C

UMA Teacher Preparation Assessment Program

Table 1. Admittance

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards

Intent to Declare form completed. 1) Meet teacher education admission criteria: Accuplacer, SAT scores, or prior courses consistent with UMA's policy for placement into ENG 101 and MAT 100. For transfer students, GPA 2.0 or better 2) Sign student contract for admission.	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A
Interview with Coordinator	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A

Table 2. Pre-Candidacy Phase (2.3.5,6.7.8.9.10.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
CHRC completed	Pre-teacher candidate report	Verified by coordinator	Before or during EDU 100	Taskstream analysis	Coordinator	Each semester	Standard 9(o)
Successful performance on Praxis Core	Pre-teacher candidate report	Verified by coordinator	By end of first year or before admittance to candidacy	MaineStreet analysis	Coordinator	Each semester	Standards 4 & 5

2.5 GPA in education courses and 2.5 GPA overall	Pre-teacher candidate report	Verified by coordinator	At end of pre-candidacy phase	MaineStreet analysis	Coordinator	Each semester	<i>Standard: 9 (a)</i>
EDU 100 Intro to Teacher Education at UMA	Self-assessment of <i>Standards 8,9,10</i>	Scored by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	<i>Standard: 8 (p,s) 9(l.m.n.o) 10(n)</i>
EDU 100 Intro to Teacher Education at UMA	Dispositions assessment	Completed by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 210 Dimensions of Literacy	Scenario/Intervention Lesson Plan <i>Standard 5</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standard: 5(h)</i>
EDU 210 Dimensions of Literacy	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 250 The Teaching Profession	Field Experience Analysis <i>Standards 2,3,9</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9(n); 3</i>
EDU 250 The Teaching Profession	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 251 The Teaching Process	Philosophy of Learning and Teaching <i>Standards: 2,3,6,8</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2,3,6,8</i>
EDU 251 The Teaching Process	Unit of study <i>Standards 2, 6, 7, 8, and 11</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2, 6, 7, 8, and 11</i>
EDU 251 The Teaching Process	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>

Table 3. Advancement to Candidacy

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Candidacy application completed and submitted with dispositions self-assessment.	Pre-teacher candidate application	Submitted to coordinator	Prior to admittance to teacher candidacy	Google sheet for each semester's applicants	Coordinator	When application is received	N/A
Review of application, self-assessment and pre-candidacy Taskstream data	Pre-teacher candidate application	Education faculty	Prior to admittance to teacher candidacy	Taskstream/Analysis reports	Coordinator	When application is received	N/A

Table 4. Teacher Candidate – Methods – B-5 (4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration <i>Standards: 4,5,7,8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4,5,7,8</i>
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>

Table 5. Teacher Candidate – Methods – K-3 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards

EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1, 2, 3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1, 2, 3</i>
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration <i>Standards: 4,5,7,8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4,5,7,8</i>
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o)d 10(p-t)</i>
EDU 330 Teaching Writing in the Early Elementary Grades	Text set project Text set <i>Standards 4,5,7,8</i>	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set <i>Standards 4(b, f, J), 5 (h), 7 (a), & 8(h)</i>
EDU 330 Teaching Writing in the Early Elementary Grades	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o)d 10(p-t)</i>

Table 6. Teacher Candidate – Methods – K-8 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1,2,3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1,2,3</i>
EDU 387 Teaching the	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>

Exceptional Child							
EDU 361 Teaching Science in Elementary School	Teaching demonstration <i>Standards: 4, 5, 7, 8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4, 5, 7, 8</i>
EDU 361 Teaching Science in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>
EDU 351 Teaching Reading in Elementary School	Text set project Text set <i>Standards 4, 5, 7, 8</i>	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set <i>Standards 4(b, f, J), 5 (h), 7 (a), & 8(h)</i>
EDU 351 Teaching Reading in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>

Table 7. Teacher Candidate – Methods – 7-12 (1.2.3.4.5.7.8.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1, 2, 3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1, 2, 3</i>
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>
EDU 390 Methods of Secondary Teaching	Teaching demonstration <i>Standards: 4, 5, 7, 8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4, 5, 7, 8</i>
EDU 390 Methods of Secondary Teaching	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>

EDU 380 Digital Literacy and Technology	Digital Literacy portfolio of work from course <i>Standard 11</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standard 11 all indicators</i>
EDU 380 Digital Literacy and Technology	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) and 10(p-t)</i>
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Text set project <i>Standards 4, 5, 7, 8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4(b, f, J), 5 (h), 7 (a), & 8(h)</i>
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) & 10(p-t)</i>

Table 8. Teacher Candidate – Field Experience (K-3, K-8, and 7-12) (1,2,3,4,5,7,8,9,11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 395 Field experience	Philosophy of Learning and Teaching 2 nd revision <i>Standards: 2, 3, 6, 8</i>	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2, 3, 6, 8</i>
EDU 395 Field Experience	Unit Plan <i>Standards: 2, 6, 7, 8, 11</i>	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2, 6, 7, 8, 11</i>
EDU 395 Field experience	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 395 Field Experience	Cooperating teacher evaluation Mid-term	Completed by instructor using	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 1(j, h), 3(j, n, q),</i>

	<i>Standards: 1 3,7,8,9,</i>	evaluator form					<i>7(k,l,o),8(a), 9(b),</i>
EDU 395 Field Experience	Cooperating teacher evaluation Final <i>Standards: 1,3,7,8,9</i>	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),</i>

Table 9. Teacher Candidate – Student Teaching and Seminar (K-3, K-8 & 7-12)
Courses: 2.3.4.5.6.8.9 Field: all

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 399 Student Teaching Seminar	Lesson Plan Analysis <i>Standards 4, 5, 6, 8, 9</i>	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 4(a,d) 5(m,s) 6(c,g,j,p) 8(a) 9(g,h,k,l,n)</i>
EDU 399 Student Teaching Seminar	Philosophy of Teaching and Learning (final) <i>Standards 2,3,6,8</i>	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards: 2(g,h,j) 3 (n,o,p; 6 (j,m,q) 8(j,l,n)</i>
EDU 399 Student Teaching Seminar	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
Cooperating teacher standards evaluation – mid-term	Observation <i>All standards</i>	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher dispositions evaluation mid term	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards: 9 (l-o) 10(p-t)</i>
University supervisor standards evaluation mid-term	Observation <i>All standards</i>	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
University supervisor teacher dispositions evaluation mid-term	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>

Teacher candidate self-assessment – standards mid-term	Form	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher standards evaluation – final	Observation <i>All standards</i>	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher dispositions evaluation final	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>
University supervisor standards evaluation final	Observation <i>All standards</i>	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
University supervisor teacher dispositions evaluation final	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>
Teacher candidate self-assessment – standards final	Upload	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Showcase portfolio	Portfolio evaluation	Scored by University Supervisor	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	<i>All standards</i>
Portfolio presentation	Presentation evaluation	Aggregate score by Education faculty	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	<i>At least three standards highlighted</i>

Table 10. Teacher Candidate – Induction- all programs

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Program Completion	Transcript	Coordinator	Each semester	Program completer's report	Coordinator	Every semester	N/A
Graduates	Graduate follow up	Coordinator	Each semester	Graduate survey report	Coordinator	Fall semester November	N/A

	survey/Google forms						
Employers	Employer's satisfaction survey/Google forms	Coordinator	Each semester	Employer's satisfaction report	Coordinator	Spring semester January	N/A



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

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

Date: March 10, 2020

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

From: Dr. Robert Placido, VCAA *RAP*

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

University of Maine
at Machias

University of Maine
at Presque Isle

University of
Southern Maine

Regarding: UMA Academic Program Proposal: BS in Secondary Education

Please find the attached program proposal from the University of Maine at Augusta (UMA) to offer a BS in Secondary Education. The attached material includes an Academic Program Financial Impact Summary, UMA Curriculum Approval Form, and the full program proposal. The program will support statewide Education workforce needs. UMA has provided this teacher certification through minors for years. This change will better represent what is already happening and more importantly improve the value of the credential, thus making our students more competitive in the job market.

The proposed BS in Secondary Education was reviewed and recommended by the Chief Academic Officers Council (CAOC) on March 5, 2020. I am pleased to also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for a decision	Action
✓			Approval of UMA BS in Secondary Education

Dannel Malloy
Chancellor Dannel Malloy

Apr 31 2020
Date

Academic Program Request

Financial Impact Summary

Executive Summary

This proposal is for a **BS in Secondary Education** offered in the Education Department, College of Arts & Sciences at the University of Maine at Augusta. A major in secondary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. Students often perceive their job applications will be disregarded or their degree will not mean as much as a BS in Education. The BS in Secondary Education will provide the same education courses currently provided by the secondary education minors.

	Academic Year			
	2020	2021	2022	2023
Projected Enrollment	44	46	46	48

Revenue

Estimated Tuition	\$184,536	\$192,924	\$192,924	\$201,312
Other Revenue to University	\$3,318	\$3,457	\$3,457	\$3,596
Total Revenue (includes tuition & fees)	\$187,854	\$196,381	\$196,381	\$204,908

Expenses

--New FTE Faculty/Staff	1	N/A	N/A	N/A
Total Faculty/Staff Salary +Ben (full-time/part-time/staff)	\$63,477	\$65,381	\$67,343	\$69,363
Total Expenses	\$3,882	\$4,021	\$4,021	\$4,160
Total Salary, Benefits & Expenses	\$67,359	\$69,402	\$71,364	\$73,523

Note: New FTE is for a Field Placement Coordinator and PT/FT Faculty will only be added as needed to support enrollment growth.

Net (revenue minus expenses)	\$120,495	\$126,979	\$125,017	\$131,385
------------------------------	-----------	-----------	-----------	-----------



UNIVERSITY OF MAINE AT AUGUSTA

Curriculum/Policy Change Proposal

TO: _____ Gregory Fahy _____ DATE: _____ 01.18.2020 _____

FROM: _____ Cindy Dean, Coordinator of Teacher Education; Education faculty

Listed below is an academic change which requires your approval before appearing in the UMA Catalog.

CHECK ONE (Please see reverse for description of Class A, Class B and Minor changes):

__XX__ This is a Class A change.

_____ This is a Class B change.

_____ This is a minor change which requires approval of the College and Provost only.

DESCRIPTION OF CHANGE:

_____ This is a proposal for a Bachelor of Science in Secondary Education.

NOTE: If the change impacts course charter (e.g. course description, learning outcomes, methods of evaluation), please attach both current and new charters.

EFFECTIVE DATE OF CHANGE: _____ Fall 2020 _____

RATIONALE FOR CHANGE:

The education department has provided access to teacher certification through minors for the last eight years. These minors have significantly more credit hours than a minor should have, but it has been the only way we could provide education courses. Our initial attempt for a degree program in 2017 was not successful. However, our latest intent to plan proposal was approved by the CAOs in December. Our program proposal with checksheet is attached.

SIGNATURES OF APPROVAL:

Coordinator

Dean of the College

Curriculum Committee Chair

Faculty Senate Secretary

Provost

President

4/9/13

1.21.2020
Approval Date

1/28/2020
College Approval Date

2/7/2020
Committee Approval Date

2/19/2020
Senate Approval Date

2/19/2020
Date

2/20/20
Date

Bachelor of Science in Secondary Education

Program Proposal

I. Full Program Title:
Bachelor of Science in Secondary Education

II. Program Objectives

a. Narrative Description of Program Rationale

The University of Maine at Augusta (UMA) is seeking approval for a Bachelor of Science in Secondary Education that will replace our current education minors in secondary education in English, social studies, mathematics, and sciences. The degree will be offered through the Department of Teacher Education in the College of Arts and Sciences at UMA. UMA currently has a robust enrollment in education minors and certificates of study at 329 students, forty-four of whom are enrolled in a secondary education undergraduate minor. Below is the breakdown. Please note eleven students are enrolled in more than one minor.

Table 1.

Secondary Edu. minor	44	13%
Secondary Edu. Post-bac. certificate of study	19	
Early Elementary & Elementary Edu. minors	151	
Elementary Edu Post-bac. certificates of study	25	
Early Childhood minor	32	
Early Childhood Post-bac. certificate of study	9	
Special Education (partnership with UMM)	25	
Education Studies minor (non-certification)	4	
Teaching Assistant	1	
Pre-education	30	
TOTAL	340	

UMA began offering teacher preparation courses through minors in 2012 in order to provide UMA students with the opportunity to earn teacher credentials through alternative certification pathway two as outlined in Rule Chapter 115. While this model has been relatively effective, there are multiple issues. 1) Because UMA does not have a declared major, it does not show up in data systems that track teacher graduates, e.g., IPEDS, Burning Glass, etc.; 2) UMA's certification-track education minors range from 45-62 credits. This credit load far exceeds the

usual minor credit range of 18-24 credits; 3) Minors are intended for students who have a particular interest in a subject that complements or enhances the student's major. Teacher education is not just an area of interest; it is a purposeful course of study that should stand alone as a major; 4) The institution is set up to deliver degree programs. Data are generated at the program level, budgeting is at the program level, assessment is at the program level, and program fees are at the program level. UMA's education department has attempted to duplicate all that at the minor level for education, but it is cumbersome and inefficient and could be improved to better serve our students.

UMA's teacher education pathways is unique to the University of Maine system for its distance mission and responsiveness to place-based and time-bound students. Students who cannot matriculate into a campus-bound, time-bound program of study are not well served by traditional campus-based teacher preparation programs. UMA serves a distinct population of students who otherwise would be unable to pursue teacher education by providing access to teacher education through distance modalities.

b. General Program Goals

1. Provide high quality teacher preparation programs with robust clinical experiences.
2. Foster professionalism, inclusiveness, ethical conduct, and continuous learning among teacher candidates and graduates.
3. Fill the demand for highly qualified teachers across the state of Maine, particularly in rural high-demand areas.

c. Specific student outcomes

Outcomes are aligned with the Maine Common Core Teaching Standards as required under Chapter 114 certification rules.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Innovative Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Reflection and Continuous Growth

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11: Technology Standards for Teachers (NETS.T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

III. Evidence of Program Need

a. Market analysis/c. indicators of workforce demand

Nationally, the teacher shortage is reaching a crisis level. The Economic Policy Institute issued a [2019 report](#) that examines the growing teacher shortage across the country. While salary and working conditions contribute to the shortage, according to this report, we simply do not graduate enough highly qualified teachers to fill needed teaching positions. A report from the [Learning Policy Institute](#) states, “By 2020, an estimated 300,000 new teachers will be need per year, and by 2025, that number will increase to 316,000 annually” (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Maine is not exempt from a shortage of teachers. The Maine Department of Education report for [2018-2019 teacher shortage areas](#) reveals eighteen certification areas for which there are not enough teachers including secondary education certifications in English, social studies, mathematics, and sciences. Occupation analysis data (Burning Glass) indicate a high demand for secondary education teachers with 173 job postings. UMA completers in secondary education from fall 2017 to fall 2019 total 24. Most of these graduates are teaching in Maine and beyond.

Department of Labor data currently classify secondary education teaching as a high-wage, in-demand occupation. These data indicate an increase in projected employment for secondary education teachers.

Table 2.

Maine High-Wage, In-Demand Jobs by Education Education Requirement: AB				
Occupation	Base Employment	Projected Employment	Annual Openings	2017 Median Wage
General and Operations Managers	12,037	12,079	1,021	\$38.03
Registered Nurses	14,083	18,309	944	\$30.71
Accountants and Auditors	5,000	5,032	440	\$29.60
Elementary School Teachers, Except Special Education	5,585	6,488	378	\$52,941.00
Secondary School Teachers, Except Special and Career/Technical Education	6,527	6,457	366	\$53,304.00

<https://www.maine.gov/labor/cwrj/data/oes/hwid.html>

Department of Labor data break down employment and job openings by region. Secondary education certification spans grades 7-12. Therefore, data on middle school employment is applicable. In the Central-Western region of Maine there are 98 annual openings for secondary education teachers and 52 for middle school teachers. In the North-East region

there are 95 annual openings for secondary and 50 for middle school. In the Coastal Counties there are 182 openings for secondary and 95 for middle school. These data indicate there is a pressing need for more graduates who are appropriately prepared to enter teaching.

Table 3.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values)	(All)

Employment and Job Openings in the Central-Western Region, 2017 to 2027				
Occupation Group: Education, Training, and Library				
Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	1,484	98	6.7%	
Elementary School Teachers, Except Special Education	1,462	101	6.9%	
Middle School Teachers, Except Special and Career/Technical E	745	52	7.0%	
Kindergarten Teachers, Except Special Education	232	22	9.5%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values)	(All)

Employment and Job Openings in the Northeast Region, 2017 to 2027				
Occupation Group: Education, Training, and Library				
Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	1,409	95	6.7%	
Elementary School Teachers, Except Special Education	1,407	97	6.9%	
Middle School Teachers, Except Special and Career/Technical E	718	50	7.0%	
Kindergarten Teachers, Except Special Education	224	22	9.8%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

1. Region	2a. Select an Occupational Group	3. Education/Training Required
Coastal Counties Region	Education, Training, and Library	Bachelor's degree
Central-Western Region		
Northeast Region	2b. Select a Detailed Occupation	SOC Code
	(Multiple values)	(All)

Employment and Job Openings in the Coastal Counties Region, 2017 to 2027				
Occupation Group: Education, Training, and Library				
Education/Training Required: All				
Job Title	2017 Employment	Annual Total Openings	Annual Openings Rate (%)	Median Hourly Wage (\$), 2018
Secondary School Teachers, Except Special and Career/Technical	2,824	182	6.5%	
Elementary School Teachers, Except Special Education	2,817	188	7.1%	
Middle School Teachers, Except Special and Career/Technical E	1,333	95	7.1%	
Kindergarten Teachers, Except Special Education	415	40	9.6%	

Note: Average wages are for wage and salary workers and do not include the self-employed. The average by occupational group is an estimate calculated using 2018 wages and 2017 employment.

<https://www.maine.gov/labor/cwri/outlookRegional.html>

b. Educational, economic and/or social needs

Even though the number of K-12 students in Maine is decreasing, Maine is still facing a teacher shortage. The decrease is in part due to declining births in Maine ([Employment outlook](#)

to 2026). Maine has more people approaching retirement age, including current teachers. As these teachers retire, teacher preparations programs must be able to fill those positions.

UMA has and continues to provide access to teacher preparation to place bound students via distance modalities. Therefore, UMA is uniquely positioned to mitigate the current teacher shortage in Maine by reaching potential students who might otherwise not be able to pursue a teacher preparation program. Furthermore, UMA understands that this place-bound population of students often are non-traditional and bring rich personal and professional experiences to their education. These students are more than ready to embrace the rigors of teacher preparation and generally excel in their studies. In addition, many of these students originate from rural areas of Maine where there is an exacerbated teacher shortage. When these students graduate, they tend to stay in their communities as teachers. Put simply, UMA is not only addressing the teacher shortage in Maine, it is addressing the shortage in high need areas.

A major in secondary education at UMA will attract students who need or prefer a distance education program. Current and potential UMA students want an education degree rather than a minor. UMA's education department fields this concern many times. Students often perceive their job applications will be disregarded or their degree won't mean as much as a B.S. in Education.

IV. Program Overview

The Bachelor of Science in Secondary Education will provide the same education courses currently provided by the secondary education minors. The general education block will follow UMA's current requirements for core and general education requirements. Experiential learning experiences are built into current curricula in the form of clinical field experiences in the classroom and education related venues. No new courses need to be added.

a. Required and elective courses (see appendix A for UMA checksheet)

Table 4.

Required education courses

Course #	Course Title	Credit hours
	Pre-candidacy	
EDU 100	Introduction to Teacher Education at UMA	1
EDU 200	Diversity, Poverty, and Cultural Competence	3
EDU 210	Dimensions of Literacy	3
EDU 215, 216, or 217	Field experience I, II or III	1-3
EDU 250	The Teaching Profession	3
EDU 251	The Teaching Process	3

Candidacy					
EDU 380	Digital Literacy and Technology in Schools	3			
EDU 385	Methods of Teaching Reading and Writing in the Content Areas	3			
EDU 387	Teaching the Exceptional Child in the Regular Classroom	3			
EDU 401 or EDU 345 or EDU 300W	Educational Psychology Child Development Foundations of Educational Research	3			
EDU 395	Field Experience	4			
EDU 399	Student Teaching Seminar	3			
EDU 490	Student Teaching	9			
English concentration (100)			Social Studies concentration (200)		
EDU 390B	Methods of Teaching Secondary English	3	EDU 390G	Methods of Teaching Secondary Social Studies	3
ENG 202W	Survey of British Lit: Beowulf to the Romantics	3	HTY 103	United States History I	3
ENG 203W	Survey of British Lit: Romantics to the 21 st Century	3	HTY 104	United States History II	3
ENG 250W	American Literature to 1900	3	HTY 105	World Civilizations I	3
ENG 251W	American Literature 1900 to present	3	HTY 106	World Civilizations II	3
ENG 300W	Introduction to Literary Criticism and Theory	3	ANT 101 or ANT 102	Introduction to Anthropology Cultural Anthropology	3
ENG 360W	Selected Works of Shakespeare	3	ECO 201	Macroeconomics	3
ENG 351W	Creative Writing I	3	ECO 202	Microeconomics	3
ENG 3XX or 4XX	Upper level ENG elective	3	HTY 310	History of Maine	3
ENG 3XX or 4XX	Upper level ENG elective	3	HTY 457	Civil War and Reconstruction	3
ENG 3XX or 4XX	Upper level ENG elective	3	POS 101 or POS 102	American Government Introduction to Politics and Government	3
Mathematics concentration (300)			Life Science concentration (395)		
EDU 390 F	Methods of Teaching Secondary Mathematics	3	EDU 390C	Methods of Teaching Secondary Life Science	3
MAT 130	Mathematics for Elementary Teachers I	3	BIO 110	General Biology I	4
MAT 131	Mathematics for Elementary Teachers II	3	BIO 111	General Biology II	4
MAT 111	Algebra II	3	BIO 210	Anatomy and Physiology	4
MAT 112	College Algebra	3	BIO 320	Principles of Genetics	3
MAT 115	Elementary Statistics	3	BIO 322	Biochemistry	3
MAT 116	Plane Geometry	3	BIO 324	Cell Biology	3

MAT 124	Pre-Calculus	3		Three upper level life science electives	9
MAT 125	Calculus	3			
MAT 261	Applied Linear Algebra	3			
MAT 280	Discrete Mathematical Structures	3			
Physical Science (350)					
EDU 390 D	Methods of Teaching Physical Science	3			
CHY 114	General Chemistry	4			
CHY 117	Intro to Organic and Biochemistry	4			
CHY 211	Organic Chemistry I	4			
CHY 212	Organic Chemistry II	4			
PSY 115	General Physics I	4			
PHY 116	General Physics II	4			
SCI 110	Environmental Science	4			
GEY 101	Physical Geology	4			

Core and General Education Courses (40-41 credit hours)

Course #	Course Title/Description	Credit hours
COM 1XX	Any 100-level communications course	3
CIS 100 OR 101	Computer Information systems elective	3
ENG 101	College Writing	3
ENG 102W or ENG 317W	Introduction to Literature or Professional Writing	3
Fine Arts	Any art history, art, or drama course; Any 100-level music or music history course; ENG 351 Creative Writing I; ENG 452 Creative Writing II	3
Humanities	Two of the following: AME xxx any American Studies course; ARH 105 History of Art and Arch. I; ARH 106 History of Art and Arch II; ASL 1xx/2xx ASL course; DRA xxx any drama course; ENG xxx any English course; FRE xxx any French course; HGH xxx any Holocaust, human rights, & genocide course; HTY xxx any history course; HUM xxx any humanities course, MUH xxx any music history course; PHI xxx any philosophy course (except PHI 135 or 335); SPA xxx any Spanish course; WGS any Women's and gender studies course	6
MAT 100	Math 1xx any 100-level math course	3
100 level lab science	Any 100-level laboratory science course	4
PSY 100	Introduction to Psychology	3

100 level social science	ANT 1xx any anthropology course, ECO 1xx any economics course, ECO 201 Macroeconomics, ECO 202 Microeconomics, JUS 1xx any justice studies course, POS 1xx any political science course, SOC 1xx any sociology course, or SSC 1xx and social science course	3
--------------------------	---	---

General Electives (8-11 credit hours) will vary by individual student. Credits are needed to fulfill the total 121 credit hours.

b. Development of new courses

No new courses are needed for this major.

c. Research activity

Teacher candidates will conduct nongeneralizable action research through documentation and analysis of observable student and teacher behavioral data as part of field experiences. In some courses, students will construct literature reviews on specific education topics.

d. Experiential learning opportunities

Field experiences are important aspects of teacher preparation. In pre-candidacy students engage in a 25-75-hour inquiry-based field experience in a classroom or education setting. In candidacy students engage in an 85 to 100-hour classroom field experience where they are paired with an experienced mentor teacher. Student teaching is a 600-hour, 16-week clinical practice opportunity where students are paired with experienced mentor teachers and a university supervisor. Additionally, there are service learning and observational experiences associated with all candidacy courses and with three pre-candidacy courses.

e. Impact of program on existing programs

The Bachelor of Science in Secondary Education will take the place of the current secondary education minors. Students enrolled in those minors will be given the option to switch to the major or continue in the minor. UMA's education department will teach out the current minors for the next three years sunsetting the secondary education minors at the end of the 2023 spring semester.

Four UM campuses currently offer degrees in secondary education: University of Maine, University of Maine at Farmington, University of Maine at Machias, and University of Maine at Presque Isle. The University of Southern Maine does not currently have a secondary education major but does offer secondary education certification as a concentration in content area degree majors. These secondary education programs are campus-based programs with some online

course offerings at some institutions. Since UMA is already delivering distance education programming through minors, there should be no significant impact on our sister institutions when conversion to a major takes place.

In December 2019 the Maine Department of Education site review team recommended UMA for full approval as an educator preparation program. The other campuses of UMS are also accredited through the Maine Department of Education. Since each program is distinct and individually approved, multi-campus delivery or partnership is not easily accomplished. UM, UMF, and USM are also nationally accredited through CAEP (Council for the Accreditation of Educator Preparation). This adds an additional layer of individual program accountability. Paying strict attention to CAEP and MDOE accreditation standards, in 2018 UMA and UMF partnered to create and offer a multi-campus math methods course. This was a lengthy two-year process to ensure all campus accreditation standards were fulfilled. That course remains available for all UMS campuses. Representatives from UMS education programs continue to meet regularly to discuss ways to collaborate and improve our respective programs. Additionally, all UMS education programs are part of TEAMe (Teacher Alliance of Maine), a state-wide coalition of the 16 education programs in Maine that meets regularly in order to work together to continually improve teacher education in Maine.

f. Online and hybrid delivery

UMA is known for its distance mission. The education department has adopted that mission and has pledged access to students across the state of Maine. As stated elsewhere, UMA delivers its education programming through distance modalities with a combination of asynchronous online, synchronous online (Zoom), videoconference, ITV, and hybrids of any the above. We do not offer face-to-face courses on campus without a distance component, e.g., ITV or VC students can come to a campus or center for a face-to-face experience, but the course is broadcast to other venues and/or recorded for delayed viewing. Field experiences, of course, are conducted in face-to-face venues. UMA has instructors and contacts throughout the state, so students can engage in these experiential learning experiences close to home.

g. Micro-credentials

The UMA education program has two certificates of study – Teaching Assistant I and Teaching Assistant II –designed for Educational Technicians. They were designed as stackable certificates that could be transferred into a baccalaureate degree program in education.

Additionally, students could receive a certificate in Teaching Assistant I and/or II while pursuing the baccalaureate degree in secondary education.

V. Program resources

UMA Full time Education Faculty

Cindy Dean, Ed. D.

Associate Professor of Education and Coordinator of Teacher Education

Timothy Surrette, Ed.D.

Assistance Professor of Education

Patricia Clark, C.A.S.

Director of Early Childhood Services

UMA Part time Education Faculty

Kristina McBean, C.A.S.

Anne Miller, Ed. D.

Erin Zaremba, M.Ed.

Sarah Ignasiak, M.Ed.

Sara Flowers, Ph. D.

Leigh Alley, Ph. D.

William Zima, M.Ed.

Amy St. Pierre, M. Ed.

Anne Fensie, M. Ed.

Kathryn Jones, M. Ed.

Charles Sandberg M.Ed.

UMA is currently searching for a Field Placement/Certification/Assessment Director. Minimum education requirement is a masters with a doctorate preferred.

i. Vita of faculty

Vitae of full-time faculty can be found in Appendix B.

ii. Specific effect on faculty assignments

There will be no need for adjustment of faculty assignments because this will be a shift from a minor to a major. Faculty are already in place.

b. Current library acquisitions available

UMA has access to multiple education journals and resources through online data bases such as ERIC, Education Full Text, Pro-Quest, and Academic Search Premier. In 2019 at the Education department's request, the Katz library added 25 new education journals to our data bases. We also have access to inter-library loan services. Requests are usually processed within a few days.

c. New equipment

UMA has up-to-date equipment to deliver our distance programming through ITV, videoconferencing, and asynchronous and synchronous online course delivery. Education faculty have up-to-date Apple or PC computers to delivery Zoom courses. Therefore, no new equipment is needed.

d. Space requirements

Since the education program is delivered through distance modalities, no additional classroom space is necessary. However, office space for future staff and/or faculty may be necessary in the future.

e. Extent of cooperation with other programs

The core and general education block will be delivered through multiple UMA programs, e.g., humanities, mathematics, social science, science, computer science, music, and art. MAT 130 and 131 Math for Elementary Teachers I and II are delivered by the math department and were developed specifically for teacher education programs.

VI. Total financial consideration

Table 5.

BS in Secondary Education: Projected Program Enrollments, Revenue, and Expenses						
	2019-2020 (current year with minors)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Revenue						
New full-time majors/yr.	12	12	13	13	14	15
Returning full-time majors/yr.	32	32	33	33	34	35
Out of state/International	0	0	0	0	0	0
Total Students in Major	44	44	46	46	48	50

Total UMA Credit Hours/yr (18 CrHr per AY)	792	792	828	828	864	900
Total UMA Tuition Revenue (includes req. gen.ed. courses) @ 233 Cr/Hr (in-state)	184,536	184,536	192,924	192,924	201,312	209,700
Cooperating teacher stipends (based on 6 interns and 6 student teachers per AY) <i>Pd. by course fees</i>	1650	1650	1650	1650	1650	1650
Taskstream subscriptions @ \$139 <i>Pd. by program fee</i>	1668	1668	1807	1807	1946	2085
Grand total revenue (includes tuition & fees)	187,854	187,854	196,381	196,381	204,908	213,435
Expenses						
All Secondary Education Faculty Salary w/ benefits (13% of total) 3% increase each year	21,828	32,389 New FCA director	33,360	34,361	35,392	36,454
Part-time Instructor w/benefits	29,320	30,200	31,106	32,039	33,000	33,990
Academic Coordinator w/benefits split between elementary and secondary ed. 13% (currently in place)	863	888	915	943	971	1000
Travel	325	325	325	325	325	325
Cooperating teacher stipends (based on 6 interns and 6 student teachers per AY) <i>Pd. by course fees</i>	1650	1650	1650	1650	1650	1650
Taskstream subscriptions @ \$139 <i>Pd. by program fee</i>	1668	1668	1807	1807	1946	2085
All other expenses	239	239	239	239	239	239
Total Expenses	55,893	67,359	69,402	71,364	73,523	75,743
NET UMA Revenue	243,747	120,495	126,979	125,017	131,445	137,692

The amount of instructor and coordinator time applied to secondary education is based on the percentage of total UMA education students (see table 1, p1). Secondary education undergraduate students enrolled in minors comprise 13% of all UMA education students.

Enrollment numbers and tuition revenue are based on an average of nine credit hours per semester or 18 credit hours per academic year, which is the average credit load for a UMA student.

Expense increase is calculated at 3% annually for instructors. The FCA director is being searched currently and will be in place by fall 2020. The time devoted to secondary education for the FCA director is calculated at 13%.

c. Identify existing sources of funding to support program

The education program has an existing budget that covers salary and benefits of current faculty and the academic coordinator, travel, supplies and materials. A one-time program fee of \$139 is charged to each newly admitted student that pays for a seven-year subscription to Taskstream ©. Interns in EDU 395 pay a course fee of \$75.00 for the cooperating teacher stipend. Student teachers pay a course fee of \$200.00 for the cooperating teacher stipend. The academic coordinator in the education department currently oversees all EDU minors and certificates of study. She will continue to be the academic coordinator for degree programs.

VII. Program assessment and evaluation

a. Student outcomes

The UMA education department has an existing comprehensive assessment plan (see appendix C) and uses Taskstream LAT ©, a division of Watermark for archiving key course assessments aligned with Maine Common Core Teaching Standards. Taskstream© provides software to run reports on individual students, specific learning outcomes, specific courses, and specific standards among others. These data provide insight into proficiency levels of students and cohorts at various stages of their program. The data also assists UMA's education faculty in examining key assessments for validity and reliability. Additionally, surveys are administered to graduating students and to employers in order to analyze student perception of program effectiveness and comprehensiveness for teacher preparation.

b. Program review

The program will be subject to institutional quinquennial reviews and annual reports as well as yearly departmental assessment reports via Taskstream ©.

Additionally, UMA's secondary education pathways will be subject to quinquennial Maine Department of Education reviews. UMA's secondary and elementary pathways have been

recommended by the MDOE review team as approved education preparation programs. The state Board of Education will vote on this recommendation in April or May of 2020. Full approval is expected. The quinquennial approval process involves a comprehensive self-study grounded in MDOE educator preparation standards, an extensive electronic exhibit room with artifacts to document assertions in the study, and a three-day site review.

References

- Billings, J. (2019, January 8). Rural schools struggle to recruit staff. *The Ellsworth American*. Retrieved from: <https://www.ellsworthamerican.com/featured/rural-schools-struggle-to-recruit-staff/>
- Garcia, E. & Weiss, E. (2019). The teacher shortage is real, large and growing, and worse than we thought. Washington D.C.: Economic Policy Institute. Retrieved from <https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/>
- High-wage, in-demand jobs in Maine by education. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/data/oes/hwid.html>
- Labor Insight Jobs: Burning Glass Technologies, UMS. Data retrieved December 2019.
- Statewide employment outlook to 2026. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/blogs/EmploymentOutlookTo2026.pdf>
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Washington, D.C.: Learning Policy Institute. Retrieved from https://learningpolicyinstitute.org/sites/default/files/product-files/A_Coming_Crisis_in_Teaching_REPORT.pdf
- Teacher Shortage – Loan Forgiveness. Maine Department of Education. Retrieved from <https://www.maine.gov/doe/educators/loans>
- Workforce projections. Statewide employment outlook to 2026. Regional employment projections. Maine Department of Labor. Retrieved from <https://www.maine.gov/labor/cwri/outlookRegional.html>

Appendix A
Curriculum Vitae

Cynthia D. Dean

Work

103 Jewett Hall
46 University Drive
Augusta, ME 04330
207.542.9481 (cell)
207.621.3192 (office)
cynthia.dean@maine.edu

Home

124 Lampson Road
Liberty, ME 04949

Current Positions

2016-present Associate Professor of Education, University of Maine at Augusta
2011-2016 Assistant Professor of Education, University of Maine at Augusta
2011-present Coordinator of Teacher Certification, University of Maine at Augusta

Academic History

2010 Ed.D., University of Maine. Special field: Literacy Education
Dissertation: Dean, C. (2010). The ecology of peer tutoring: Perspectives of student staff in one high school writing center, University of Maine.
2005 M.Ed., University of Maine. Special field: Literacy Education
2000 M.A., University of Maine. Major emphasis: English with a concentration in Women's Studies. Masters Thesis: Dean, C. (2000). Breaking out: The power of song in Louisa May Alcott's *Little Women* and selected short stories, University of Maine.
1998 B.A., University of Maine at Augusta, Major emphasis: English

Employment History

Secondary Teaching

2006- 2011 Literacy Specialist and Learning Center Director, Erskine Academy,
So. China, ME

- 2006-2011 Writing Center Director, Erskine Academy, So. China, ME.
 2001-2011 English Teacher (9-10), Erskine Academy, So. China, ME.
 2000-2001 English Teacher (9-12), Lee Academy, Lee, ME.

Post-secondary Teaching

- 2016-present Associate Professor of Education, College of Arts and Sciences,
 University of Maine at Augusta, Augusta, Me.
 2011-2016 Assistant Professor of Education, College of Arts and Sciences,
 University of Maine at Augusta, Augusta, Me.
 2005-2008 Instructor, College of Education and Human Development, University of
 Maine, Orono, Me.
 2001- 2006 Instructor, Composition, College of Liberal Arts and Sciences, University
 of Maine, Orono, Me.
 1999-2000 Instructor, Composition, University of Maine at Augusta, Augusta, ME.

Graduate Assistantship

- 1998-2000 Teaching Assistant in Composition (full responsibility), Department of
 English, College of Liberal Arts and Sciences, University of Maine, Orono, ME.

Adult Education

- 2005 English Instructor, Transitions to College, Adult Education, MSAD#5,
 Rockland, ME.

Honors and Awards

Teaching

- 2012 Baker Scholar, Maine Writing Project.
 2011 John Schmitt Award for Outstanding Research at the Graduate Level
 2003 Teacher of the Trimester, Erskine Academy
 2000 Outstanding Graduate Student in English, University of Maine

Achievement

- 2014 Meritorious Achievement Award, Faculty, University of Maine at Augusta
- 2007 National Board Certification in English Language Arts 14-18 years old

Grants and Fellowships

- 2015 Presidential Mini-Grant. Education Technician Certificate of Study. Co-awarded to Patricia Clark
- 2015 Research Grant, Education Technicians in Maine, Co-awarded to Patricia Clark.
- 2011 Presidential Mini-Grant. Interdisciplinary Student Conference.

Research

- 2015-17 Understanding the needs for education of paraprofessionals. Case study of educational technicians and special education directors to better understand the courses that both constituencies believe would support ongoing professional development for Maine's educational technicians. Co-investigators, Patricia Clark and Timothy Surrence
- 2015 Becoming a teacher: Building a teacher identity. Case study of select UMA students enrolled in EDU 380 and EDU 390.
- 2013 Building a student teaching practicum, Secondary Education. Presidential Strategic Development Fund Grant

Publications

Dean, C. (2015). *The wild dog of Caucomagomac and others: The lost stories of Charles Boardman Hawes*. So. China, ME: Sam Teddy Publishing.

Dean, C. (2014). *The ecology of peer tutoring: Perspectives of student staff in one high school writing center*. Saarbrücken, Germany: Lambert Academic Publishing.

Dean, C. and Doucette, R. (2015). A tale of two teachers: Mentoring new teachers. *Maine Writes*. Orono, ME: Maine Writing Project.

Dean, C. (2011) Revising and rewriting roles: Exploring the challenges of peer tutors in a student-staffed high school writing center. In D. Fels & J. Wells (Eds.), *The successful high school writing center: Building the best program with your students*. New York: Teachers College Press.

Dean, C. (2010) [Review of the book *Noise from the writing center*, by Elizabeth Boquet]. National Writing Project website. <http://www.nwp.org/cs/public/print/resource/3353>

Institutional Documents

- 2019 Self-study for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019 Electronic exhibit room for MDOE accreditation process (co-authored with Surrette, T. and Clark, P.)
- 2019 Senate report on Early College from Early College Oversight Committee
- 2018 Proposal for Academic Programs of the Future
- 2017 Rationale for a degree program in Education at UMA

Departmental Documents

- 2018 UMA Education Policies and Expectations
- 2018 UMA Education Student Contract for Admission
- 2018 UMA Teacher Preparation Community Blackboard site (revised yearly)
- 2018 UMA Teacher Education Conceptual Framework (revised)
- 2017 UMA Education Department Assessment Plan
- 2017 UMA Education Department Retention Plan
- 2017 Education Student Handbook (revised yearly)
- 2014 Student Teacher Handbook (revised yearly)
- 2014 UMA Teacher Preparation Conceptual Framework

Presentations

National

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited workshop presenter at Illinois Teachers of English Conference, Bloomington-Normal, IL.

Dean, C., Taylor, I., Carlough, S., Krol, K., Wendlar, R. (2011). From teachers teaching teachers to tutors tutoring tutors: National Writing Project principles in high school writing centers.

Invited workshop presenter at the National Council of Teachers of English Annual Convention, Chicago, IL.

Dean, C. and Wells, J. (2010). Secondary School Writing Centers. Invited guest for National Writing Project Radio.

http://www.blogtalkradio.com/nwp_radio/2010/10/28/teachers-and-writers-together-a-look-at-student-staffed-writing-centers

Dean, C., Wells, J., Patmon, D., Abercrombie, D., and Damron, R., (2010). K-12 Writing Centers: Transforming students, schools, and sites. Invited workshop presenter at the annual meeting of the National Writing Project, Orlando, FL.

Dean, C, Liepold, R. and Wells, J. (2010). Students leading the way: Peer tutors' perceptions of the transformative effects of peer tutoring in high school writing centers. Invited workshop presenter at the National Council of Teachers of English Annual Convention, Orlando, FL.

Regional

Dean, C., Surette, T., and Clark, P. (2018). Exploring the academic and professional needs of Educational Technicians in Maine. New England Educational Research Organization Annual Conference, Portsmouth, N.H.

Dean, C. (2016). The Power of Student-Staffed Writing Centers. Maine Writing Projects Annual Conference. Augusta, ME.

Dean, C. and Maloney, P. (2015). Reading and Writing about the Environment: Project Learning Tree and the ELA classroom. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Burnes, P. and Carlson, B. (2015). Pragmatic Professionalism: Figuring out the Day-to-Day Implications of National Directives. Invited presenter. MCELA spring conference, Northport, ME.

Dean, C., Doucette, R., Brassil, C., (2015). Achieving National Board Certification. Invited presenter, MCELA spring conference. Northport, ME.

Dean, C. (2013). DRTA: Scaffolding reading comprehension. Invited presenter. Celebrating Children's Literature Conference, Brewer, ME.

Dean, C., Elliot, K., and Kitchin, R. (2012) Starting to invest in e-portfolios as a course element. Invited presenter. New England Sloan-C Conference, Portland, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter, Maine Writing Project Summer Institute, Orono, ME.

Dean, C., Brassil, C., and McKay, M. (2012). From vision to practice: Educational leadership and common purposes among the disciples. Invited member of panel presentation. MCELA spring conference, Northport, ME.

Dean, C. (2012). Writing together: The power and potential of high school writing centers. Invited presenter. Writing really matters: It's not just another learning result. Navigating the Real World . Augusta Civic Center, Augusta, ME.

Dean, C. (2011). Fostering critical reading and thinking. Invited presenter. Maine Maritime Academy, Castine, ME

Dean, C. (2011). The ecology of peer tutoring: Perspectives of student staff in one high school writing center. Paper presentation. New England Educational Research Organization Conference. New. Bedford, MA.

Dean, C. and Burnes, P. (2011). Unpacking the framework for post-secondary success. Invited workshop presenter at the MCELA spring conference, Northport, ME.

Dean, C. (2010). Peer tutor training. Invited workshop presenter for the Maine Writing Project's Annual Secondary School Writing Center Conference. University of Maine, Orono, ME.

Dean, C. (2010). Literacy-based assessments. Invited workshop presenter for the University of Maine's Department of Forestry connection to high school program. Bowdoin College, Brunswick, ME.

Dean, C. (2010). Understanding google applications for education. Invited workshop presenter at the MCELA spring conference, Bath, ME.

Institutional and Local

Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, Surette, T., Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.

* students

Dean, C., Hudzina, M., and LeBlanc, G. (2013). Celebrate education week: The smartest kids in the world. University of Maine at Augusta, Augusta, ME.

Dean, C. (2010). Navigating the doctoral program. Invited speaker for ERL 590, Pro Seminar II, University of Maine, Orono, ME.

Dean, C. (2010). Google apps for education. Invited presenter, Erskine Academy, So. China, ME.

Professional Activities

- 2017-18 Reviewer, NEERO conference proposals
- 2016 Co-facilitator, Book study group for MCELA, *The Power of Grammar* by Vicki Vinton and Mary Ehrenworth
- 2015 Co-facilitator, Book study group for Maine Writing Project, *Minds Made for Stories* by Tom Newkirk.
- 2015 Member, Dissertation Committee. Anne Miller, University of Maine.
- 2014-15 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
- 2014 Reviewer for Pearson, *Foundations of education: Becoming effective teachers in challenging times*. November.
- 2014 Attendee, National Council of Teachers of English Annual Convention, Washington, DC. November 19-22.
- 2014 Facilitator, MCELA Dine and Discuss. Smarter Balance Assessment. United Technical Center. Bangor, ME. October 15.
- 2014-15 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. October 22 and March 12.
- 2014 Sponsor, Maine Writing Projects “Write Now, Write Tech” conference. UMA. November.
- 2013-14 Sponsor, Maine Department of Education Cross Discipline Literacy Dine and Discuss. UMA. November 6 and March 5.
- 2013 Attendee, National Council of Teachers of English Annual Convention, Boston, MA. November 22-24
- 2013 Member, Dissertation Committee. Anita Jerosch, University of Maine.
- 2013 Attendee, Promising Practices Conference. Maine Writing Project. Orono, ME. July 11.
- 2013 Representative for Maine Council for English Language Arts, Annual Affiliate Meeting, Atlanta, GA. July 12-14.
- 2013 Member, Maine State Literacy Team sub-committee, Recommendations for certification changes.

- 2013 Attendee, Governor's Conference on Education, Augusta, ME. March 22.
- 2013 Attendee, Southern Maine Writing Project Technology Conference. Portland, ME. March 1.
- 2013-present Member, Maine Department of Education Literacy Faculty Group.
- 2013-present Representative for UMA education. Kennebec Valley Superintendents Association.
- 2012 Attendee, National Council of Teachers of English Annual Convention, Las Vegas, NV. November 15-19.
- 2012 Facilitator, Literacy for ME launch and regional meetings, Augusta and Lewiston, ME. September 2012
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Conference, Anaheim, CA. July 29-Aug 2
- 2012 Facilitator, Maine State Literacy Team Critical Friends meeting, Waterville, ME. June 22.
- 2012 Attendee, New England Educational Research Organization Annual Conference, Portsmouth, NH. May 2-4.
- 2012 Attendee, Common Core State Standards Summit, Orono, ME. April 25.
- 2012 Member, Passage review committee for Maine PAAP (Personalized Alternative Assessment Portfolio), Augusta, ME.
- 2012 Member, Maine State Literacy Team delegation to Striving Readers Seminar, Chicago, IL. March 5-8.
- 2012 Member, Steering Committee for Project Learning Tree, Maine chapter.
- 2011 Coordinator, Maine High School Writing Centers Annual Conference, Augusta, ME. Also coordinated this conference in fall 2010 (Orono) and spring 2011 (So. China, ME)
- 2011 Member, Standing Committee on Secondary School Writing Centers, International Writing Centers Association
- 2011 Maine Writing Project Representative, National Writing Project Annual Spring Meeting (Meetings with congressional delegation), Washington, D.C.
- 2010 Member, Maine Department of Education Literacy Team, Augusta, ME

2010 External reviewer, English program, University of Maine at Augusta, Augusta, ME.

University and Departmental Activities

2019 Member, Search Committee for Director of Instructional Services

2019 Worked with MARCOM to develop EDU brochure, conceptual framework graphic, and revision of website to include an internal (portal-based) informational website for matriculated EDU students.

2019 Outreach presentation for UMA EDU current and perspective students at the UMA centers at Saco and South Paris

2019 Presentation to Mid-Coast Superintendents Association on UMA Education Program and Early College opportunities for Computer Science

2019 Facilitator for transfer agreements between UMA and KVCC, EMCC, & SMCC

2019 University Supervisor for two students (English – Biddeford High School & Social Studies – Oxford Comprehensive High School)

2019 Faculty representative at UMA centers/UMA student retreat

2018 Outreach presentation for perspective EDU students at CMCC

2018 Course developer for EDU 200 Diversity, Poverty, and Cultural Competence

2018 Course developer for EDU 345 Child Development

2018 Course developer for EDU 215, 216, & 217 Field Experience I, II & III

2018 Faculty representative at UC/UMA student retreat (March 30-31).

2018 Member, UMA faculty task force for feedback on UM policy 214.

2018 Member, University College and UMA reintegration committee on student services.

2018- present Chair, Early College Oversight Committee.

2018 Course developer for EDU 330 Teaching Writing in the Early Elementary Grades PK-3

2018	Course developer for EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned from Teaching Writing in the Content Areas)
2018 spring	University Supervisor for two student teachers in social studies at Oceanside High School.
2017	Coordinator for Taskstream assessment system
2017	Facilitator for transfer agreements between UMA and WCCC and EMCC
2017 fall	University Supervisor for four student teachers: two English teachers, Thornton Academy and Boothbay Regional High School; two social studies teachers, Messalonskee Middle School and Gardiner Area High School
2017	Course developer for EDU 100 Introduction to Teacher Education at UMA
2017 fall	Instituted admission process for new EDU students including submission of intent to declare form and admission meeting with coordinator
2017 spring	University Supervisor for one student teacher in English, Mt. Ararat High School
2016 fall	University Supervisor for two student teachers: one art teacher, Camden Hills High School/Medomak Valley High School; one English teacher, Belfast Area High School/Troy Howard Middle School
2016 spring	University Supervisor for four student teachers: two life science teachers, Belfast Area High School and Camden Hills High School/Oceanside High School; one health teacher, Oak Hill High School; one English Teacher, Bath Middle School
2015	Course developer for EDU 385 Teaching Writing in the Content Areas (6-12).
2015 fall	University Supervisor for one student teacher in Life Sciences, Morse High School.
2015	Developer, Minor in Elementary Education and Minor in Early Elementary Education.
2015	Course developer, EDU300 Teacher as Researcher and EDU 210 Teaching the Dimensions of Literacy.
2015-18	Co-chair, Bridge Program Faculty Oversight Committee.
2015-present	Member, Program Integration committee. Education sub-team. UMS system.
2015 Spring	University Supervisor for one student teacher in English, Portland High School.

2014-15	Chair, Search Committee for Education Faculty.
2014-15	Member, Search Committee for Accounting Faculty.
2014 Fall	University Supervisor for five student teachers -two English teachers, Mardi Stevens Learning Center and Brunswick Junior High School; three social studies teachers- Morse High School, Middle Schools of the Kennebunks, Lewiston High School, and Lewiston Middle School
2014 Spring	University Supervisor for two art student teachers, Messalonskee High School and Poland Regional High School
2013	Member, Search Committee for Staff Associate – Career and Advising
2013 & 2014	Advising Forum for Education Students
2013 & 2014	Course developer, EDU 381 Teaching Mathematics in Elementary School.
2013-15	Chair, Teacher Certification Advisory Group
2013	Course developer, EDU 361 Teaching Science in Elementary School, EDU 351 Teaching Reading in Elementary School, EDU 371 Teaching Science in Elementary School
2013	Member, NEASC Self-Study for Students. Standard six.
2013	University Supervisor for ELA student teacher, Gardiner Area High School
2013	Member, Committee for Interdisciplinary Student Conference
2013	Faculty representative for College of Arts and Sciences, Provost's Committee for Distinguished Student and Woodworth award recipients
2012	Education representative. UMA Admissions luncheon for high school guidance counselors.
2012-2018	Member, Faculty Senate
2012	Participant, ABCDE committee survey
2012-14	Member, Search Committee for English/Writing Center faculty.
2012-2014	Member, Colloquium Committee and Academic Theme Conference Committee

- 2012 Student Concierge Committee
- 2011-12 Developer, Minor in Secondary Education and Certificate of Study in Secondary Education.
- 2011-12 Course Developer, EDU 250 Foundations of Education, EDU 380 Literacy and Technology Across the Curriculum, EDU 390 Methods of Secondary Teaching, EDU 366 Children's and Young Adult Literature, EDU 387 Teaching the Exceptional Child in the Regular Classroom.
- 2011-present Member, Honors Council.
- 2011 Member, Search Committee for Mathematics Faculty
- 2011-present Member, Interdisciplinary Council

University Courses Taught

Undergraduate

EDU 100 Introduction to Teacher Education, University of Maine at Augusta (Zoom with delayed viewing)

EDU 200 Diversity, Poverty, and Cultural Competence (Zoom with delayed viewing)

EDU 215, 216, & 217 Field Experience I, II, & III (Zoom)

EDU 250 Foundations of Education, University of Maine at Augusta (online)

EDU 210 Dimensions of Literacy, University of Maine at Augusta (online)

EDU 300 Teacher as Researcher, University of Maine at Augusta (hybrid)

EDU 345 Child Development (online)

EDU 362 Language and Literacy, University of Maine at Augusta (hybrid)

EDU 380 Digital Literacy and Technology in Schools (formerly Literacy and Technology Across the Curriculum), University of Maine at Augusta (online)

EDU 385 Teaching Writing in the Content Areas, University of Maine at Augusta (VC)

EDU 385 Methods of Teaching Reading and Writing in the Content Areas (redesigned course) University of Maine at Augusta (online)

EDU 387 Teaching the Exceptional Child, University of Maine at Augusta (online)

EDU 366 Children's and Young Adult Literature (online)

EDU/PSY 401 Educational Psychology (online)

EDU 390 Secondary Methods of Teaching, University of Maine at Augusta (online)

EDU 399 Student Teaching Seminar

ENG 101 College Composition, University of Maine (Hutchinson Center, Belfast, ME.)

ENG 101 College Writing, University of Maine at Augusta (Thomaston Center, Thomaston, ME.)

Graduate

Writing Center Pedagogy (summer 2013, online)

Special Topics in Literacy: Digital Literacies (Central Maine literacy cohort)

Writing Process (Central Maine literacy cohort)
Literacy Across the Curriculum (on-campus)
Teaching Young Adult Literature (on-campus)
Mentoring in the Maine Writing Project Summer Institute (on-campus)
Adolescent Literacy Institute (on-campus)
Maine Writing Project Summer Institute (on-campus)

Secondary School Courses Taught

World Literature
Shakespeare
British Literature
American Literature
Freshman Writing and Literature
Academic Literacy
Writing Center English: Mentoring and Composition

Adult Education Courses Taught

Transitions to College English

Memberships

Teacher Educators Alliance of Maine
Maine Council for English Language Arts
National Council of Teachers of English
Association for Supervision and Curriculum Development
National Writing Project
Maine Writing Project

Timothy N. Surrrette
92 Grant St.
Bangor, ME 04401
(207) 731 – 6998
timothy.surrrette@maine.edu

EDUCATION

12/16	Doctor of Education – Curriculum and Instruction – Teaching and Learning of School Subjects, University of Cincinnati, OH
08/07	Master of Education – Educational Leadership, University of Maine, Orono, ME
05/02	Bachelor of Science – Secondary Education, University of Maine, Orono, ME

RESEARCH INTERESTS

Teacher induction, teacher professional development, communities of practice, educational technology,

PROFESSIONAL LICENSURES & APPOINTMENTS

02/14 – 06/19	Graduate Faculty, University of Maine, College of Education and Human Dev.
07/18 – 07/23	State of Maine, Professional Building Administrator, (Level K – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Life (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Science – Physical (Level 7 – 12)
07/18 – 07/23	State of Maine, Professional Teacher, Social Studies (Level 7 – 12)

PROFESSIONAL EXPERIENCE

08/15 – Present	Assistant Professor of Education, University of Maine at Augusta, ME <u>Responsibilities:</u> I am responsible for development, delivery, and ongoing improvement of multiple course offerings related to K-12 teacher preparation, mentoring and evaluating student-teaching interns, and advising of undergraduate students.
01/15 – 05/15	Adjunct Professor for <i>EDU 361, Teaching Science in the Elementary School</i> , University of Maine at Presque Isle, ME <u>Responsibilities:</u> I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course places an emphasis on examination of curriculum projects and trends in elementary science, selection and construction of teaching materials, study of selected topics in various science areas, research and use of science teaching strategies, and care and use of living and non-living science materials. This course is taught in an online setting.
01/15 – 05/15	Teaching Assistant for <i>Curriculum and Instruction 7001, Educational Research for Master's Students</i> , School of Education, University of Cincinnati, OH

- Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focuses on research and bibliographic methods in curriculum and instruction; analytic, evaluative writing about research; use of research facilities. Students research and write a literature review on a topic relevant to the field of education/curriculum and instruction. Students learn the steps to preparing a literature review and engage in researching topics, forming arguments, and synthesizing research papers. This course is taught in an online setting.
- 09/14 – 05/15 Adjunct Professor for *EDB 204, The Teaching Process*, College of Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the examination of procedures of instructional planning, including improved use of small groups, classroom space, and appropriate teaching materials, measurement, evaluation, and reporting of pupil learning.
- 01/14 – 05/15 Adjunct Professor for *EDG 400, Field Experience Seminar*, College and Education and Human Development, University of Maine, Orono, ME
Responsibilities: I am responsible for selection of course readings, curriculum development, instruction, and assessment. This undergraduate level course engages students in the study of education programs through visits, consultation, and appraisal of practices in selected schools, instructional centers, clinics, laboratories, and community agencies. Observations are considered in relation to research theory and practice.
- 09/11 – 05/15 Graduate Assistant with the Woodrow Wilson Ohio Teaching Fellowship project at the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
Responsibilities: I am responsible for the management and continuous improvement of a mentoring program for Woodrow Wilson Ohio Teaching Fellows that graduate from the University of Cincinnati and begin teaching science, technology, or mathematics subjects at high-needs public secondary schools throughout the state of Ohio.
- 09/14 – 12/14 Teaching Assistant for *Curriculum and Instruction 7002: Theories and Trends in Curriculum*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course focused on how curriculum and curricular activities are developed and impacted by legislative and sociopolitical forces. The class investigated the interaction of curriculum implementation and models of instruction in respect to student learning as well as how that curriculum is shaped. This course was taught in an online setting.
- 07/14 – 12/14 Adjunct Professor for *EDU 366, Teaching Mathematics in the Elementary School*, University of Maine at Presque Isle, ME
Responsibilities: I was responsible for selection of course readings, curriculum development, instruction, and assessment. The intent of this undergraduate level course was to acquaint students with the foundations of teaching mathematics and to explore content, strategies, materials, organizational structure, and assessment procedures. This course was taught in an online setting.
- 01/14 – 05/14 Field Placement Supervisor, College of Education and Human Development, University of Maine, Orono, ME and College of Education, Presque Isle, ME

- Responsibilities: To continuously communicate with and provide written and oral feedback to teacher candidates. To supervise and evaluate teacher candidate progress during their student teaching experience and advise candidates on the development of their portfolios around the UMaine Teacher Candidate Proficiencies and the Maine Beginning Teacher Standards.
- 01/14 – 05/14 Teaching Assistant for *Curriculum and Instruction 7010, Improving Instructional Effectiveness*, School of Education, University of Cincinnati, OH
Responsibilities: To respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions. This graduate level course examined the nature of instructional effectiveness and its relationship to classroom practice. This course was taught in an online setting.
- 09/13 – 12/13 Adult Education Biology / Lab Instructor, Bangor School Dept., Bangor, ME
Responsibilities: I was responsible for textbook selection, course development, and delivery of instruction and assessment. This introductory survey course included a laboratory component and covered topics such as: the nature of science and scientific inquiry, cell structure and function, photosynthesis, cellular respiration, DNA and genetics, evolution, ecology and classification of life forms.
- 06/13 – 12/13 Teaching Assistant for *Curriculum and Instruction 7003, Teaching and Learning in Diverse Classrooms*, School of Education, University of Cincinnati, OH
Responsibilities: I assisted with the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to develop course content, respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.
- 09/13 – 11/13 Alternative Education Mathematics Long-Term Substitute Teacher (Grades 9-12), Bangor School Department, Bangor, ME
Responsibilities: I was responsible for providing differentiated instruction and support in the subject areas of Pre-Algebra, Algebra I and II, and Geometry to multiple groups of high school level students with diverse learning abilities and styles.
- 01/13 – 08/13 Teaching Assistant for *Curriculum and Instruction, 7001 Master's Research Seminar*, School of Education, University of Cincinnati, OH
Responsibilities: During the spring and summer semesters of 2013, I assisted in the planning and delivery of two sections of an online class for graduate level students at the University of Cincinnati. My responsibilities were to respond to student questions and concerns, assess student work, provide feedback, and facilitate discussions.
- 01/13 – 08/13 Instructor for the *Learning for the Mobile Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH
Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Mobile Age*. The workshop focused on strategies for utilizing various mobile devices, such as cell phones and iPads, to support classroom instruction and student assessment in all subject areas and grade levels. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.

- 03/12 – 08/13 Instructor for the *Learning for the Digital Age* Teacher Professional Development Initiative, CET Learning Services, Cincinnati, OH
Responsibilities: I assisted in the development and ongoing evaluation of a teacher professional development workshop titled *Learning for the Digital Age*. The workshop focused on how to utilize various web-based tools to engage students in the 21st century skills of collaboration, creativity, communication, and critical thinking. Additionally, I delivered this workshop to teachers at various Cincinnati public schools in a face-to-face and online format.
- 08/12 – 12/12 Adjunct Professor for *Curriculum and Instruction 7023, Intermediate Methods Secondary: Science*, School of Education, University of Cincinnati, OH
Responsibilities: I was solely responsible for textbook selection, course development, instruction, and assessment. This was the second of three required methods courses for University of Cincinnati undergraduate and/or graduate students pursuing any science teaching license in the State of Ohio.
- 08/08 – 09/11 Assistant Principal/Athletic Director at Dr. Lewis S. Libby School (Gr. pK – 8), Milford, ME
Responsibilities: As the assistant principal, I worked collaboratively with other school leaders to hire, supervise, and evaluate professional teaching and support staff, led school-wide improvement initiatives, and managed academic and behavioral student data. As the athletic director, I was responsible for the management of all aspects of the interscholastic sports program offered at the Dr. Lewis S. Libby School.
- 09/07 – 09/11 Adult Education Chemistry, Earth Science, and Biology Instructor, Old Town School Department, Old Town, ME
Responsibilities: I was responsible for textbook selection, course development, instruction, and assessment related to multiple adult education course offerings in the sciences at Old Town High School.
- 07/04 – 08/08 7th and 8th Grade Science Teacher, James F. Doughty Middle School, Bangor, ME
Responsibilities: I taught 7th and 8th grade science at the James F. Doughty Middle School in Bangor, Maine. During my four years of teaching, I was responsible for the planning and administration of integrative units aligned with the Maine Learning Results in the physical and life sciences, including astronomy, chemistry, physics, and biology. Furthermore, I was involved in the analysis of student data to continually monitor and improve my classroom instruction.
- 03/06 – 06/08 High School Varsity Boys/Girls Tennis Coach, John Bapst Memorial High School, Bangor, ME
Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.
- 01/04 – 07/04 9th – 12th Grade Science Teacher, Old Town High School, Old Town, ME
Responsibilities: I was responsible for course development and delivery of Biology, Wildlife Ecology, and Anatomy and Physiology.
- 07/03 – 01/04 9th – 12th Grade Science Teacher at Mattanawcook Academy, Lincoln, ME

Responsibilities: I was responsible for course development and delivery of Earth Science, Environmental Science, and Physical Science.

03/02 – 06/03

High School Varsity Girls Tennis Coach, Bangor High School, Bangor, ME

Responsibilities: I was responsible for planning and supervising practices, communicating with the athletic director, parents and student-athletes, and coaching student-athletes during competitions.

RESEARCH EXPERIENCE

09/11 – 05/15

Research Assistant, “*University of Cincinnati, Woodrow Wilson Ohio Teaching Fellowship program*”, Ohio Board of Regents in conjunction with the Woodrow Wilson Foundation

Responsibilities: To conduct and manage internal evaluative research that assesses the effectiveness of a university-based mentoring program that supports Woodrow Wilson Ohio Teaching Fellows (WWOTF) during their beginning years of teaching at high-needs schools in Ohio. I have developed and administered interview protocols and survey instruments and engaged in quantitative and qualitative analysis of collected data. Additionally, I communicate the results of this ongoing research to the WWOTF program director.

03/13 – 04/13

Research Assistant, “*STEM Leaders Professional Development project*”, Ohio STEM Learning Network

Responsibilities: I assisted in the research and development of a SEED proposal for a STEM Leaders’ Academy in the state of Ohio. I examined the existing research base related to topics such as, unique qualities of STEM schools and leaders, impact of highly effective principals on teachers and students and frameworks for effective teacher professional development in the STEM subjects.

03/12 – 09/12

Research Assistant, “*Discovery Research K-12 (DRK-12) project*”, National Science Foundation

Responsibilities: At the Mason City School District, Ohio, I conducted several observations of 5th grade science teachers engaging their students in Boston Museum’s Engineering is Elementary (EiE) curriculum. The Discovery Research K-12 (DR K-12) program, funded by the National Science Foundation, supports high-quality research and development on science, technology, engineering, and mathematics (STEM) learning and teaching.

10/11 – 2/12

Research Assistant, “*Interactive Field Investigation Guide (iFIG) project*”, U.S. Department of Education

Responsibilities: I administered an interview protocol to 5th grade students that assessed their perceptions of various iPad applications and their effectiveness at delivering mathematics content. The technology was developed around the Universal Design for Learning (UDL) framework, which emphasizes proactive instructional design that gives all students an equal opportunity to learn.

06/08 – 08/08

Participating Teacher/Researcher, “*Inquiry-Based Dynamic Earth Applications of Supercomputing (I.D.E.A.S.) project*”, National Science Foundation

Responsibilities: I actively participated in ongoing research being conducted at the University of Maine that focused on utilizing computer models to understand fundamental Earth processes such as climate change, plate tectonics, and ocean circulation. Additionally, I developed curricular units connected to the IDEAS project learning goals and delivered them to my middle school science students during the academic school year.

- 06/07 – 08/07 Participating Teacher/Researcher, “*Forest Bio-refinery Research Initiative (F.B.R.I.) project*”, National Science Foundation
Responsibilities: I actively participated in ongoing research being conducted at the Forest Bioproducts Research Institute – University of Maine. The research focused on the viability of forest-based bioproducts as a sustainable commercial energy resource. Additionally, I developed curricular units connected to the FBRI project learning goals and delivered them to my middle school science students during the academic school year.
- 06/05 – 08/05 Participating Teacher/Researcher, “*Maine, GK-12 Sensors!*”, National Science Foundation
Responsibilities: I actively engaged in ongoing research being conducted at the University of Maine that focused on the usability of several types of industrial sensors. Also, I developed curricular units connected to the Maine, GK-12 Sensors! project learning goals and delivered them to my middle school science students during the academic school year.

PUBLICATIONS

Peer-Reviewed Publications:

- Surrette, T.** (2019). Influence of mentoring and professional communities on early career mathematics and science teachers’ development. *School Science and Mathematics* (Accepted with Major Revisions Jan. 14th, 2019).
- Surrette, T. & Johnson, C.** (2015). Assessing the ability of an online environment to facilitate the critical features of teacher professional development. *School Science and Mathematics*, 115(6), p. 260 – 270.

Non Peer-Reviewed Publications:

- Dean, C., **Surrette, T.**, & Clark, P. (2019). Self-study report prepared for Maine department of education’s review team.
- Surrette, T.** (July, 2018). Presentations from ISTE 2018 conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.
- Surrette, T.** (June, 2018). 2018 international society for technology in education (ISTE) international conference. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.
- Surrette, T.** (May, 2018). Using the ZOOM videoconferencing tool to facilitate online class

meetings. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (April, 2018). Students perceptions of a synchronous conference with their instructor during an online asynchronous course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (March, 2018). Podcasts!. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (February, 2018). Organizing your blackboard course to support student success. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (January, 2018). Monitoring students' progress during an asynchronous online course. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (December, 2017). Asynchronous online discussion questions/prompts aimed at increasing student engagement. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Assessing asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (November, 2017). Instructor decisions aimed at improving asynchronous online discussions. *UMS Faculty Focus – e-Learning Teaching Strategies in Higher Ed. (Blog)*.

Surrette, T. (2016). *Beyond Traditional School-Based Teacher Induction*. (Electronic Thesis or Dissertation). Retrieved from <https://etd.ohiolink.edu/>.

Publications in Progress:

Surrette, T. (2019). A community of practice model for support of early career teachers: A review of literature. *The New Educator Journal* (In Progress).

PRESENTATIONS

National Refereed Presentations:

* Indicates student collaborator.

Surrette, T. & Overall, T. (November, 2019). Innovative approaches to designing and delivering a multi-campus secondary mathematics methods course. Proposal submitted to *School Science and Mathematics Annual Conference*, Salt Lake City, UT.

Surrette T. & Maloney, P. (June, 2018). Pre / In-service teachers' perceptions of PLT e-unit – energy in ecosystems. Presented at 2018 *Project Learning Tree (PLT) International Coordinators' Conference*, Cody, WY.

- Surette, T.** (May, 2018). Examining opportunities for rurally placed student teachers to demonstrate pedagogical knowledge and skills associated with the InTASC standards. Presented at the *National Student Teaching and Supervision Conference*, West Chester, PA.
- Surette, T.** (October, 2016). Web-based tools to facilitate collaborative experiences in methods of teaching STEAM courses. Presented at the *School Science and Mathematics Annual Conference*, Phoenix, AZ.
- Surette, T.** (October, 2016). Influence of mentoring and professional communities on early career teacher development. Presented at *University of New Mexico Mentoring Institute Annual Conference*, Albuquerque, NM.
- Surette, T.** (November, 2014). Active-engagement instructional strategies to support student learning in university-level STEM courses. Presented at *School Science and Mathematics Association Conference*, Jacksonville, FL.
- Surette, T.** (November 2013). Investigating the experiences of three novice teachers participating in electronic mentoring. Presented at *School Science and Mathematics Association Conference*, San Antonio, TX.
- Israel, M., Maynard, K., Micham, S., & **Surette, T.** (April, 2013). Exploring engineering with diverse learners: A mixed methods study examining variables affecting learning and attitudes. Presented at the *National Association for Research in Science Teaching Annual International Conference*, Rio Grande, Puerto Rico.
- Meyer, H., Stinson, J., **Surette, T.** & Grasso, S. (January, 2013). Developing science teacher leaders: Induction to master teachers. Presented at the *Association for Science Teacher Education Conference*, Charleston, SC.
- Surette, T.** & Wuebker M. (November, 2012). Assessing the ability of an online environment to provide effective professional development to teachers. Presented at *School Science and Mathematics Association Conference*, Birmingham, AL.

Regional/State Referred Presentations:

- Surette, T.** & Overall, T. (May, 2019). Lessons learned from designing and delivering a hybrid (face-to-face, synchronous, and asynchronous online) multi-campus undergraduate course. Accepted at *2019 Faculty Institute*, Augusta, ME.
- Hill, M.*, Wallace, J.*, Meserve, M.*, Kenny, J.*, **Surette, T.**, Dean, C., & Miller, A. (May, 2019). Using the ZOOM videoconference tool to increase student engagement in online courses and degree programs. Accepted at *2019 Faculty Institute*, Augusta, ME.
- Surette, T.**, Maloney, P., Higgins, K., & Wilson, L. (March, 2019). Leveraging collaborative

partnerships to enhance and expand environmental education opportunities for students in Maine. Accepted at the *2019 Maine Environmental Education Association Conference*, Belfast, ME.

Corlew, K., McMahon, S., **Surette, T.**, & Donisvitch, A. (March, 2019). How can we strengthen our network of scholars, practitioners, and partners so our collective work can be enhanced and amplified? Accepted at the *2019 Eastern Regional Campus Compact Conference*, Providence, RI.

Hirosuke, H., **Surette, T.**, Dube, M. (November, 2018). Assessing and improving vocational relevance in professional studies. Presented at the *New England Educational Assessment Network 2018 Fall Forum*, Worcester, MA.

Dean, C., Clark, P. & **Surette, T.** (May, 2018). Exploring the academic and professional needs of educational technicians in Maine. Presented at the *New England Educational Research Organization Annual Conference*, Portsmouth, NH.

Surette, T., Ball, H., & Nunez-Olmstead, H. (May, 2018). Designing accessible online courses in blackboard. Presented at the *2018 University College Faculty Institute*, Augusta, ME.

Surette, T. (May, 2017). Discussions when you're the only one in the room: Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University College Faculty Institute*, Augusta, ME.

Walden, K.* & **Surette, T.** (March, 2017). Learning to think: schema theory, teaching, and the humanities. Presented at the *Maine Council for English Language Arts Annual Conference*, Rockport, ME.

Invited Workshops and Presentations:

Surette, T. (July, 2018). Engaging adults with social constructivist teaching strategies and active learning experiences. Presented at the *Summer Academy for Adult Learning and Teaching*, Portland, ME.

Surette, T. (May, 2018). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at *Husson University Faculty Professional Development Workshop*, Bangor, ME.

Surette, T. & King, L. (March, 2018). Rubrics to the rescue! Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surette, T., Doran, K., & Stallard, J. (February, 2018). Overview / exploration of PLT e-unit – energy in ecosystems and barriers, advantages, & biases associated with online teaching/learning. Presented at *Immersion/Transition Maine Project Learning Tree Gathering*, Nobleboro, ME.

Haines, L. & **Surette, T.** (November, 2017). Overview / exploration of PLT e-unit – energy in ecosystems. Presented at *Project Learning Tree pk-8th Educator Workshop*, Bates College, Lewiston, ME.

Surette, T. (November, 2017). The power of choice: designing a well-structured course assignment that values student choice and assesses course learning outcomes. Presented at *UMA Academic Assessment Committee Lunch and Learn Series*, Augusta, ME.

Surette, T. & McCord, T. (October, 2017). Discussions and blogs to engage your students. Presented at *University College Lunch and Learn Series*, Augusta, ME.

Surette, T. (August, 2017). Strategies and web-based tools designed to increase and deepen student engagement in asynchronous online discussion forums. Presented at the *University of Maine Center for Innovation in Teaching and Learning*, Orono, ME.

Surette, T. (October, 2016). Strategies to improve student participation in online discussions. Presented at the *University of Maine at Augusta Research and Pedagogy Colloquium Series*, Augusta, ME.

Surette, T. (February, 2013). Web-based tools to support student learning. Presented at *Student-Teacher Workshop*, University of Maine, Orono, ME.

RESEARCH/TRAINING GRANTS

Surette, T. (Spring, 2019). Providing UMA teacher candidates opportunities to engage with diverse student populations. *University of Maine at Augusta Diversity Committee Grant*, (fully funded; \$250.00)

Dean, C., **Surette, T.**, Clark, P. (Co-Principal Investigators) (Spring, 2018). *University of Maine at Augusta Academic Programs of the Future Grant*. (fully funded; \$74,500)

Surette, T. & Overall, T. (Co-Principal Investigators) (Spring, 2017). Methods of secondary mathematics: developing a virtual course for pre-service teachers from multiple UMS campuses. *University College Faculty e-Learning Technology Grant*, (fully funded; \$1500.00).

Hirosuke, H. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). How do adult students relate their academic studies with their work experiences and career aspirations?: Enhancing the interrelatedness to promote student success. *Presidential Research Innovation Grant*, (fully funded, \$5,285.00).

Maloney, P. & **Surette, T.** (Co-Principal Investigators) (Spring, 2017). United States Environmental Protection Agency (EPA), *Environmental Education and Training Partnership (ee360) Competitive Grant*. (fully funded; \$6,995.00).

Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00).

Surrette, T. (Summer, 2016). *University of Maine at Augusta Technology Grant*. (fully funded; \$950.00)

COMMUNITY/CIVIC SERVICE

11/18 – Present	Southern Penobscot Regional Program for Children with Exceptionalities (SPRCE) board of directors.
11/17 – Present	School Committee for the Bangor School Department, Bangor, ME
11/17 – Present	Region #4 Cooperative Board, United Technology Center, Bangor, ME
09/17 – Present	Teacher Education Alliance of Maine (TEAMe)
01/16 – Present	Maine Project Learning Tree (ME-PLT) Steering Committee
07/12 – 08/13	Volunteer at the Society of St. Vincent DePaul, Cincinnati, Ohio Chapter
03/16/13	Science Fair Judge, Science and Engineering Expo, Cincinnati, OH
12/17/12	Science Fair Judge, Clark Montessori Jr./Sr. High School, Cincinnati, OH
08/08 – 09/11	School Liaison to Chaisson Field Committee, Milford, ME
10/06 – 12/06	Youth Mentor for the “Jumpstart” program offered at the Young Men’s Christian Association (YMCA), Bangor, ME

UNIVERSITY SERVICE

09/18 – Present	Psychology Faculty Search Committee (2018 – Present)
01/18 – Present	Civic Engagement Committee, University of Maine at Augusta
01/18 – Present	Faculty Representative to the University of Maine System Board of Trustees, University of Maine at Augusta
01/18 – Present	Faculty Senate Leadership Team, University of Maine at Augusta
01/18 – Present	President’s Cabinet, University of Maine at Augusta
01/18 – Present	Faculty Representative to the UMS Academic and Student Affairs Sub-Committee of the UMS Board of Trustees, University of Maine at Augusta

09/16 – Present	Education Department Committee, University of Maine at Augusta
09/16 – Present	Faculty Senate, University of Maine at Augusta
09/16 – Present	Assessment Committee, University of Maine at Augusta
09/16 – Present	Advising (125 students), University of Maine at Augusta
09/15 – Present	Social Sciences Department/Committee, University of Maine at Augusta
09/15 – Present	College of Arts and Science, University of Maine at Augusta
11/16 – 03/17	Dean of Admissions Search Committee, University of Maine at Augusta
09/14 – 05/15	Diversity and Difference Standing Committee, University of Maine, Orono, ME
09/13 – 05/14	Distance Learning Representative for Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
05/12 – 09/13	President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH
09/12 – 12/12	Secondary Education Faculty Committee, University of Cincinnati, OH
01/12 – 02/12	Secondary Education: Social Studies, Faculty Search Committee, University of Cincinnati, OH
10/11 – 05/12	Vice-President of Graduate School Association for the College of Education, Criminal Justice, and Human Services, University of Cincinnati, OH

JOURNAL REVIEW ACTIVITY

10/12 – Present	Reviewer, <i>School Science and Mathematics Association Journal</i> , 10/12, 11/12, 05/13, 11/13, 07/14, 05/15, 08/16, 06/18, 12/18, 05/19, 12/19
-----------------	---

Patricia Morris Clark
417 North Road
Readfield, ME 04355
Home Phone: 207-685-4101 Cell Phone: 207-941-5154
E-Mail: pclark@maine.edu

EDUCATION

University of Maine at Orono, Certificate of Advanced Study, May, 2012; Doctoral candidate in Early Intervention/Special Education and Public Policy (ABD).

Georgetown University Capitol Hill Seminar examining Congress, Washington DC, February, 2008.

Cornell University College of Human Ecology's Department of Human Development course, **Family Development Instructor Certificate**, Ithaca, NY, January, 2002.

University of Southern Maine, Gorham, Maine, GPA 3.838, **MS, Education, Exceptionality**, May, 1993.

University of Nebraska, Omaha, Nebraska, Cum Laude, **BS, Elementary Education**, August, 1979.

Midland Lutheran College, Fremont, Nebraska, Magna cum Laude, **BA, French and Journalism**; Minors in History and English. Completed degree requirements December, 1974; walked May, 1975.

Universite d'Avignon et des Pays de Vaucluse, Avignon, France, six courses in French immersion program during junior year, 1974.

EMPLOYMENT

University of Maine at Augusta

Director of Early Childhood Services for Mental Health and Human Services instructor

(2002 - present) and Education (2016-present).

Libra Professor of Early Childhood Education (2001 - 2002)

Advises students, **supervises** student teachers and practica students and supervisors, **develops new curriculum**, **designs** new courses, **teaches** classes on child mental health, developmental disabilities, early childhood education, family and human services, infants and toddlers, psychology, and special needs face-to-face, online, hybrid, video conferencing, and on interactive television. **Designed early childhood teacher education program pathways for Birth to 5 and K-3 certifications including creating or adapting 10 new courses to meet state requirements.** Other duties include developing early childhood program throughout the state, serving as liaison with Head Start, DHHS, DOE, early childhood committees, community colleges and university system. Also increasing awareness of program, promoting importance of collaboration with community colleges, and advocating for quality early childhood education statewide and nationally. Serving as university and early childhood representative nationally and conducting research in the field. As **Learning Support Specialist**, (2003-2004) gathered documentation of disabilities, determined type of accommodations for students with varying disabilities and served as liaison between professors and students.

Office of Head Start, Washington DC

National Head Start Fellow (October 2007 - September 2008)

Worked in **Training and Technical Assistance** and **Family and Governance**. Assisted with new **Head Start regulations**, coordinated **national committees** including technical assistance and professional development, and evaluated family development credentialing programs. Wrote, edited, analyzed, and evaluated online projects for the **Early Childhood Learning and Knowledge Center** and presented at national conferences throughout the U.S. Served as a Fellow lead for **A Head Start in Picturing America**, collaboration between the National Endowment for the Arts and the Office of Head Start. Remained chair of the Professional Education Network, a national group devoted to professional development, higher education, and distance education into 2009.

National Women's Law Center Fellow (July, 2007—October, 2007). Research and training in leadership, social justice and poverty law as it pertains to families and children. Studied bills and methods of lobbying Congress. Mentor was Helen Blank, Director of Childcare and Early Learning

Andover College, Portland, Maine

Chair of the **Early Childhood** Department (1999 - 2001)

Designed early childhood program, classes, and syllabi. Advised, supervised students and adjuncts, taught, and developed curriculum. Served as **liaison** between the department and **college and community**. Classes taught included English, sociology, psychology, and early childhood.

MSAD No. 75, Topsham, Maine

Kindergarten teacher (1982 - 1999)

Taught kindergarten at West Harpswell and Topsham. Created one of the **first all-day kindergarten** programs in Maine, **Super K**, in **collaboration** with **Head Start** for children who were at risk of failing because of **poverty or disability**. Responsible for **identifying, testing, and writing individual education programs** for students who were identified with **exceptional needs**. Supervised staff including educational technicians and home-school coordinator, managed budget, initiated parent group, and Super K Parent/Community Advisory Board. Coordinated early childhood activities at West Harpswell School for seven years. Created and co-taught transition class for students.

St. John's Elementary School, Brunswick, Maine

Third-grade teacher (1981 - 1982)

Taught reading, phonics, math, science, social studies, spelling, French, music, and art in self-contained room.

Nobleboro Central School, Nobleboro, Maine

Fifth-grade teacher (1979 - 1981)

Taught in self-contained classroom and middle school reading room. Helped **coordinate programs** for students with **disabilities and behavior problems**, **developed programs for gifted children**. Taught reading to students ranging in levels from **third** through **eighth** grade.

Merrymeeting Adult Education, Brunswick and Topsham, Maine

American history teacher, adult education program at Brunswick and Mt. Ararat High Schools (1981 - 1983) Integrated geography, speakers, field trips, and small groupings to make history personal for **adult and teenage** learners.

Pooh's Corner Preschool, Gretna, Nebraska (1978 - 1979)

Nursery school and **French** teacher to three and four year olds

PROFESSIONAL TRAINING AND WORKSHOPS

- ❖ Chair for Bicentennial panel discussion of three nationally acclaimed children's authors with ties to Maine. They include, Robert McCloskey, Margaret Wise Brown, and E.B. White for the event scheduled for 2020. Panel to include Sally McCloskey, Robert McCloskey's daughter; Amy White, Margaret Wise Brown's biographer; and Margaret White, E.B. White's granddaughter.
- ❖ Interviewed International Author Paul Doiron on his writing process and books on Comcast TV September 11, 2018.
- ❖ Presented on ***Exploring the Academic and Professional Needs of Educational Technicians in Maine*** at NEERO conference in Portsmouth, NH. Report with Cynthia Dean and Tim Surrence. May 3, 2018
- ❖ Presented workshop on **Environment is the Third Teacher** at International School at Sosua, Dominican Republic.
- ❖ Presented ***Education in Cuba*** to Granite Hills forum sponsored by UMA Senior

College September, 2016.

- ❖ Organized **Forum on Hunger** at UMA Lunch and Learn with representatives from the community including Craig Hickman and Naomi April, 2015.
- ❖ Presented on service learning and distance education at the ***Future of Community Engagement in Higher Education 4th Annual Research Institute*** at Tufts University July 17-18, 2013.
- ❖ Represented Maine at the **Pyramid Model** Faculty Institute on adult-child relationships and interventions in Shrewsbury, MA June 7 and 8, 2012.
- ❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites.
- ❖ Assisted creating panel discussion topics for Children with Incarcerated Parents (CHIPS) Nov., 2012.
- ❖ Participated in Fusion Service Learning course, sharing information with faculty at UMA and other university sites in August and fall, 2012.
- ❖ Provided ***Head Start on Picturing America*** training with Meaghan Miner at Educare early childhood facility, Waterville, ME April 23, 2012.
- ❖ Presented session on ***Head Start on Picturing America*** at annual Conference in Orlando, FL Nov. 2-5, 2011. Coordinated with **community partners** Head Start, Maine Humanities Council Born to Read, and Colby College of Art.
- ❖ UMA delegate to Family Literacy, Barbara Bush Literacy Center-sponsored Literacy Connections March 13, 2011.
- ❖ University representative NAEYC Annual Conference Round Table, Anaheim, CA Nov. 4-8, 2011.
- ❖ Represented UMA at **Common Core State Standards** Policy Round Table sponsored by Pew Charitable Trust with stakeholders from Maine in Portland, ME on August 18, 2010.
- ❖ Assisted with program for **National Head Start Fellows Leadership Forum: Creating a Community of Practice for Learning and Action**, Washington DC: August 6-8, 2010.
- ❖ Presenter on ***A Head Start on Picturing America*** at the **Head Start teacher training** for Kennebec Valley Community Action Program and Kennebec Valley Child Development Corporation at Colby College in Waterville, ME: April, 2010.
- ❖ Presenter on ***A Head Start on Picturing America*** at the ***Strengthening Families and Communities through Literacy*** for Head Start, public Pre-K and elementary, preschool and child care teachers at the Literacy Connections Conference in Augusta, ME: March 12, 2010.
- ❖ Presenter and co planner in pilot project providing training on ***A Head Start on Picturing America*** to **Head Start teachers** from Portland and southern Maine. This was a collaboration among Head Start, Portland Museum of Art, UMA, and Maine Humanities Born to Read program in Portland and Biddeford: May, 2009, September-October, 2010.
- ❖ ***Teaching to the Heart of the Matter***. Regional Sloan-C Conference USM Portland, ME October 30, 2009. Presented with Leslie Costello, Terry Adams, and Mike Murphy.
- ❖ Presentation on leadership scheduled with Amanda Quesenberry, ***My***

Leadership Journey is Like a Rubber band: How Far Can I Stretch? At the Division of Early Childhood Center for Exceptional Education Conference, Santa Fe, NM, October 16, 2009.

- ❖ Presenter on ***Sure Start and Head Start: Recognizing the Importance of Play on Both Sides of the Pond*** at the National Association for the Education of Young Children (NAEYC) Professional Development Institute at Charlotte, NC: June 25, 2009.
- ❖ Researcher of Sure Start Child Care Centres and comprehensive family program in London, January, 2009.
- ❖ Presenter with Julie Wennekes on leadership, ***Following Your Yellow Brick Road***, at NAEYC National Convention in Dallas, TX: November 2008.
- ❖ Planning and team member of NAEYC Second Annual State **Professional Development Leadership Team** Work Day with Head Start leadership team at the Professional Development Institute in New Orleans, LA: June 2008.
- ❖ Presenter with Julie Wennekes and Angela Hudson on leadership, ***Following Your Yellow Brick Road***, at the Higher Education Grantees National Conference: February 2008.
- ❖ Presenter on leadership with JoAn Knight Herren, and Suzanne ***Realizing Leadership Potential: Make the Most of Your Unique Qualities*** in three-hour workshop at national NAEYC convention in Chicago, IL: November 2007.
- ❖ Panel member on Successful Career Lattice in Higher Education, NAEYC Professional Institute in Pittsburgh, PA: June 2007.
- ❖ Presenter on ***Effects of Early Attachment to Making Connections in Foster Care***, Home Visitors/Human Services Conference: May 2006.
- ❖ Presenter on ***Enlivening and Connecting in Long-Distance Courses, Faculty Institute*** for Distance Education, University of Maine system: May 2006.
- ❖ Advocate, National NAEYC Conferences 2000-2007.
- ❖ Family Focus, Literacy workshop, Brunswick, ME: July 2005.
- ❖ Public Policy Forum, Washington DC: May 2005, March 2006, March 2007.
- ❖ YMCA, Literacy, Attachment workshops, Augusta and Bath, ME: 2005.
- ❖ **Presenter** on Articulation Agreements between Two-year Community Colleges and Four-year Universities, **NAEYC Conference**, Anaheim, CA: November 2004.
- ❖ **Keynote** address, Head Start Infant and Toddler Summer Institute: August 2004.
- ❖ Maine Child Care Advisory Board Regional Conference: March 2003, presenter on curriculum for Head Start Family Service workers.
- ❖ **Head Start** regional conference presenter: January 2003.
- ❖ Cornell University Family Empowerment class presenter, Ithaca, NY: January 2003.
- ❖ Maine **School-Age Care Alliance The Role of Environment in Behavior**, State Conference presenter: December 2002.
- ❖ **Presenter** on Science in the Classroom **Regional NAEYC Conference** Portland, ME: April 2002.

RESEARCH/PUBLISHING

- ❖ Conducted research on art and early childhood education in **Cuba (2016), Italy**

- (2016), **Dominican Republic** (2017), **France** (2017 and 2018). Visited higher education, early learning centers and schools, interviewed teachers and administrators in the countries,
- ❖ Quesenberry, A.C. & Clark, P.M. (2011). **Services for children with special needs in Head Start and Early Head Start**. In C. Groark, C. & S. Edelman (Eds.) *Early Childhood Intervention: Shaping the future for children with special needs and their families*, Vol. 1. Programs and policies for special needs children (pp.77-107). Santa Barbara, CA: ABC-CLIO/Praeger..
 - ❖ **Head Start research** in collaboration with Southern Kennebec Child Development Corporation to identify teacher/student interaction and its effects on student outcomes in literacy, fall, 2009, 2010.
 - ❖ **A Head Start in Picturing America**, (2008). Teacher's guide to developmentally appropriate activities for preschoolers. Served as Fellow lead for project sponsored by National Endowment for the Arts and Office of Head Start.
 - ❖ **Clark, P.M. (2008) Literacy: Essential for Adults and Children in Head Start Classrooms**, monograph on the critical nature of literacy in Head Start classrooms online on the peer-reviewed professional of Early Childhood Learning and Knowledge Center this year.
 - ❖ Conducted **research on retention in online courses** at UMA with Dr. Ken Elliott, psychology professor. The pilot is funded through a grant through U Maine system and results were shared regionally and nationally and incorporated in our retention policy for online courses.
 - ❖ **A Closer Look, Advanced qualitative literacy research at Maine public and private schools**, spring, 2005, with University of Maine at Orono.
 - ❖ **Head Start/Upward Bound research: Is there a connection between families served by Head Start and then Upward Bound? 2004**
 - ❖ **Upward Bound research report**, December 2003, with John Maddaus and Seminar in Social Context of Education

AWARDS, PROFESSIONAL SERVICES AND ORGANIZATIONS

- ❖ Chairperson of Diversity Committee., 2013 to present.
- ❖ Higher Education Representative to the State of Maine Department of Education Early Learning Standards Committee. Revision of standards to better connect to public Pre-K and Kindergarten in the area of creative arts.
- ❖ Received Faculty Civic Engagement Award at the UMA Service and Academic Awards Ceremony May 5, 2013 for incorporating service learning in two distance education courses and sharing information with faculty at the university and statewide.
- ❖ Higher Education Adviser to ArtVan Fall, 2014. Advisory Board Member to ArtVan, a program providing the arts to children in disadvantaged areas. 2012-2013.
- ❖ Advisory Board Member, Southern Kennebec Child Development Corporation (SKCDC) Board of Directors. Early childhood expert. 2011-present.
- ❖ Advisory Board Member, Maine State Professional Development Accountability

- Committee, a part of the Maine Children's Cabinet. 2011-present.
- ❖ Chair, Professional Education Network, a national collaboration among Head Start, higher education and professional development. 2007-2011.
- ❖ Advisory Board Member, Early Literacy Education Committee. 2008-2011
- ❖ National Women's Law Center Fellow 2008-2009; Maine Advocate of the Progressive Leadership Advocacy Network Program. 2008-present.
- ❖ Advisory Board Member, Portland Early Learning Group with Early Reading First, 2005-2009.
- ❖ Board member, Maine Association for the Education of Young Children.
- ❖ President, policy chair, Maine chapter of National Association for the Education of Young Children (NAEYC), 2003 to 2007.
- ❖ Affiliate representative from New England, National Association for the Education of Young Children, 2006-07.
- ❖ Diversity committee, UMA, present.
- ❖ Commencement Committee UMA-present. Education Committee UMA, 2009.
- ❖ Cross-Campus University System Distance Education Committee, 2009.
- ❖ Community Connections Committee, UMA, 2006-2007.
- ❖ Faculty Senate Alternate 2005-2007.
- ❖ Chair, Maine Higher Education Early Childhood Advisory Committee, 2002-2005, member since 1999 to present.
- ❖ ACCESS, state early childhood policy and marketing groups, leadership committee 2003-present.
- ❖ Pi Lambda Theta, national professional honor society of educators to present.
- ❖ American Association of University Women 1998 to present.
- ❖ Board Member representing four-year institutions, Maine Roads to Quality, Muskie School for Public Policy, 2002-present.
- ❖ Trainer, DHHS and Maine Roads to Quality, Muskie, 2002-present.
- ❖ Early childhood consultant for behavior and disability issues, present.
- ❖ Workshop presenter on early childhood and school-age issues, 1997-present.
- ❖ Maine School-Age Alliance 2000-2002.
- ❖ Horizon Award for Service to Young People from Nellie Mae Foundation, Braintree, MA. Visionary Leader Regional award for conception of Super K and Crossing Bridges programs, September 1999.
- ❖ Early Childhood Education District Committee, 1982-1999.
- ❖ Foreign Language District Committee, 1999.
- ❖ Gifted and Talented Committee, 1983-1986.
- ❖ Study group to research feasibility of all-day kindergarten for children at risk of failure, 1993-1999.
- ❖ Liaison between district and Head Start 1993-1999.
- ❖ Playground committee, 1998.
- ❖ Maine Teacher's Association 1979 to 1999.

COMMUNITY ORGANIZATIONS

- ❖ Volunteer and communicant at St. Andrew's Church in Winthrop.

- ❖ Coordinator of partnership between Readfield Community Library and with Readfield Elementary School to combine story time with weekly preschool play group. October. 2018 to present.
- ❖ Story time reader and special activity coordinator in children's room at Readfield Community library July, 2018 to present.
- ❖ Collaborated with Readfield Recreation to present Story Time at the Beach in August, 2018.
- ❖ Readfield Community Library Board member June, 2018 to present.
- ❖ Historical Society member June 2018 to present.
- ❖ Patten Free Library volunteer, Bath, Maine, 1985-2018.
- ❖ Chair of Parent's Association, Catherine McAuley High School, Portland, ME 2001-2004.
- ❖ Communicant, liturgist and religious education committee chair and instructor, St. Mary's Catholic Church, Bath, ME, 1983 to 2003; Parish Council representative 1996-1999.
- ❖ Chaperone at Maine School of Science and Math for prom (2000) and class trip to Montreal (2001).
- ❖ St. John's School Parents' Association Room Parent and representative 1991-2000.
- ❖ St. John's Science Club founder and coordinator 1991-2000.
- ❖ St. John's School Junior High Activities Coordinator, 1999-2000.
- ❖ Catherine McAuley High School room representative 1997-1999.
- ❖ Brownie and Girl Scout leader and camp counselor, Bath and Brunswick, Maine, 1992-2001.
- ❖ Bath Rec Department ski volunteer, Bath, Maine, 1990-1996.
- ❖ National Heart Association volunteer, 1988-1992.
- ❖ March of Dimes Mother 1989-2003.

COLLEGE ASSOCIATIONS Undergraduate

Editor of Midland, college newspaper; Dean's List at University of Nebraska, Midland, USM, and UMO; Alpha Lambda Delta and Cardinal Key, Women's Scholastic Honoraries; Pi Delta Epsilon journalism honorary; Nebraska Children's Museum public relations committee; Nebraska State Reading Council; International Relations Club; forensics. Division of Early Childhood and Council of Exceptional Children 2001-2010.

COLLEGE ASSOCIATIONS Graduate

Golden Key academic honorary 2010-present
Maine and national chapter for NAEYC 2000-present
Division of Early Childhood of the Council for Exceptional Children
Phi Beta Kappa Education Honorary
AAUW 1999-present

REFERENCES

Cynthia Dean, Ed.D. Coordinator of Teacher Certification, University of Maine at Augusta, 46 University Drive, Augusta, ME 04330, Cynthia.dean@maine.edu, 207-621-3192.

Sue Reed, Maine Department of Education, Early Learning Team, State House Station 23, Augusta, ME 04333, e-mail: susan.d.reed@maine.gov, 207-624-6632; 207-441-3534
She also served as former Maine Roads to Quality Director and Early Learning First.

JoAn Knight Herren, Chief of Training and Technical Assistance Branch, Office of Head Start (retired), 13103 Oriole Drive, Calverton, MD 20705, e-mail: jherren8@comcast.net, 301-572-2941.

Allyson Dean, *Zero to Three* Infant Specialist and Lead Writer, former MRTQ director and USM Director of Early Childhood, e-mail: allyson.dean@acf.hhs.gov; adean@usm.maine.edu

Christine Lashua, Director of Learning Support, Kaplan University (retired). 265 Western Ave., S. Portland, ME 04106, e-mail: devonbrit@gmail.com or 207-774-6126.

Appendix B

Secondary Education, Bachelor of Science

Bachelor's Degree Requirements:

- ☐ Minimum 120 Credit Hours
- ☐ Writing Intensive Course
- ☐ Minimum Cumulative G.P.A.: 2.5
- ☐ 30 Credit Hours of Residency Courses
- ☐ 9 Credits of Upper-Level Major Residency Courses
- ☐ Minimum G.P.A. in the Major: 3.0

Program Major Requirements (75-77 credit hours):

Pre-candidacy phase

- ☐ EDU 100 Introduction to Teacher Education at UMA (1) ***required during the first year***
- ☐ EDU 200 Diversity, Poverty, and Cultural Competence (3) ★ ***required during the first year***
- ☐ EDU 210 Dimensions of Literacy (3)
- ☐ EDU 215, 216 or 217 Field Experience I, II or III (1-3)
- ☐ EDU 250 The Teaching Profession (3)
- ☐ EDU 251 The Teaching Process (3)

Additional Requirements:

- ☐ Praxis Core Academic Skills for Educators (taken anytime in pre-candidacy phase)
- ☐ Praxis II Content Assessment (taken anytime in candidacy phase)
- ☐ Criminal History Record Check
- ☐ **Complete application to candidacy**

Candidacy phase

- ☐ EDU 380 Digital Literacy and Technology in Schools (3)
- ☐ EDU 385 Methods of Teaching Reading and Writing in the Content Areas 6-12 (3)
- ☐ EDU 387 Teaching the Exceptional Child in the Regular Classroom (3)
- ☐ EDU 395 Field Experience (4) ***application required for enrollment***
- ☐ EDU 390W Secondary Methods of Teaching (3); ***permission needed to enroll***
- ☐ Complete one of the following courses (3):
 EDU 300W Foundations of Educational Research
 EDU 345 Child Development
 EDU/PSY 401 Educational Psychology

Student Teaching phase

- ☐ EDU 399 Student Teaching Seminar (3) ***taken concurrently with EDU 490***
- ☐ EDU 490 Student Teaching 6-12 (9) ***application required for enrollment***

Complete one of the following content area concentrations

English Language Content Area (6-12 – 100) (30 credits):

- ☐ ENG 202W Survey of British Literature: Beowulf to the Romantics (3)
- ☐ ENG 203W Survey of British Literature: Romantics to the 21st century (3)
- ☐ ENG 250W American Literature to 1900 (3)
- ☐ ENG 251W American Literature 1900 to present (3)
- ☐ ENG 300W Introduction to Literary Criticism and Theory (3)
- ☐ ENG 360W Selected Works of Shakespeare (3)
- ☐ ENG 351W Creative Writing I (3)

- ☐ Three upper level ENG electives (9)

Life Science Content Area (6-12 – 395) (30 credits):

- ☐ BIO 110 General Biology I (4)
- ☐ BIO 111 General Biology II (4)
- ☐ BIO 210 Anatomy and Physiology (4)
- ☐ BIO 320 Principles of Genetics (3)
- ☐ BIO 322 Biochemistry (3)
- ☐ BIO 324 Cell Biology (3)
- ☐ Three upper-level science electives (9)

Physical Science Content Area (6-12 – 350) (32 credits):

- ☐ CHY 115 General Chemistry I (4)
- ☐ CHY 117 Introduction to Organic and Biochemistry (4)
- ☐ CHY 211 Organic Chemistry I (4)
- ☐ CHY 212 Organic Chemistry II (4)
- ☐ PHY 115 General Physics I (4)
- ☐ PSY 116 General Physics II (4)
- ☐ SCI 110 Environmental Science (4)
- ☐ GEY 101 Physical Geology (4)

Mathematics Content Area (6-12 – 300) (30 credits):

- ☐ MAT 130 Mathematics for Elementary Teachers I (3)
- ☐ MAT 131 Mathematics for Elementary Teachers II (3)
- ☐ MAT 111 Algebra II (3)
- ☐ MAT 112 College Algebra (3)
- ☐ MAT 115 Elementary Statistics (3)
- ☐ MAT 116 Plane Geometry (3)
- ☐ MAT 124 Pre-Calculus (3)
- ☐ MAT 125 Calculus (4)
- ☐ MAT 261 Applied Linear Algebra (3)
- ☐ MAT 280 Discrete Mathematical Structures (3)

Social Studies Content Area (6-12 – 200) (30 credits):

- ☐ HTY 103 US History I (3)
- ☐ HTY 104 US History II (3)
- ☐ HTY 105 World Civilizations I (3)
- ☐ HTY 106 World Civilizations II (3)
- ☐ Once of the following (3):
 - ANT 101 Introduction to Anthropology*
 - ANT 102 Cultural Anthropology*
- ☐ ECO 201 Macroeconomics (3)
- ☐ ECO 202 Microeconomics (3)
- ☐ HTY 310 History of Maine (3)
- ☐ HTY 457 Civil War and Reconstruction (3)
- ☐ Once of the following (3):
 - POS 101 American Government*
 - POS 102 Introduction to Politics and Government*

Other Requirements (34 credit hours):

- ☐ Complete any 100-level Communications course (3) ★
- ☐ Complete one of the following Computer Information Systems electives (3) ★:
CIS 100 Introduction to Computer Applications
CIS 101 Introduction to Computer Science
- ☐ ENG 101 College Writing (3) ★
- ☐ Complete one of the following writing classes (3) ★:
ENG 102W Introduction to Literature
ENG 317W Professional Writing
- ☐ Complete one of the following Fine Arts electives (3) ★:
ARH xxx any Art History course
ART xxx any Art course
DRA xxx any Drama course
ENG 351 Creative Writing I
ENG 452 Creative Writing II
MUH 1xx any 100-level Music History course
MUS 1xx any 100-level Music course
- ☐ Complete two of the following Humanities electives (6) ★:
AME xxx any American Studies course
ARH 105 History of Art & Architecture I
ARH 106 History of Art & Architecture II
ASL 1xx/2xx any 100- or 200-level ASL course
DRA xxx any Drama course
ENG xxx any English course (except ENG 100, 101 or 317w)
FRE xxx any French course
HGH xxx any Holocaust, Human Rights & Genocide course
HTY xxx any History course
HUM xxx any Humanities course
MUH xxx any Music History course
PHI xxx any Philosophy course (except PHI 135 or 335)
SPA xxx any Spanish course
WGS xxx any Women and Gender Studies course
- ☐ MAT 1xx complete any 100-level MAT course (3) ★
- ☐ Complete any 100-level laboratory science course (4) ★
- ☐ PSY 100 Introduction to Psychology (3) ★
- ☐ Complete one of the following Social Science electives(3) ★:
ANT 1xx any 100-level Anthropology course
ECO 1xx any 100-level Economics course
ECO 201 Macroeconomics
ECO 202 Microeconomics
JUS 1xx any 100-level Justice Studies course
POS 1xx any 100-level Political Science course
PSY 1xx any 100-level Psychology course
SOC 1xx any 100-level Sociology course
SSC 1xx any 100-level Social Science course

General Electives (8-11 credit hours):

Number of elective credits needed will vary by individual student. The credits are needed to fulfill the total 120 credit hours and upper-level requirements.

- ☐ Complete 8-11 credits of any 100-level or higher electives (8-11)

General Education:

It is the intention of the University of Maine at Augusta that every degree graduate will be prepared to function in our society as an effective and informed citizen. To this end, the faculty has designed a set of

minimum expectations that students are expected to satisfy. The aspirations are defined by core skills, competencies, and abilities as well as knowledge based learning experiences that are the grounds for the General Education Requirements.

Courses notated by a ★ symbol represent a select minimum of courses within this major that satisfy the UMA general education requirements.

Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

Appendix C

UMA Teacher Preparation Assessment Program

Table 1. Admittance

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Intent to Declare form completed. 1) Meet teacher education admission criteria: Accuplacer, SAT scores, or prior courses consistent with UMA's policy for placement into ENG 101 and MAT 100. For transfer students, GPA 2.0 or better 2) Sign student contract for admission.	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A
Interview with Coordinator	Pre-teacher candidate report	Verified by coordinator	Prior to admittance to EDU programs	Google sheet for each semester's admittees	Coordinator	Each semester	N/A

Table 2. Pre-Candidacy Phase (2.3.5,6.7.8.9.10.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards

CHRC completed	Pre-teacher candidate report	Verified by coordinator	Before or during EDU 100	Taskstream analysis	Coordinator	Each semester	<i>Standard 9(o)</i>
Successful performance on Praxis Core	Pre-teacher candidate report	Verified by coordinator	By end of first year or before admittance to candidacy	MaineStreet analysis	Coordinator	Each semester	<i>Standards 4 & 5</i>
2.5 GPA in education courses and 2.5 GPA overall	Pre-teacher candidate report	Verified by coordinator	At end of pre-candidacy phase	MaineStreet analysis	Coordinator	Each semester	<i>Standard: 9 (a)</i>
EDU 100 Intro to Teacher Education at UMA	Self-assessment of <i>Standards 8,9,10</i>	Scored by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	<i>Standard: 8 (p,s) 9(l,m,n,o) 10(n)</i>
EDU 100 Intro to Teacher Education at UMA	Dispositions assessment	Completed by instructor	First or second semester	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 210 Dimensions of Literacy	Scenario/Intervention Lesson Plan <i>Standard 5</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standard: 5(h)</i>
EDU 210 Dimensions of Literacy	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 250 The Teaching Profession	Field Experience Analysis <i>Standards 2,3,9</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9(n); 3</i>
EDU 250 The Teaching Profession	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>
EDU 251 The Teaching Process	Philosophy of Learning and Teaching <i>Standards: 2,3,6,8</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2,3,6,8</i>

EDU 251 The Teaching Process	Unit of study <i>Standards 2, 6, 7, 8, and 11</i>	Scored by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 2, 6, 7, 8, and 11</i>
EDU 251 The Teaching Process	Dispositions assessment	Completed by instructor	First or second semester, or before admittance to candidacy	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>

Table 3. Advancement to Candidacy

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Candidacy application completed and submitted with dispositions self-assessment	Pre-teacher candidate application	Submitted to coordinator	Prior to admittance to teacher candidacy	Google sheet for each semester's applicants	Coordinator	When application is received	N/A
Review of application, self-assessment and pre-candidacy Taskstream data	Pre-teacher candidate application	Education faculty	Prior to admittance to teacher candidacy	Taskstream/Analysis reports	Coordinator	When application is received	N/A

Table 4. Teacher Candidate – Methods – B-5 (4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration <i>Standards: 4,5,7,8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards: 4,5,7,8</i>
EDU 329 Science and the Project	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards: 9 (l-o) 10(p-t)</i>

Approach for the Young Child							
------------------------------	--	--	--	--	--	--	--

Table 5. Teacher Candidate – Methods – K-3 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1, 2, 3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1, 2, 3</i>
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards : 9 (l-o) 10(p-t)</i>
EDU 329 Science and the Project Approach for the Young Child	Teaching demonstration <i>Standards: 4,5,7,8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards : 4,5,7,8</i>
EDU 329 Science and the Project Approach for the Young Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards : 9 (l-o) 10(p-t)</i>
EDU 330 Teaching Writing in the Early Elementary Grades	Text set project Text set <i>Standards 4,5,7,8</i>	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set <i>Standards 4(b, f, J), 5 (h), 7 (a), & 8(h)</i>
EDU 330 Teaching Writing in the Early Elementary Grades	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards : 9 (l-o) 10(p-t)</i>

Table 6. Teacher Candidate – Methods – K-8 (1.2.3.4.5.7.8)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1,2,3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1,2,3</i>
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>
EDU 361 Teaching Science in Elementary School	Teaching demonstration <i>Standards: 4,5,7,8</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards : 4,5,7,8</i>
EDU 361 Teaching Science in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>
EDU 351 Teaching Reading in Elementary School	Text set project Text set <i>Standards 4,5,7,8</i>	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	Text set <i>Standards 4(b, f, J), 5 (h), 7 (a), & 8(h)</i>
EDU 351 Teaching Reading in Elementary School	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>

Table 7. Teacher Candidate – Methods – 7-12 (1.2.3.4.5.7.8.11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 387 Teaching the Exceptional Child	Classroom observation <i>Standards 1,2,3</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards 1,2,3</i>
EDU 387 Teaching the Exceptional Child	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards 9 (l-o) and 10(p-t)</i>

EDU 390 Methods of Secondary Teaching	Teaching demonstration <i>Standards:</i> 4,5,7,8	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards:</i> 4,5,7,8
EDU 390 Methods of Secondary Teaching	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards</i> 9 (l-o) and 10(p-t)
EDU 380 Digital Literacy and Technology	Digital Literacy portfolio of work from course <i>Standard 11</i>	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standard</i> 11 all indicators
EDU 380 Digital Literacy and Technology	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 9 (l-o) and 10(p-t)
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Text set project <i>Standards</i> 4,5,7,8	Scored by instructor	Semester course is offered	Taskstream/Analysis reports	Coordinator	Each semester	<i>Standards:</i> 4(b, f, J), 5 (h), 7 (a), & 8(h)
EDU 385 Methods of Teaching Reading & Writing in the Content Areas 6-12	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 9 (l-o)d 10(p-t)

Table 8. Teacher Candidate – Field Experience (K-3, K-8, and 7-12) (1,2,3,4,5,7,8,9,11)

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 395 Field experience	Philosophy of Learning and Teaching 2 nd revision <i>Standards:</i> 2,3,6,8	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 2,3,6,8
EDU 395 Field Experience	Unit Plan <i>Standards:</i> 2,6,7,8, 11	Scored by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 2,6,7,8, 11

EDU 395 Field experience	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 9 (l-o) 10(p-t)
EDU 395 Field Experience	Cooperating teacher evaluation Mid-term <i>Standards: 1 3,7,8,9,</i>	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),
EDU 395 Field Experience	Cooperating teacher evaluation Final <i>Standards:</i> 1,3,7,8,9	Completed by instructor using evaluator form	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 1(j, h), 3(j,n,q), 7(k,l,o),8(a), 9(b),

Table 9. Teacher Candidate – Student Teaching and Seminar (K-3, K-8 & 7-12)
Courses: 2.3.4.5.6.8.9 Field: all

Collection				Analysis and Aggregation			
Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
EDU 399 Student Teaching Seminar	Lesson Plan Analysis <i>Standards 4, 5, 6, 8, 9</i>	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards</i> 4(a,d) 5(m,s) 6(c,g,j,p) 8(a) 9(g,h,k,l,n)
EDU 399 Student Teaching Seminar	Philosophy of Teaching and Learning (final) <i>Standards</i> 2,3,6,8	Scored by instructor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards:</i> 2(g,h,j) 3 (n,o,p; 6 (j,m,q) 8(j,l,n)
EDU 399 Student Teaching Seminar	Dispositions assessment	Completed by instructor	Semester course is offered	Taskstream analysis	Coordinator	Each semester	<i>Standards:</i> 9 (l-o) 10(p-t)
Cooperating teacher standards evaluation – mid-term	Observation <i>All standards</i>	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher dispositions evaluation mid term	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards:</i> 9 (l-o) 10(p-t)
University supervisor standards	Observation <i>All standards</i>	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>

evaluation mid-term							
University supervisor teacher dispositions evaluation mid-term	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>
Teacher candidate self-assessment – standards mid-term	Form	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher standards evaluation – final	Observation <i>All standards</i>	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Cooperating teacher dispositions evaluation final	Observation	Cooperating teacher	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>
University supervisor standards evaluation final	Observation <i>All standards</i>	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
University supervisor teacher dispositions evaluation final	Observation	University supervisor	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>Standards 9 (l-o) and 10(p-t)</i>
Teacher candidate self-assessment – standards final	Upload	Teacher Candidate	Semester course is offered	Taskstream analysis	Field placement Coordinator	Every semester	<i>All standards</i>
Showcase portfolio	Portfolio evaluation	Scored by University Supervisor	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	<i>All standards</i>
Portfolio presentation	Presentation evaluation	Aggregate score by Education faculty	Semester course is offered	Taskstream analysis	Field placement coordinator	Every semester	<i>At least three standards highlighted</i>

Table 10. Teacher Candidate – Induction- all programs

Collection	Analysis and Aggregation
------------	--------------------------

Data source	Assessment	Who	When	Assessment Instrument	Who	When	Standards
Program Completion	Transcript	Coordinator	Each semester	Program completer's report	Coordinator	Every semester	N/A
Graduates	Graduate follow up survey/Google forms	Coordinator	Each semester	Graduate survey report	Coordinator	Fall semester November	N/A
Employers	Employer's satisfaction survey/Google forms	Coordinator	Each semester	Employer's satisfaction report	Coordinator	Spring semester January	N/A



Engaging Employees to Move Forward Together:

One System's Journey with the Great Colleges Program

University of Maine System



Established in 1968, the University of Maine System (UMS) unites six distinctive public universities, comprising 10 campuses and numerous centers, in the common purpose of providing quality higher education while delivering on its traditional tripartite mission of teaching, research, and public service. The System also includes the University of Maine School of Law and the University of Maine Graduate and Professional Center. A comprehensive public institution of higher education, UMS serves more than 30,000 students annually and is supported by the efforts of more than 2,000 full-time and part-time faculty, more than 3,000 regular full-time and part-time staff, and a complement of part-time temporary (adjunct) faculty. July 2020 represented a milestone in the University of Maine System's pursuit of unified accreditation.

*The University of Maine System has utilized the Great Colleges program over the past six years, gaining valuable employee engagement data that has shaped strategic decisions system-wide and at individual campuses. This year, the University of Maine Presque Isle (UMPI) was recognized on the 2020 Great Colleges Honor Roll, an impressive first showing and one piece of a larger effort underway at UMS. To hear more about their story, we reached out to **UMS' Director of Learning & Organizational Development (L&OD) Megan Clough, UMPI President Ray Rice, and captured other System Leaders' insights as well from both a campus and system perspective.***

Q: Share more about your system's approach to the Great Colleges to Work For program.

Megan Clough: Over the last six years the Great Colleges program has become an invaluable element in University of Maine System institutional strategic planning, a practice that emerged as campus leadership began to view Great Colleges both as a tool for enhancing employee experience and creating a competitive advantage as a system.

As the University of Maine System made the significant step of shifting its organizational structure to a matrix design, the newly shared-service HR model initiated the first UMS Leadership & Organizational Development (L&OD) function operated within HR. L&OD proposed regular participation by all system institutions in the Great Colleges program to support employee engagement and organizational quality data that would help inform priorities for strengthening the University System and each unique University within it. With the strong advocacy of then Vice Chancellor for Finance and Administration Rebecca Wyke, an initial phase of the exercise was implemented with financial support provided for each campus to participate on

an every-other-year basis. The program is centrally managed by L&OD, led by Director Megan Clough and vitally supported by Project Specialist Nina Conners, in partnership with campus HR Partners and campus leadership.



PHOTO COURTESY OF UNIVERSITY OF MAINE AT AUGUSTA

L&OD already had a strong connection with campus leadership and constituencies dedicated to ongoing improvement of the employee experience and, by extension, enhancement of the student experience, so Great Colleges was a natural outgrowth of that work. Consultation between L&OD and the Great Colleges team yielded a specific implementation design—one that facilitates

“Our Leadership stepped into the Great Colleges program with hope that it would be helpful. I’ve seen us move to the true objective - recognizing and fully leveraging the program as an intentional strategy in caring, listening, responding and therefore stewarding UMS forward. The work is yielding strong and measurable results.”

– Megan Clough, UMS Director of Learning and Organizational Development

relevant data reaching the leaders who have the influence and authority to enact change, includes surveying all employees to communicate to UMS employees that all of their voices matter, and involves a Results Debrief conducted by a Great Colleges Senior Consultant for each participating University. Also, the survey was customized for the University of Maine System’s flagship institution, the University of Maine, due to its size and complexity, while the six other universities’ structure and size allowed for use of the standard survey.

Q: How have leadership’s initial goals/approach for participating as a system evolved over time? Have you seen any changes in how individual institutions have approached the survey over time?

MC: There was a commitment from the start that the System’s relationship with the Great Colleges program was more than just a survey link; rather, it is about being partners in incredibly important work. If an initial goal included providing each University baseline employee engagement data to help inform cultural direction and development, the longer term objective has been to aggregate the data for a system-wide view that informs direction and priorities.

As a further enhancement to its efforts, L&OD also intentionally invests in the ModernThink Online Report Gateway, the dynamic online reporting tool that provides the System ready-access to all Great Colleges results from all its campuses dating to the beginning of the project. Armed with this resource, UMS and campus leadership are able to benchmark progress, aggregate data, and track trends ahead of important decision-making opportunities.

These investments and practical applications demonstrate how the use of Great Colleges has

increased over time, but perhaps most telling in terms of its impact is the degree to which campuses have embraced its capability. Examples of engagement and application range from campuses utilizing data mined from Great Colleges for accreditation reports to L&OD reviewing data with campuses to one UMS university determining that becoming a Great College to Work For would be one of its core goals. The newer presidents at the University Maine at Farmington and University of Maine Fort Kent find their Great Colleges data an incredibly useful orientation tool as they begin their work at their University.



UMPI PRESIDENT RAY RICE. -PHOTO COURTESY OF UNIVERSITY OF MAINE AT PRESQUE ISLE

President Ray Rice: At UMPI, we first used the results from Great Colleges as a leadership assessment tool and a way to identify shorter-term improvements. Over time, it became a much more profound measurement tool, allowing us to get an informed read on how employees felt about a wide range of campus realities and to use that information to pinpoint how we could shift the campus culture. As an example, a past weakness for the campus was how employees perceived their voices were heard and how their roles contributed to the institution’s success. Actionable items that ensured ownership and engagement were then built into the previous



“Our Board of Trustees targeted University Workforce Engagement as one of the desired strategic outcomes. Great Colleges was the obvious choice for measuring our progress for this goal. As a new president, I was able to use the results of the Great Colleges survey to help shape a university-wide regrounding in our strategic plan. Two years later, we saw marked improvement in several key metrics of the survey and will use the data to help shape our goals for our next five-year plan.”

– Rebecca Wyke, Former UMS Vice Chancellor for Finance and Administration, Current President, University of Maine at Augusta

“Thanks to Great Colleges, I began my presidency able to identify where USM had the potential for growth as an institution and the collaborative means to engage faculty and staff in the change process. Seeing the employee participation in this process, at all levels, has been one of the most professionally rewarding and meaningful experiences of my career.”

– Glenn Cummings, President, University of Southern Maine

strategic plan. That led to an explicit cornerstone outcome around enhancing a sense of community culture and pride and the realization that UMPI couldn't be successful in its initiatives with students without having that foundation in place first. Employee engagement and fostering our unique campus culture are now priority elements in our newest strategic plan.

Ultimately, our work connected with the Great Colleges program changed our thinking about our strategic plan; we no longer view it as a document to be updated every 5 years; instead it's a living document made stronger through thoughtful and frequent revision. That thinking allowed us to refine our vision and mission partway through the previous strategic plan and, when we felt we needed to address issues of campus identity, to create our Service Promise. In 2017, our cabinet initiated an annual summer work session to review the plan, reflect on and incorporate items based on what happened in the past year, and outline how we'd accomplish new work over the next year.

Q: What do you see as the benefits of system-wide participation in the Great Colleges to Work For program?

MC: Great Colleges provides a system and its campuses with an intentional and robust method for gathering employee feedback while conveying a message that how employees feel about where they work

truly matters, that leadership at all levels is listening, and that a method is in place to leverage those ideas and opinions for mutual advantage. It also allows a system to consider priorities and make informed decisions about future direction within the scope of limited resources. These dynamics create a unifying force for progress within a system, offering a process, approach, and methodology that all of the universities can implement and leverage as they advance employee engagement and enhanced delivery of the higher education mission.

System-wide participation also creates a new opportunity: just as individual institutions recognize this process as a way to gain essential information for assessment and evaluation, a system can utilize the data gathered from across all campuses to develop and share system-wide best practices. Identifying centers of excellence happening at each of its campuses, large and small, and sharing lessons learned for use by all campuses can help to guide system-wide improvement and ensure a more consistent experience for all students.

Q: Are there specific areas in which system-wide participation has particularly made a positive impact?

MC: The University of Maine System's adoption of the Great Colleges to Work For program was timely, serving as an integral element in the successful pursuit of unified accreditation with the

New England Commission on Higher Education. To be clear, this is a groundbreaking accreditation of the entire system, not just a collection of accreditations for each of its member institutions. The Great Colleges data and information was fundamental in preparing appropriate progress reports as well as quantifying resources and capacities.

Further integration of Great Colleges results at a system level have also supported recent leadership transitions. An incoming president benefits greatly from not only listening and learning upon arrival, but from thoughtful and studied consideration of available baseline information from which to form initial perceptions and priorities. There is no minimizing the scrutiny of such early actions and reactions; data-driven direction is a strong and stabilizing influence to ease transition and fears of the unknown.

Q: How has survey feedback influenced other HR-specific initiatives?

MC: In the System's first year of Great Colleges survey results, from three universities simultaneously, Orientation was rated quite low. Reflective of an employee care dynamic that was negatively impacted yet hugely informed by the shared services transition of Human Resources, Information Technology, Procurement, and Finance, L&OD realized that changes would need to be made quickly. Great Colleges data, especially the employee comments and focused group feedback in follow-up, brought to light some dynamics that--thought originally to be specific to one University--were actually relevant across all seven.

Since that time, System HR in partnership with IT has made notable improvements to Orientation and Onboarding. That is not to say the data yielded easy fixes, rather the data showed how the System needed to invest in some significant adjustments.



PHOTO COURTESY OF UNIVERSITY OF SOUTHERN MAINE

Another example comes from one of the System campuses, the University of Southern Maine (USM), which was also the earliest adopter of the new Orientation & Onboarding tools in supplement to what they'd created. USM has utilized the survey feedback of Great Colleges to inform action plans in support of the institution's 10 strategic goals, one of which is to become a Great College to Work For. In his first year, President Glenn Cummings utilized USM's Great Colleges baseline data to gain important and immediate foundational understanding of the particular challenges awaiting his new administration and to leverage and celebrate strengths. This learning was applied to crucial strategic planning for the institution's future direction.

In incorporating Great Colleges aspirations into the university's action plans in support of its 10 strategic goals for the future, not only did USM solidify and formalize the process of assessment and improvement moving forward, its results were further leveraged to identify areas of opportunity in the near term, such as in the realm of student/employee experience, diversity, equity, and inclusion.



Q: How do your institutions utilize the survey feedback both on an institutional and system-wide level?

MC: As a resource that informs L&OD, Great Colleges survey feedback drives direction, focus, priority, and optimum use of limited resources, especially in the establishment and maintenance of Organizational Development and Training dedicated to areas of greatest opportunity.

Survey feedback can also accelerate interest by University leadership in trying new Organizational Effectiveness strategies/tools especially when foundational work demonstrates results and allows for advanced strategies to take root.

UMS has also used the Great Colleges feedback for system-wide support in instances where UMS has selected to more formally matrix together two of our Universities. For instance, our University of Maine Machias is now the regional campus of the University of Maine, providing benefit to both Universities. When that transition initiated, it represented the coming together of two distinctly different cultures and operations. Great Colleges data helped us to stay tuned and responsive to the employee experiences in both institutions and also anticipate - and therefore plan for - ways to healthfully progress through forming, storming, and norming to performing.

Q: The University of Maine Presque Isle (UMPI) made the Honor Roll this year. What can you tell us about their Great Colleges journey?

RR: The University of Maine at Presque Isle has been on a deliberate continuous improvement journey during the past five years, with work underway in areas ranging from organizational structure and strategic planning to academic delivery and campus community culture. A small, rural campus located in the heart of northern Maine, UMPI has carved its niche around personalized learning, opportunity, and innovation. The institution was honored last year with 5 U.S. News and World Report college rankings, including a first time appearance as one of the top 5 Most Innovative Schools for Regional Colleges in the North. It has been a complex, sustained, and highly intentional process to get to this point.

Our campus first took part in the Great Colleges program in 2014 under prior president, Dr. Linda Schott. As she established that first year, campus leadership is intentional in the ways it uses the survey data: sharing and debriefing results with faculty and staff in campus open forums, mining the data for areas of strength and opportunity, and developing plans to move the needle on lower scoring areas. When President Schott left in 2016, we were seamlessly able to transition and expand efforts around our Great Colleges work because of the Provost to President transition that then took place.

UMPI Response to COVID-19

"As the COVID-19 pandemic began to impact UMPI and the communities we serve, these campus climate undertakings laid the groundwork for the University to be prepared to embrace an Ethics of Care as its defining institutional value. As explained by its founding practitioner Carol Gilligan, an Ethics of Care is a set of values grounded in human connection and the act of paying attention, listening, and responding, and showing compassion to each other. Through thoughtful messaging and community-wide conversations

we embrace the ethics of care and help to provide the ethics of care for our students and communities.

It is important to note that the University is certain about conducting the Great Colleges survey in 2020

in 2020, but we have determined that it was perhaps even more essential to ask for feedback during a time of crisis, something that our staff also supported. It is a sign of a truly committed campus that our employees responded at historically high levels."

— R



“Student success is an outcome Maine’s public universities have to prioritize to meet our commitment to Maine families and employers. As the first public university system in the nation to unify its institutional accreditations, we use the Great College survey to help assess our campus cultures and set goals that challenge and commit our universities to workplace and student success excellence”

– Dannel Malloy, System Chancellor



PHOTO COURTESY OF UNIVERSITY OF MAINE AT PRESQUE ISLE

Key elements for us in undertaking this effort were having the right HR team in place and a campus community open to the process and willing to participate and help effect change. Most importantly, our recognition as a Great College is a reflection of the hard work our faculty and staff do every day to make this institution great and an illustration of their collective and individual achievements.

Three of our most prominent efforts connected with our Great Colleges work have been our Service Excellence initiative, Communications work, and Strategic Planning. In addition, Great Colleges data serves as measures for diversity efforts and strategic goals. This facilitates UMPI's collaboration efforts across the System because the direction of work and achievement measures are clear while aspects of, or decisions about, initiatives are open for joint planning.

UMPI has made great strides. We also remain extremely focused on continuous improvement. Though we achieved recognition in 11 of the 12 Honor Roll categories, we're looking closely at the one area where we did not reach Honor Roll level status--Diversity--and are developing a plan to examine our policies, procedures, hiring practices, and inclusive community practices.

MC: From a System perspective, perhaps what best captures the spirit of UMPI's Great Colleges effort is the Leadership Team's initial reaction to the ranking. When informed of the outstanding results, there was absolutely excitement and commitment to celebrating an important milestone and every campus member's role in the work that contributed. There was also an immediate hunger for engaging again in the daily discipline of continuous improvement and discovering just how truly incredible UMPI can become. That is a measure of the high level of investment and shared purpose that comes from the thoughtful and sustained implementation of the program across the many months of hard work required to reach recognition. Under the leadership of President Ray Rice, Chief Business Officer Ben Shaw, and the Campus HR team, the Great Colleges work at UMPI and the ranking are seen not as a means and an end, but rather as a committed journey to stewarding the University and an important milestone, or inflection point, along the way.



Q: From both a system lens and an institutional lens, what advice would you give to other systems considering participating in the Great Colleges program?

MC: There is the temptation when embarking upon a program like Great Colleges to forget that it is the journey that counts and not the recognition. Focusing on promoting pride in a quality workplace and engaging employees to move forward together can set a tone that builds momentum over time. Conveying this commitment creates a space for university leaders to be vulnerable in sharing survey results. If initial feedback proves disappointing or perhaps even embarrassing, leaders may apply the input in a variety of ways; the bottom line is to generate motivation and support for taking action to improve.

Framing of the initiative is crucial and not just by how it is rolled out or otherwise communicated, but also by the level of engagement and commitment from System leadership and the campus presidents and their cabinets. Whether it is the dedication of budget resources or the enlisting of campus advocates to champion the program, the net gain from such overall buy-in and investment is significant when gauged by the improvement of any one institution's employee experience. The data mined in the process from all participants can be leveraged for the benefit of all and used to prioritize resources supported by System administration in support of or in partnership with all campuses.

Even the simplest decisions in moving forward can carry tremendous benefit. Conducting census surveys, for instance, not only carries with it the promise of more actionable information and response, but sends a powerful message of sincere and inclusive motivations, which often

generates not only engagement but also genuine good will and improved employee morale. Managing expectations is also important as Great Colleges returns can take some time to form and impact the campus community. Encouraging participation may take real effort highlighted by creative communications, outreach strategies, and relationship-building with constituencies that otherwise might not choose to participate. In the end, however, the extra effort is worth it in demonstrating the sincere desire to listen, to engage, and to join together in moving forward as a team.

RR: From the perspective of a campus within a unified system, what we know is that institutional leaders need baseline information about where institutional strengths lie and where opportunities for growth can be addressed in order to make strategic decisions and select the most effective approaches to improvement. Whether you're a president or a leader of a specific program or department, the data should always guide such decisions, and, over time, inform the evaluation of how initiatives are truly impacting your institution. And, when we do this work system-wide, we can identify where individual institutions and initiatives are achieving great things and develop a series of best practices for the collective success of the entire system.

The most important thing that campuses and systems can do if they decide to participate in the Great Colleges program is to fully embrace the process, accept that change can take a long time and a lot of work, and be absolutely deliberate about the journey.

"We're no longer in a world in which institutions can set themselves up as silos. Students need to benefit from the opportunities that are available to them across the entire system and, if that is truly going to happen, their experience should be commensurate from one institution to the next. Great Colleges is ideally positioned to be able to help us achieve this work."

– Ray Rice, President, University of Maine at Presque Isle

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

Academic and Student Affairs Committee of the Board – 2020-2021 Work Plan****2020****Materials Due**

Sept 14 ASA 9am-12Noon <u>(for Sept BOT)</u>	Unified Accreditation, Statewide Strategic Program Planning University 5-year Strategic Plan Reaffirmations Program Proposals Review and Discussion of ASA Work plan Unified Accreditation Update Faculty Representative Discussion Topic Student Representative Discussion Topic	9/3/20
September BOT (Sept. 28)	ASA Work plan 2020-2021 University 5-year Strategic Plan Reaffirmations (consent agenda) Program Proposals (consent agenda) Faculty Spotlight	9/17/20
October 26 ASA 9am-12Noon <u>(for Nov BOT)</u>	Fall Enrollment Report Awarding of Academic Degrees (annual) Program Proposals Academic Calendar: AY 23-24, AY 24-25 Unified Accreditation Update UMS Imperative for Change COVID Impact Update Faculty Representative Discussion Topic Student Representative Discussion Topic	10/14/20
November BOT (Nov. 15-16)	Fall Enrollment Report Awarding of Academic Degrees (consent agenda) Program Proposals (consent agenda) Academic Calendar: AY 23-24, AY 24-25 (information item)	
January 4 ASA 9am-12Noon <u>(for Jan BOT)</u>	UMS Adult Credential and Degree Completion Initiative Enrollment Discussion Topic: Marketing Academic Partnership Update Unified Accreditation Update Student Representatives Discussion Topic Faculty Representatives Discussion Topic	12/21/21
January BOT (Jan. 24-25)	Annual Completions Report UMS Part-Time Faculty Use and Compensation Report Faculty Spotlight	

Academic and Student Affairs Committee of the Board – 2020-2021 Work Plan****2020****Materials Due****March 1 ASA**

2/18/2021

9am-12Noon

(for Mar BOT)

Programs For Examination Provost Presentations

Spring Enrollment Report

Student Financial Aid Report

Unified Accreditation Update

Student Representatives Discussion Topic

Faculty Representatives Discussion Topic

12:15-1:45pm

Review and recommendations: tenure nominations

(with HR/LR)

(Joint with HR/LR Committee)**

March BOT

Tenure Recommendations

(March 21-22)

Spring Enrollment Report

Faculty Spotlight

May 3 ASA

Strategic Drivers of Innovation and Academic Sustainability:

4/22/21

9am-12Noon

Data Governance Update

Unified Accreditation update

(for May BOT)

Student Success Initiatives

Student Representatives Discussion Topic

Faculty Representatives Discussion Topic

May BOT

Faculty Spotlight

(May 17-18)

July 12 ASA

Strategic Drivers of Innovation and Academic Sustainability:

7/1/21

9am-12Noon

Student Representatives Discussion Topic

(tent.)

Faculty Representatives Discussion Topic

(for July BOT)

Unified Accreditation Update

WE WOULD LIKE TO DISCUSS A JUNE/JULY HIATUS FOR ASA DUE TO DIFFICULT SCHEDULING**July BOT**

TBD

(July 26)

**This work plan is draft and will be updated based on topics to be added by the VCAA and CSAO. Other topics will be added as needed or required for decision making. Work plan will be updated as the Faculty and Student Representatives present their individual items. Items in red are action items.

University of Maine System
Board of Trustees

**Finance, Facilities & Technology Committee
Work Plan FY2021**

Standing Agenda

1. Finance, Facilities or Technology items requiring Committee and/or Board approval
2. Updates from staff on finance, facilities and technology informational items
 - Including KPIs and System-wide financial update
3. Capital Projects Status Report for all projects requiring Committee and/or Board approval
4. Major Technology Projects Status Report for all projects requiring Committee and/or Board approval

Ad Hoc Agenda

- Review Finance KPIs (July meeting)
- Request for Appropriation (Sept. meeting)
- **Joint Meeting of the Audit Committee and the Finance/Facilities/Technology Committee** (late October/early November meeting)
 - External Auditor Report including Required Communications Letter and Summary of Audit Results
 - Presentation of the Annual Financial Report (Audited Financial Statements)
 - Update on Internal Audit
- Annual State of IT Report (February meeting)
- Sightlines Annual Report on the status of the facilities portfolio (January meeting)
- First reading of the Annual Operating, Capital Budget and Tuition Charges (March meeting)
- Approval of Annual Operating Budget, Capital Budget and Tuition Charges (May meeting)
- Multi-Year Financial & Structural Gap Analysis (November* / May meeting)
- Review of 5-year Capital Plan (November* / May meeting)

** FY21 only*

Informational Reports to the Board

Every Board Meeting

Financial Update and KPI update

September Meeting

Annual Report on Acquisition & Disposition of Real Property

November Meeting

Annual Report on Gifts, Fund Raising and Endowments
Current Fiscal YTD Forecast to Budget

January Meeting

Maine Economic Improvement Fund Report
Student Financial Aid Report
State of IT Report
Sightlines Report

March Meeting

Student Charges Report
Current Fiscal YTD Forecast to Budget

May Meeting

Multi-Year Financial Analysis
5-year Capital Plan
Current Fiscal YTD Forecast to Budget

Committee Meeting Schedule

The Committee meets six times during the year in advance of the Board of Trustees meetings.

In March, the Committee schedules a full day meeting to review, in depth, the Annual Operating Budget and Tuition Charges for the upcoming fiscal year.

Additional meetings may be scheduled as required.

University of Maine System
Board of Trustees

Human Resources/Labor Relations Committee
Fiscal Year 2021 Work Plan

Standing Agenda:

1. Collective Bargaining Update (may occur in HR/LR Committee or in Executive Session of the Board of Trustees) – Chief Human Resources Officer
2. Human Resources and Labor Relations items requiring Committee and/or Board approval

Ad Hoc Agenda: **Note: Items in red require a vote of the Committee**

- **Approval of Collective Bargaining Agreements (as tentative agreements are reached)**
- Collective bargaining goals and relationship for FY21 (review as needed)
- Review Employee Health Plan Task Force Scorecard (September)
- Evaluation of Board Chair (March)
- Comprehensive Presidential Review results (as needed)
- Review progress of Human Resources Strategic Plan (January, July)
- **Policy and compensation changes for non-represented employees (as needed)**
- Update on significant HR initiatives (as needed)
- Briefing on compliance and regulatory issues (as needed)
- Chancellor's Review Committee, chaired by Human Resources/Labor Relations Committee Chair, as needed

Informational Reports:

- Report of Management Group appointments (July, November, March)
- Workforce Profile and Turnover reports (May)

Meeting Schedule:

Meetings are scheduled prior to Board of Trustees meeting as needed depending on agenda items.

09/04/2020



FY21 INVESTMENT COMMITTEE WORK PLAN

Every meeting includes:

- Portfolio and Manager Performance Reviews for:
 - Pension (closed defined benefit plan)
 - Managed Investment Pool (including endowment, the OPEB Trust, and 3rd party participants)
 - Operating Cash
- Defined Contribution Plan Update

Any of the meetings may include:

- Investment manager presentations as warranted
 - Reasons may include performance reviews, changes in personnel or organizational structure, interview managers for investment consideration, and educational sessions
- Asset allocation and scenario analysis including possible restriction of investment options
- Updating of investment guidelines
- Discussions regarding gift fees
- Oversight of the defined contribution retirement plan including sole recordkeeper relationship, plan economics, employee retirement readiness, employee engagement
- Request for Proposal Process for investment advisory services

Meetings typically are held during the following months. Anticipated agenda items for FY21 include:

SEPTEMBER:

- Performance Reviews and Fiduciary Training

DECEMBER:

- Approve endowment spending rate for FY22

MARCH:

- Review estimated endowment distributions for FY22
- Asset allocation study and recommendations

MAY:

- Update Investment Policy Statements

TO BE DETERMINED

- RFQ/RFP for investment advisory services

Other meetings will be scheduled as needed.



Capital Project Status report and Bond Projects Update, UMS

Overview:

Attached is the Capital Project Status Report for the September 28, 2020 meeting of the Board of Trustees. The report reflects a total of 22 projects; one new project has been added since the last report. Three projects have been removed.

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 continue.

- Three of four projects previously placed on hold remain so. The viability of and alternative options for these projects will continue to be reviewed for potential future resumption.
- Where construction is underway, the University is requiring contractors to provide a site specific COVID-19 work plan that outlines their process for ensuring their employees respect social distancing and other recommended or mandated practices for minimizing the spread of the virus, and their alignment with University protocols.
- 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.
- We are beginning to see specific costs associated with the added protections and safety precautions required by the CDC, State and Campus.

Bond Project Status Report:

The special portion of this report calling out only bond projects continues to reflect 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 \$8.5 million of that has been expended.

9/17/2020

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.

- Eight of these bond projects are complete and another four are substantially complete.
- Eleven (11) 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.

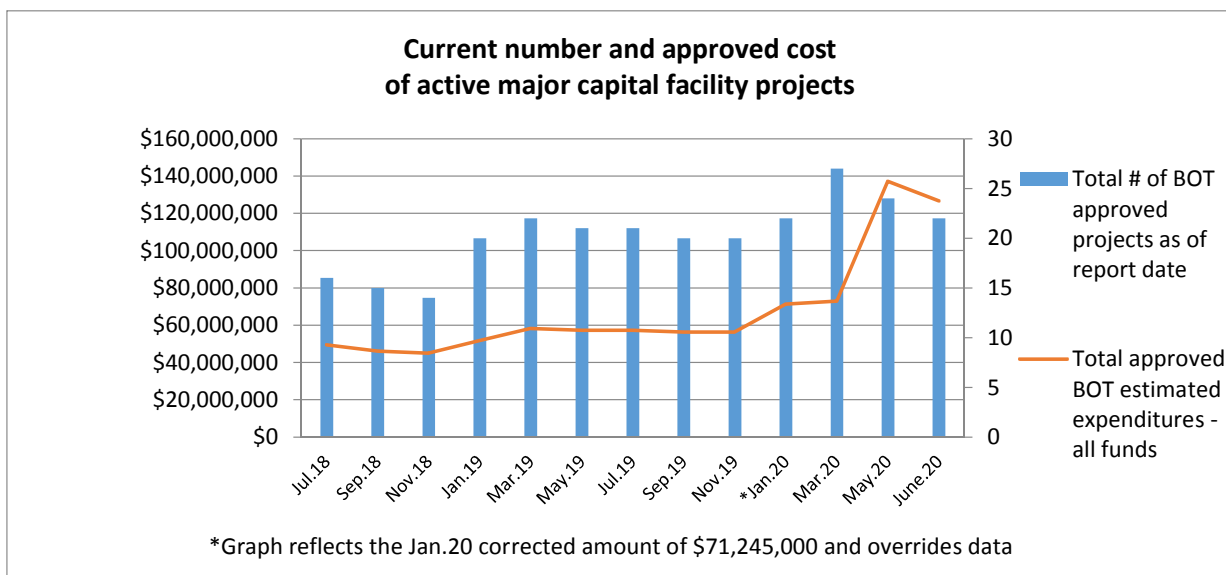
Future reports will be updated to reflect additional active Bond projects as the information becomes available.

Update to UM Ferland Engineering Education & Design Center Project:

This project continues on schedule. Site and utility work continue in earnest with the intent of returning building services to operation for school to start. Excavation and ledge removal for the building footprint are in progress with forming for foundation and underground structures underway and the first concrete placement to follow. The GMP has been established within the existing approved project budget of \$72 million.

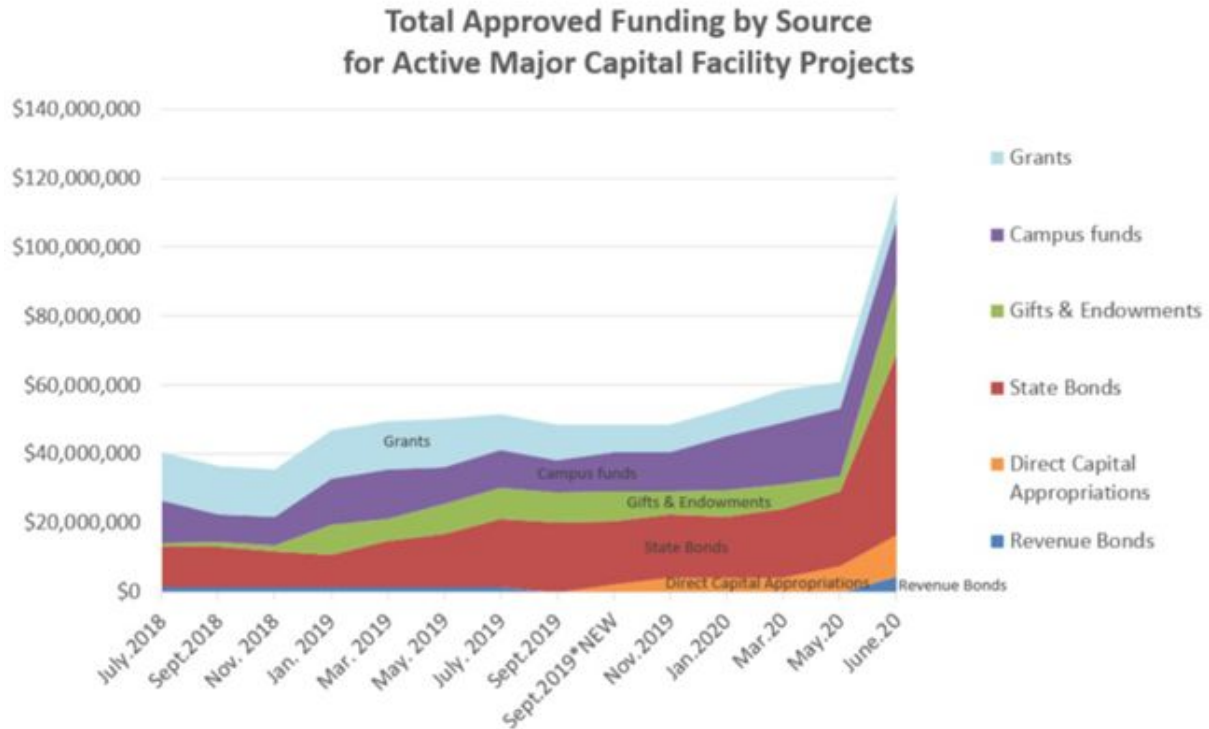
Update to USM P3

See separate Information item.



9/17/2020

9/17/2020



*Direct Capital Appropriations funds consist of capital appropriations in anticipation of revenue bonding, as well as MEIF funds.

**Please note that the graph reflecting Total Approved Funding by Source for Active Major Capital Facility Projects, two sets of data for the month of September are captured to reflect a change in methodology. The new methodology does not reflect any change in resources but does reflect a refinement in how those resources are categorized. Following months will return to a single set of data for each month.

Capital Project Status Report
Board Approved Projects
September 2020 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
UMA								
**Handley Hall HVAC System Upgrade (1200029)	2018 State Bond (100%)	Design in Progress	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	5%	Board approved \$6.85M in January 2020.
UM								
**Advanced Structures and Composites Center Expansion/ASCC Equip W2-Thermoplastics Lab/ASCC Equip W2 Tow Carriage (5100316, 5100414, 5100432)	2010 State Bond (49%), Grants (45%), Gifts (6%), Campus E&G Funds (0%)	Project 5100316 is Complete, Project 5100414 Design in Progress, Project 5100432 is Complete	2014	2021	\$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.
Darling Marine Center Waterfront Infrastructure (5100459, 5100460, 5100461)	Grants (72%), Campus E&G Funds (28%)	Construction in Progress	2017	2021	\$3,000,000	\$5,200,000	13%	Board approved \$3M in July, 2017. Board approved increase of \$2.2M in September, 2019.
**UM Ferland Engineering, Education and Design Center (5100458, 5100493, 5100546, 5200604)	Gifts (12%), Campus Funds (6%), Campus Reserves (8%), State Appropriations (74%)	Construction in Progress	2024	2024	\$1,000,000	\$72,000,000	12%	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	62%	Board approved \$525,000 January, 2018.
***CCAR EDA Hatchery Building Roof Replacement (5100456)	Campus E&G Funds (100%)	Complete	2019	2020	\$562,000	\$562,000	89%	Board approved \$562,000 in June, 2018.
Hilltop Commons Servery Updates (5100489)	Campus Auxiliary Operating (35%) Campus Auxiliary Reserves (65%)	Substantially Complete	2019	2020	\$925,000	\$925,000	77%	Board approved \$925,000 January, 2019.
UM Energy Center Phase II (5100516, 5100517)	Campus Operating (100%)	Pre-Design in Progress	2023	2023	\$5,700,000	\$5,700,000	5%	Board approved \$5.7M March, 2019.
**ASCC Renovation - Mezzanine Office Expansion (5100525)	Campus E&G Funds (100%)	Construction in Progress	2020	2021	\$450,000	\$1,400,000	5%	Board approved \$1,400,000 March, 2020
UMF								
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.
UMFK								
**UMFK Enrollment/Advancement Center (3100042)	Bond (98%), Campus E&G (2%)	Construction in Progress	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.

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

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
USM								
USM Center for the Arts (6100300)	Gifts (100%)	Pre-Design in Progress	2022	2023	\$1,000,000	\$1,000,000	20%	Board approved \$1M in January, 2018.
Career and Student Success Center and Portland Residence Hall (6100325, 6100338)	2018 State Bond (49%), Campus E&G (51%)	Design in Progress	2020	2023	\$1,000,000	\$5,700,000	28%	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 (61%), Campus E&G Funds (39%)	Project 6100316 is Construction in progress, Project 6100323 is Complete	2019	2021	\$2,580,000	\$4,388,000	40%	Board approved \$2.58M in January, 2019. Board approved \$1.808M in January 2020.
**USM Nursing Simulation Lab (6100327)	2018 State Bond (100%)	Substantially Complete	2021	2021	\$1,500,000	\$1,500,000	59%	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	4%	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	8%	Board approved \$1.71M in January, 2020.
Port Parking Garage Study (6100331)	Campus E&G Funds (100%)	Pre-Design in Progress	2022	2022	\$1,200,000	\$1,200,000	3%	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 (00000000)		Hold	2020	2021	\$700,000	\$700,000	0%	Board Approved March, 2020. No expenditures as of yet.
UMPI								
**Folsom 105 Nursing Renovation (7100026)	Bond (100%)	Construction in Progress	2020	2020	\$800,000	\$800,000	22%	Board approved \$800K March, 2020.
*UMPI Solar Array (7100023)	Campus E&G Funds (100%)	Bidding	2020	2021	\$700,000	\$700,000	6%	Board approved \$700K June, 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 June 30, 2020 as a percentage of the current approved project estimate.

Bond Project Status Report
Active Bond Projects
September 2020 - Board of Trustees
With Grand Totals and % of Current Approved Estimates

Campus, Project Name (Project ID), Project Manager	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
UMA								
Augusta Campus Welcome Center (1100077) Project Manager: Ann Vashon/Walter Shannon	Hold	2021	2021	Bond (100%)	\$2,885,000	\$350,388	\$6,850,000	Board approved \$6.85M in January 2020.
**Handley Hall A/C Replacement (1200029) Project Manager: James Kauppila/Keenan Farwell	Design in Progress	2020	2021	Bond (100%)	\$450,000	\$23,520	\$575,000	Board approved budget of \$575,000 in September, 2019
Total Bond for Campus					\$3,335,000	\$373,908	\$7,425,000	
UMF								
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	\$178,690	\$200,000	
Dakin Hall Shower Renovations (2100093) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$81,551	\$200,000	
Lockwood Hall Shower Renovations (2100094) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$80,714	\$200,000	
Stone Hall Shower Renovations (2100095) Project Manager: Keenan Farwell	Construction in Progress	2019	2021	Bond (100%)	\$200,000	\$28,390	\$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 (64%) (Campus E&G Funds (36%))	\$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) Project Manager: Keenan Farwell	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.
Total Bond for Campus					\$5,293,520	\$2,392,449	\$6,034,520	

Bond Project Status Report
Active Bond Projects
September 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
UM								
Neville Hall Renovation (5100534) Project Manager: Art Bottie	Design in Progress	2021	2021	Bond (100%), Campus E&G (0%)	\$300,000	\$53,137	\$1,500,000	Approved budget of \$300,000 as it remains in study/design phase.
Total Bond for Campus					\$300,000	\$53,137	\$1,500,000	
UMFK								
UMFK Enrollment/Advancement Center (3100042) Project Manager: Jacob Olsen	Construction in Progress	2022	2021	Bond (98%), Campus E&G (2%)	\$3,249,000	\$186,976	\$3,249,000	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
Total Bond for Campus					\$3,249,000	\$186,976	\$3,249,000	
UMM								
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	Complete	2020	2020	Bond (100%)	\$300,000	\$296,092	\$300,000	
**UMM Sennett Roof Replacement (4100044) Project Manager: Art Bottie	Construction in Progress	2020	2020	Bond (100%)	\$150,000	\$12,429	\$150,000	
**UMM Reynolds Center Roof Repair (4200044) Project Manager: Art Bottie	Complete	2020	2020	Bond (100%)	\$164,000	\$154,226	\$164,000	
UMM Site Work (4200045) Project Manager: Joshua Burke	Substantially Complete	2020	2020	Bond (100%)	\$60,000	\$50,195	\$60,000	
Total Bond for Campus					\$999,000	\$779,554	\$999,000	
USM								
Woodward Hall Renovations (6100301) Project Manager: Carol Potter	Complete	2019	2019	Bond (86%), Campus E&G Funds (14%)	\$1,500,000	\$1,172,840	\$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.

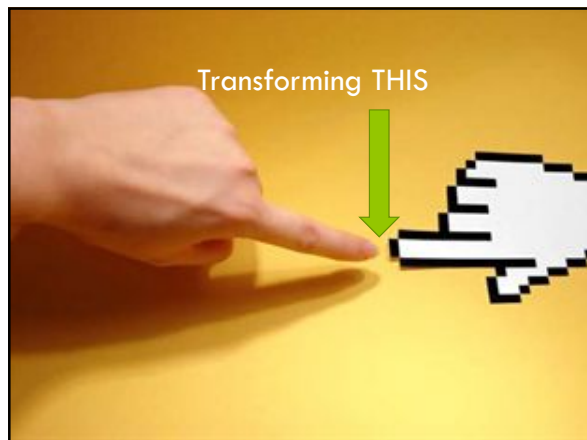
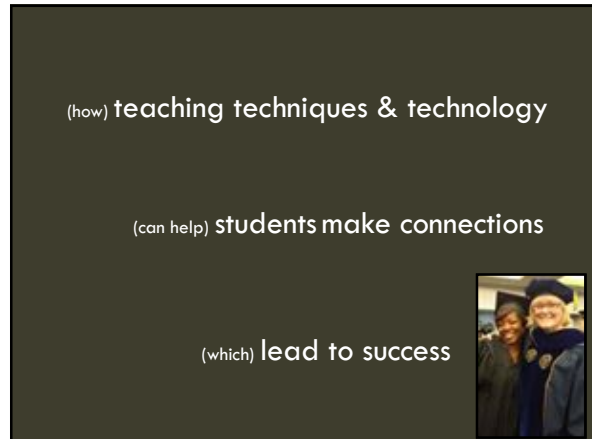
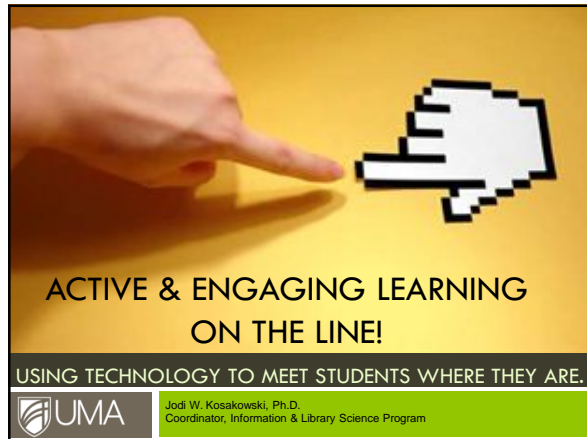
Bond Project Status Report
Active Bond Projects
September 2020 - Finance, Facilities, and Technology Committee
With Grand Totals and % of Current Approved Estimates

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 (100%)	\$19,000,000	\$775,909	\$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 (61%), Campus E&G Funds (39%)	\$1,460,000	\$1,061,717	\$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	Substantially Complete	2021	2021	Bond (100%)	\$1,500,000	\$885,835	\$1,500,000	Board approved \$1.5M in January, 2020.
**Robie Andrews Renovation (6100339) Project Manager: Joe Gallant	Pre-Design in Progress	2021	2021	Bond (0%)	\$491,605	\$0	\$491,605	
Total Bond for Campus					\$24,101,605	\$4,457,354	\$27,113,498	

UMPI

**Wieden Renovation Bond (7100025) Project Manager: Joseph Moir	Design in Progress	2020	2021	Bond (100%)	\$125,000	\$40,807	\$4,000,000	Approved budget of \$125,000, as it remains in study/design phase.
**Folsom 105 Nursing Renovation (7100026) Project Manager: Joseph Moir	Construction in Progress	2020	2020	Bond (100%)	\$800,000	\$176,017	\$800,000	Board approved \$800K March, 2020.
Total Bond for Campus					\$925,000	\$216,824	\$4,800,000	
Totals:					\$38,203,125	\$8,460,202	\$51,121,018	

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 June 30, 2020.
---	---	---------------------------------------	--	--	--	--	--	--



Consider this:



99.8% of 2019-2020 Graduates

took an online course @UMA.

September 2020, UMA Office of Institutional Research

Technology is a
tool that can
open windows
on the world...



...connect us for
common goals.



Expose us to other cultural realities.



Current UMA student at work & with her
family clearing an area in the jungle to
build a home.



Micronesia

And help understand we are not so different.

ILS Adjunct, Tamara Blesh
Building a school library.



Retired School Media Specialist, Gardiner

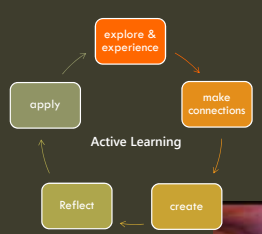
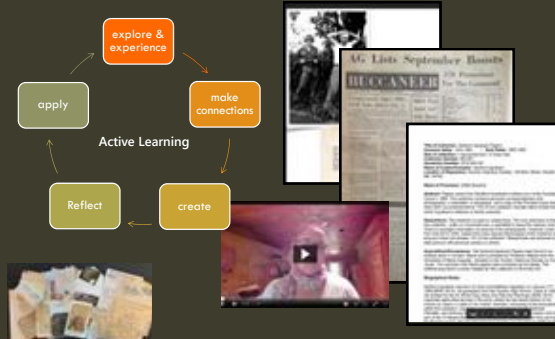
Who we are: ILS Program Faculty!

Meet the Information & Library Science team:



Who we are: ILS Program Faculty!

Active Learning

Students process an actual archival collection.

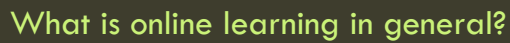
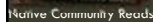
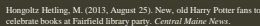
Who we are: ILS Students & Program

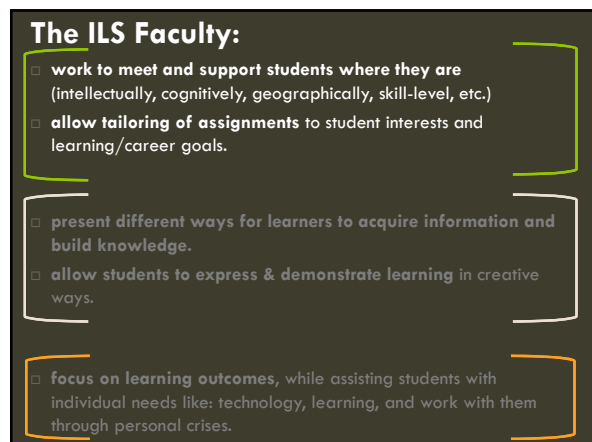


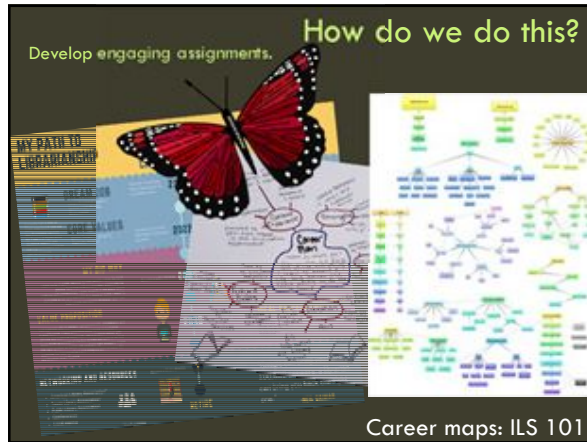
Library Director, Colorado

Library Director, Maine

Library Director, Arizona







The ILS Faculty:

- **work to meet and support students where they are** (intellectually, cognitively, geographically, skill-level, etc.)
- **allow tailoring of assignments** to student interests and learning/career goals.
- **present different ways for learners to acquire information and build knowledge.**
- **allow students to express & demonstrate learning** in creative ways.
- **focus on learning outcomes**, while assisting students with individual needs like: technology, learning, and work with them through personal crises.

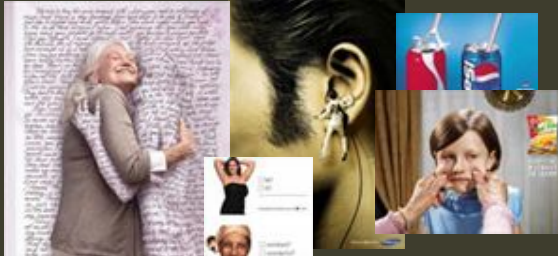


The ILS Faculty:

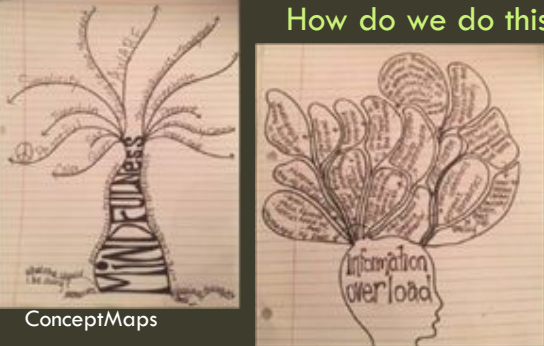
- **work to meet and support students where they are** (intellectually, cognitively, geographically, skill-level, etc.)
- **allow tailoring of assignments** to student interests and learning/career goals.
- **present different ways for learners to acquire information and build knowledge.**
- **allow students to express & demonstrate learning** in creative ways.
- **focus on learning outcomes**, while assisting students with individual needs like: technology, learning, and work with them through personal crises.

How do we do this?

- present different ways for students to acquire information and build knowledge.
- allow students to express & demonstrate learning in creative ways.



How do we do this?



ConceptMaps

Support students expression of ideas and different approaches to demonstrate learning they find meaningful.

The ILS Faculty:

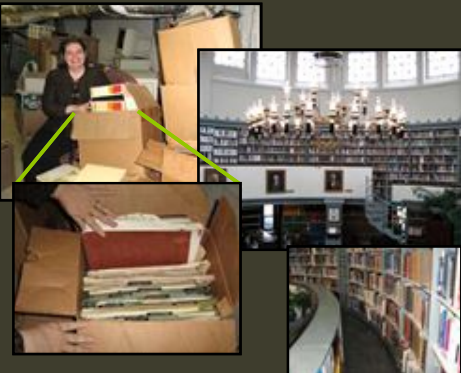
- work to meet and support students where they are (intellectually, cognitively, geographically, skill-level, etc.)
- allow tailoring of assignments to student interests and learning/career goals.
- present different ways for learners to acquire information and build knowledge.
- allow students to express & demonstrate learning in creative ways.
- focus on learning outcomes, while assisting students with individual needs like: technology, learning, personal goals, and work with them through personal crises.

U.S. Naval Observatory

James Melville Gilliss Library

Deep into the storage area for donated materials

Collection from the Scientific Director



Inside & Outside the Class: Maine Media

"Kathy has transformed this space, we don't want to let her go."
-Charles Altschul, faculty, former President MMC

©Maine Media Workshop; <http://www.maine-media.edu/>

Kirsten N. Mentzer

Student of library sciences. Recorder and editor of the mundane.

Email Me

I am an avid researcher, reader, and rock-washer. Experienced in libraries, inventory, and technology as well as customer service and social media. Currently working for an MLS at Catholic University of America with a focus on cultural heritage.

Maryland, US

Library, Trinity University, DC
Milton Library, Catholic University of America.

Bachelor of Library Science, University of Maine, 2013
Masters of Library and Information Science, 2016

Interests: technology, information science, library science, research, economics, electronic resources, archives, digitization, digital humanities

I really enjoy PBS so far. It feels engaging without overwhelming.

Knowing that I have to take a left at Big Bird to get to my desk (and if I see Clifford the Big Red Dog I've gone to far) amuse me to no end, and to some extent the familiarity is comforting.

Book Buddies

Constructed and executed a Reading Buddy program that assisted reluctant readers & provided community service for teens toward their graduation.

Promotions Board

Chicago Public Library System

Danny Norton, ILS Student

His passion for exploration landed him a position at one of the most highly respected news outlets in the world, where he gained considerable experience with the collection and management of information that supports the breaking stories distributed through The New York Times' various channels of reporting.

The ILS Faculty:

- work to meet and support students where they are (intellectually, cognitively, geographically, skill-level, etc.)
- allow tailoring of assignments to student interests and learning/career goals.
- present different ways for learners to acquire information and build knowledge.
- allow students to express & demonstrate learning in creative ways.
- focus on learning outcomes, while assisting students with individual needs like: technology, learning, and work with them through personal crises.

This is EM, ILS Class of 2020

- Transferred to UMA in 2009
- Lives internationally
- Worked through serious medical challenges.
- Her dog "Watson," saved her life!
- Took one course at a time.
- Graduating this Fall!!!



UMA

Supporting students

- focus on learning outcomes, while assisting students with individual needs like: technology, learning, and work with them through personal crises.

Firstly, UMA and its teachers have been fantastic about reaching out and being approachable during this unknown time. I have received multiple emails, surveys inquiring about going forward and opinions surrounding the rest of the course, extensions for current and future assignments and numerous shows of support. I am very thankful for this compassion, and it makes me very proud to be a student here.

University-wide support for students

- Academic & Career Advising
- Academic Success Coaching
- Accessibility Services
- Counseling Services
- Library Resources & Research Assistance
- Tutoring, Virtual Labs
- Writing Center
- Technical Support

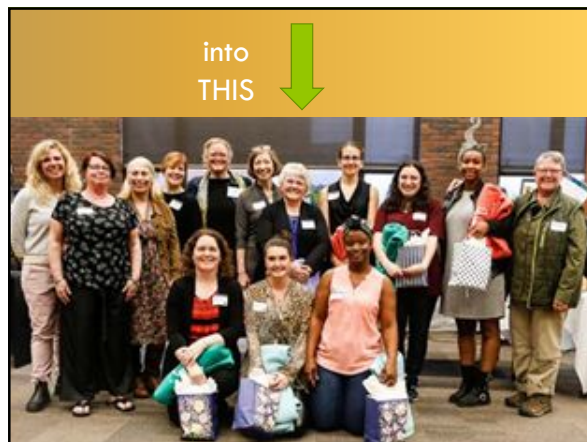
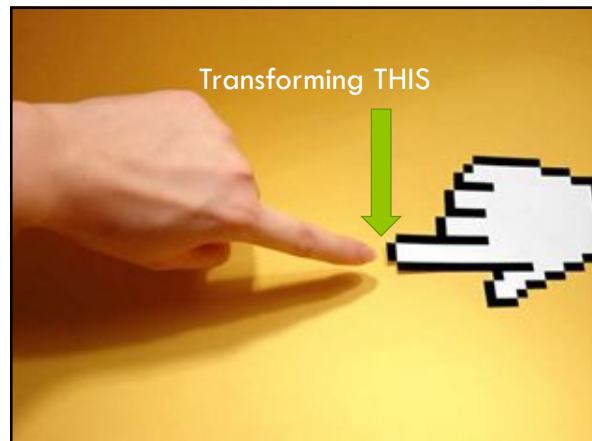

ALL services available to ALL students

“I have been to lots of ‘bricks and mortar’ schools and not one of them can compare to the support I got at UMA.”

“I felt more connected here than any school I actually was physically present at.”



Pam M.

(Pam never set foot in Maine until graduation.)




Accepted: Indiana University's
Masters in Public Administration
& Masters in Library
Science programs

Awarded: two fellowships
& a scholarship



Destiny P., ILS Class of 2019

"I could not have gotten here without your influence."

A stylized illustration representing online education. In the center, a large laptop screen displays a video conference with four participants: a man with blue hair, a woman with long dark hair, a woman with glasses, and a man with blue hair wearing a headset. Surrounding the laptop are various icons and figures: a play button in a circle, a speech bubble, a person at a laptop, a person standing and holding a tablet, and a person with a parrot on their shoulder. The background is a light purple and yellow gradient.

Promoting Engagement

in online education

Dr. Emily Newell, Assistant Professor, University of Southern Maine

Overview

Strategies Employed

- Principles of Universal Design Learning (UDL)
- Active technology
- Group learning online

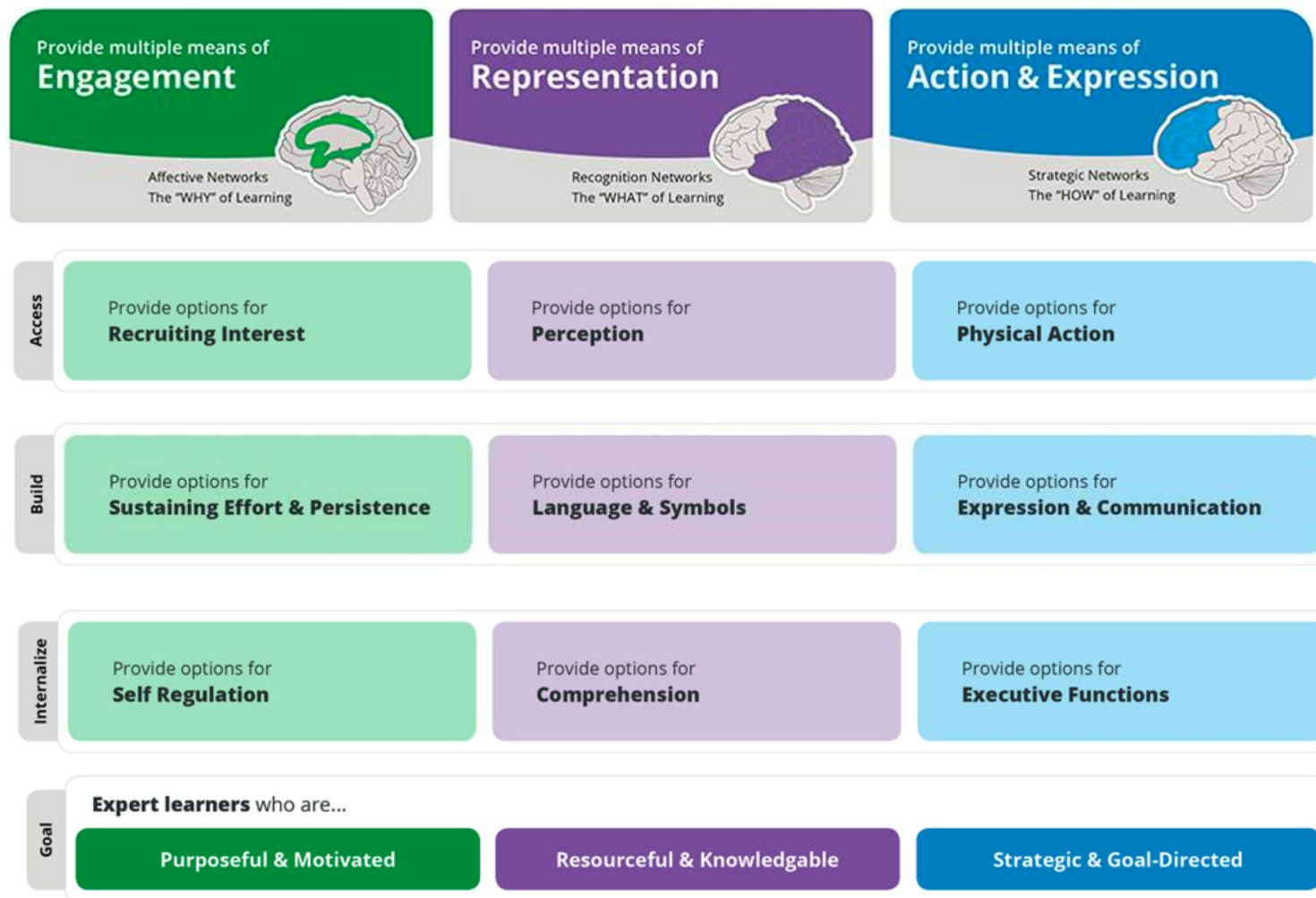


Chart from [UDLGuidelines.cast.org](https://udlguidelines.cast.org)

How UDL Increases Engagement

- Students have a variety of options to express their learning
- Learners of all types have assignments they find engaging and can be successful at
- Allows greater flexibility and creativity — not just teaching to a rubric or checklist
- Showcases creativity in a multitude of ways
- Example: Instead of a paper, students can give oral presentations, record a podcast version of their research, or create a video that explains their project.

Active Technology

The screenshot shows a Google Docs interface. The document title is "First Half of Paper (13) STUDENT NAME". The text in the document discusses the benefits of single-gender schools compared to co-ed schools. The sidebar on the right contains three comments by Ray Palin, dated 11:55 AM Apr 12.

about sending their child to a single-gender school, because of the expense, and kids do not want to leave any of their friends behind. Students are more likely, however, to be successful in an all girls school and all boys school.

The behavior in co-ed schools is a big problem. Boys spend too much time trying to get the girls attention; making them laugh and smile. They slumped in their chairs and seemed less focused on their work (Patterson 37-41). Girls, were intimidated by the boys, afraid to raise their hand, and not being as confident as they could be.

Girls are also more likely to have eating disorders, suffer depression, get pregnant and attempt suicide (Hornblower). But things change as students go to single-gender schools. Girls re boost their confidence in sharing their opinions, speak more out loud to the class and are encouraged

Comments:

- Ray Palin** 11:55 AM Apr 12
Whenever you create an adjective (e.g. all-girls), the phrase must be hyphenated. Fix throughout.
- Ray Palin** 11:55 AM Apr 12
You have an extra space following the paragraph.
- Ray Palin** 11:55 AM Apr 12
Font consistency on citations. Fix throughout.



VOICETHREAD

Activity

Chat

Teams

Meetings

Files

Feedback

Search

Favorites

Northwind Traders

General

Customer Accounts

Development

Marketing

Social Media

Website

32 more channels

Designers

General

Fourth Coffee

General

Fun stuff

Marketing

Weekly Specials

4 more channels

Add Team

Northwind Traders > Development

Conversation Files Wiki Planner

Cecily De Crum 11:00 am

This is the latest budget and campaign proposal. We need to get this approved by EOD, so please send your feedback ASAP.

160724-WinterCampaignBudget

160724-CampaignProposal

Reply

Daphne Knowles 11:05 am

Can someone please point me to the latest FY2017 strategy presentation? I need to start polishing the template.

Kadji and Jakob replied

Miguel Silva 11:16 am

There's still quite a bit of content missing from this deck. You can definitely start working on the template but we'll still be adding new slides. We also need help improving the charts if you have time!

Reply

Meeting Review 10:58 am

Join

Daniela Madera 11:00 am

Setting up some time to review the marketing plan.

Marketing review

Thursday, 15th @ 10:30

Louisa Cain 11:15 am

Miguel, Corey, I'll try to make this but I need to rearrange some of my other meetings

Reply

Start a new conversation



Group Learning Online

Creating Sub-Communities of Engagement

- Consistent project and discussion groups
- Using the Learning Assistant (LA) model for peer collaboration
- Allows scaffolded assignments
- Builds smaller communities within a high-enrollment online class



Student Feedback

- “I really liked the set of this course, and thought the mini assignments were a good way to lead up to the final project. I also liked how all the work put into the mini assignments were then used on our final.”
- “I really enjoyed this project, and although we had a difficult transition to online classes, I feel we were able to hand it relatively smoothly by using groups.”
- “I really love how all our little assignments became a 43 page marketing plan and a full website. It is so cool to work on and understand all of the little components and then see it come together. Group projects for an online class are frustrating, but I think the way we used technology in this class made it easier than I’ve experienced before.”
- “I was very excited for the semester, since your classes and teaching style match up with the way I learn.”

Questions?