

**Board of Trustees
Academic and Student Affairs Committee
January 3, 2022 at 9:00 am
Zoom Meeting – No Physical Location Available**

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

9:00-9:20 am

Executive Session

The Academic and Student Affairs Committee will enter Executive Session under the provision of: MRSA Section 405 6-A

Following the Executive Session, the Committee will reconvene the Public Meeting to discuss on the following items:

9:20-9:25 am

Tab 1

[Tenure Request, Professor in the Department of Mathematics and Statistics, UM](#)

9:25-9:50 am

Tab 2

[Professional and Workforce Development in the UMS](#)

9:50-10:00 am

Tab 3

[Academic Calendars: 2025-2026 and 2026-2027](#)

10:00-10:25 am

Tab 4

[Adult Credential and Degree Completion: Update](#)

10:25-10:40 am

Tab 5

[2021-22 Demographics, Enrollment and Trends Update](#)

10:40 – 10:55am

Tab 6

[Academic Program Proposal: Graduate Nursing Education, UMFK](#)

10:55-11:00 am

Tab 7

[Faculty Representative Discussion](#)

11:00-11:05 am

Tab 8

[Student Representative Discussion](#)

Items for Committee decisions and recommendations are noted in red.

Note: Times are estimated based upon the anticipated length for presentation 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 Committee.

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Tenure Request, Professor in the Department of Mathematics & Statistics, UM

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

Board Policy 310: Tenure

UNIFIED ACCREDITATION CONNECTION:

N/A

BACKGROUND:

The University of Maine has requested that Dr. Joan Ferrini-Mundy be awarded tenure at the rank of Professor in the Department of Mathematics & Statistics, effective upon Board approval, and she would have the option to assume the full-time faculty position upon the conclusion of her service as University of Maine President. This request would serve as an exception Board of Trustees Policy 310 which states that “a chief academic officer or other university employee in a position at the level of vice president may be considered for tenure to be effective upon assuming a full-time faculty appointment after completion of service in the administrative position.” Dr. Ferrini-Mundy’s credentials have been reviewed by the peer committee in the Department of Mathematics and Statistics and has received their full support.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee, approves the following resolution to be forwarded for Board of Trustee approval at the January 24, 2022 Board Meeting.

That the Board of Trustees accepts the recommendation of the Academic & Student Affairs Committee and approves tenure at the rank of Professor in the Department of Mathematics and Statistics with tenure to be effective January 24, 2022.

REVISED - 1/3/2022

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Professional and Workforce Development in the UMS

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

As we know, the Universities of the UMS offer a broad range of credit-bearing academic programs. They also offer a diverse range of non-credit professional and workforce development courses, training, workshops, seminars, conferences and professional meetings across the state and in partnership with employers, non-profit organizations and state agencies. Numbering in the hundreds of opportunities and thousands of individuals served in this manner, the work of these departments is a “hidden gem” within the service of UMS to Maine. With the increased interest nationally and locally in short term programs and credentials, these are growing programs which have great potential in expanding the UMS delivery of an even broader range of workforce development programming, and all of them are integral partners in the UMS micro-credential initiative.

Facilitated by Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, this presentation will provide the Board of Trustees Academic and Student Affairs Committee with an overview of offerings across the state, and a more in-depth understanding of three specific programs:

- University of Maine Cooperative Extension
 - Dr. Hannah Carter, Dean of Cooperative Extension
- University of Maine at Presque Isle, Employer U
 - Kimberly Jones, Director of Employer U and Professor of Business Administration
- University of Southern Maine, Professional Development Programs
 - Eleanor Udeh, Director of Professional Development Programs

12/21/21

University of Maine System: Professional and Workforce Development Activities (Partial List)

Following are examples of non-credit professional and workforce development opportunities offered by the universities of the UMS. This list is not all-inclusive – in addition to what is represented here, our campuses also offer many conferences and sponsor meetings for their communities (and beyond) and individual departments across all of our universities also offer non-credit, professional development opportunities. The compilation which follows will give the reader a broad overview of the reach of the UMS and the many ways we impact our communities, the state and its citizens in addition to our credit-bearing academic offerings and programs.

Maine Law

The ***Certificate in Compliance*** is designed to develop fundamental and transferable compliance skills for both experienced compliance professionals and for newcomers in this critically important field. Our innovative programming is enhanced by a partnership with the University of Maine Graduate and Professional Center and the Maine Regulatory Training and Ethics Center (MeRTEC).

This non-J.D. program begins with an introductory course that addresses foundational principles of compliance and risk management. This course is followed by additional courses which focus on timely topics relevant to virtually all businesses and other organizations. The courses are designed to give participants hands-on experience in the various tasks expected of compliance professionals.

<https://mainelaw.maine.edu/career-services/executive-education/compliance-certificate/>

The University of Maine

The University of Maine Cooperative Extension has served the people of Maine for over 100 years. We continue to focus on 3 planned program areas:

- **Maine Food System** through research and outreach related to agriculture, aquaculture, food processing and distribution, business education, food safety, and human nutrition.
- **Positive Youth Development** through 4-H programs with a focus on the STEM disciplines (programs not reported here, but available upon request).
- **Sustainable Community and Economic Development** through programs related to small & home-based businesses, household resources, community assets, farm business management, natural resource-based industries, and commercial fisheries.

Number of adults reached through Extension programs in 2020 (from our reporting system): **60,937** directly through Clubs, Conferences, Programs, Consultations, or Trainings, and **8,523,215** indirectly through media, internet, publications.

Highlights

UMaine Extension, reaching over 5,600 businesses annually, almost all in the food-based economy.

Online Presence: In 2020, UMaine Extension's website at extension.umaine.edu – a composite of 60+ interconnected websites – received over 2 million pageviews, nearly 40 percent of which were from Maine. Nearly 24,000 people followed or were subscribed to our 53 county and program-specific social media accounts on Facebook, Twitter, YouTube, Pinterest, and Instagram. More than 175 educational videos were available to visitors on our YouTube and Kaltura channels; many were also embedded in our web pages. Our YouTube videos received 5,900 views and nearly 12,000 watch-time minutes.

Curricular Innovations

In 2020, the pandemic prompted Extension to adapt many of its educational programs and delivery modes, and we did so with innovation, dedicated staff and volunteers, and new ways to deliver programming and engage with our clients. In the wake of COVID-19, Extension quickly moved our workshops, classes, and events online. Between March 1 and December 31, 2020, unique pageviews on the Extension website increased nearly 30% over the same period of time last year.

- New resources were created and added to the website and social media, including COVID-19 support for Maine farmers, livestock producers, U-pick operations, cut flower and seedlings industries, and consumers.
- Weekly Zoom meetings allowed producers to share what was happening on their farms.
- New “Learn at Home” resources provided educational opportunities for parents, teachers, and youth during school closures. In just over 6 months our website “Learn at Home: Educational Resources to Use During School Closures” had more than 11,100 page views, and our educational video clips had over 8,100 views.
- Horticulture and food preservation videos, webinars, interactive forms, and virtual office hours provided answers to an increased number of questions from home gardeners.
- A new interactive locations map allowed clients to find Maine farm and seafood products; the map has been viewed 190,000+ times since it became available to the public on March 20, 2020.

- With the closing of state and county fairs, we created the first-ever Maine State Virtual Fair to recognize 4-H'ers for the projects they completed and skills they gained over the year.
- Over 180 online events were promoted through Facebook, which had a reach of 470,000 views and 11,700 responses.
- Our popular Ask the Expert online form received 346 questions from Maine home gardeners between March 1 and December 31, 2020, nearly twice the number in 2019.
- 42 new publications were published specifically in response to the COVID 19 pandemic. These included: *Finding New Markets for Maine Farmers*, *Managing Garden Centers and On-Farm Seedlings Sales Safely in Maine*, *Best Practices for Washing Produce and Use of Sanitizers on Commercial Farms*, *Tips for Starting a Healthy Garden*, and *Maine Maple Tours: Guidance During COVID-19*. Extension typically publishes 22 new publications in a 12-month period.

Workforce Development

Maine agriculture is diverse with important sectors that include potatoes, wild blueberries, maple, dairy, grains, livestock, poultry, fruits, vegetables, and ornamental horticulture. The state has over 7,600 farms, more than any other New England state. In 2020-21, Extension supported a majority of these farms. We also supported entrepreneurs and small businesses, including businesses in the food-based economy, and partnered with businesses and schools on workforce development.

Supporting Veterans Through Farming: In 2020, Extension created Boots-2-Bushels (B2B), a 9-month market gardening education and training program for military veterans and their family members. B2B strives to overcome some of the barriers military veterans face when transitioning to farming, such as lack of agricultural knowledge and business experience. Sponsored by Extension's Maine AgrAbility program and in partnership with the Maine Organic Farmers & Gardeners Association (MOFGA), B2B takes participants from seed-to-salary in a hands-on and realistic project. Once trained, participants put their knowledge into an intensive 6-month growing season to provide food for their families, other veterans, and community members. Said one B2B participant, "Farming is a form of security to support myself and my community. No matter what happens, farming is a cornerstone for any community to grow around."

Helping Farmers Resolve Disputes: Extension is home to the Maine Agricultural Mediation Program (MAMP), part of the USDA Agricultural Mediation Program. The MAMP provides alternative dispute resolution through mediation to farmers, their lenders, and others directly affected by the actions of certain USDA agencies; in neighbor disputes; and in workplace and family disagreements that affect the farm. Mediation is voluntary and

confidential, and involves a trained, impartial mediator helping participants to resolve disagreements. The Farm Service Agency estimates the typical cost savings for a simple adverse decision case is \$10,000, and as much as \$40,000 can be spent on cases that extend over years. In addition to savings in staff time, savings to producers and/or participants includes preservation of assets, properties, and relationships. In 2020, the MAMP estimates that as much as \$300,000 was saved through agricultural mediation in Maine.

Mobilizing Support for Food Insecure Citizens: Since 2000, UMaine Extension's Maine Harvest for Hunger (MHH) program has mobilized gardeners, farmers, businesses, schools, and civic groups to grow, glean, and donate high-quality fresh produce to food pantries, shelters, and community meal sites throughout Maine. By the end of the 2020 growing season, 545 Master Gardener Volunteers, farmers, and members of the public grew, gleaned, and distributed 92,482 pounds of fresh produce, valued at \$156,294, to 219 food pantries, soup kitchens, and meal sites throughout the state. Since 2000, MHH participants have distributed more than 3.1 million pounds of food to citizens grappling with hunger.

Recipe to Market Program: Growing Successful Food Entrepreneurs: There has been a growing interest in value-added food production in Maine, from farmers looking to add value to their raw products, to Maine families interested in turning their favorite recipes into viable food businesses. In response to this demand, Extension developed the Recipe to Market program in 2007, and has been offering it to statewide audiences ever since, and has conducted 28 programs reaching 350 participants. Long-term survey results indicate that participants used the new knowledge they gained to make more effective business decisions, develop new food products, and write and revise business and marketing plans. Twenty-seven percent of the Recipe to Market multi-session participants subsequently started food businesses. We estimate that 60 new value-added food businesses, generating \$2.1 million in direct sales and employing 102 workers were started in Maine by the 221 people attending our Recipe to Market multi-session programs since 2007.

Volunteers are the heart of Extension, giving their valuable time, effort, and expertise to greatly magnify the value of our work to the people of Maine. All of our volunteers commit time to appropriate training prior to their service. On average, over 5,000 Maine people volunteer more than 90,000 hours with us in a myriad of ways from 4-H clubs to fundraising, and from growing food to managing County budgets. This effort equates to over 45 full-time staff members.

Master Gardener Volunteers and Home Horticulture: UMaine Extension's Master Gardener Volunteer (MGV) program provides participants with research-based horticulture training and connects them with meaningful service projects in their community. Maine has 932 active MGV participants, 113 of whom were trained in 2020. In

total, they donated over 7,600 hours to a variety of educational and food security projects throughout the state. In addition to the MGVS program, Extension provides home horticulture support to Maine citizens. In 2020, our home horticulture programs reached more than 10,900 adults and 50 youth through in-person and virtual education programs, and over 19,100 people through videos, newsletters, television segments, and publications.

Maine Harvest for Hunger: Since 2000, UMaine Extension's Maine Harvest for Hunger (MHH) program has mobilized gardeners, farmers, businesses, schools, and civic groups to grow, glean, and donate high-quality fresh produce to food pantries, shelters, and community meal sites throughout Maine. With restrictions in place due to the pandemic, by the end of the 2020 growing season, 545 Master Gardener Volunteers, farmers, and members of the public grew, gleaned, and distributed 92,482 pounds of fresh produce, valued at \$156,294, to 219 food pantries, soup kitchens, and meal sites throughout the state. Our MHH harvest donations this year combined with the donations of our collaborating partners to allow us to meet the additional need for fresh produce created by the rise in numbers of food-insecure Mainers during the pandemic. Since 2000, MHH participants have distributed more than 3.1 million pounds of food to citizens grappling with hunger.

Supporting Maine Families: Extension Parent Educators work from two offices covering five counties and are part of a statewide network of Maine Families Home Visiting Programs. In 2020, 10 certified parent educators provided 1,686 home visits to 192 parents with 187 children living in four counties. The program adapted to virtual visits during the pandemic.

Diagnostic and Research Lab: The University of Maine Cooperative Extension Diagnostic and Research Laboratory houses our Veterinary Diagnostic Lab, Aquatic Animal Health Lab, Arthropod Lab, and Plant Disease Diagnostic Laboratory. This 28,000-square-foot facility is the most bio-secure location within the UMaine System and under one roof brings together scientists researching animals, agriculture, insects, and plants. The unique combination of researchers provides many teaching opportunities for students, as well as premier research and outreach facilities. By allowing for research contributions to agriculture, public health, communities, and wildlife, the lab benefits Maine in a variety of ways, including protecting the natural resource- and food-based economies, adding to food safety and human health, and providing unique diagnostic and testing services to farmers, homeowners and the public.

The University of Maine Veterinary Diagnostic Lab (VDL) provides services to the veterinarians, livestock producers, and animal owners of the state. The lab performs a variety of diagnostic services, including necropsy, microbiology, virology, pathology, and

special research support. It offers diagnostic support to veterinary clinicians and assists in finding solutions for agricultural producers using UMaine Extension resources. Our lab hires a small number of student workers of diverse backgrounds, who help us adapt our methods to develop better teaching and outreach materials for farmers, at the same time as they develop skills and knowledge that will help them in their veterinary careers. Our lab combines service, research, and education to improve agriculture, the food system, and the quality of life in Maine. In 2020, UMaine VDL staff processed more than 3,500 samples and helped inform more than 160 clients about their animals' health.

Economic Development

Maine agriculture is diverse with important sectors that include potatoes, wild blueberries, maple, dairy, grains, livestock, poultry, fruits, vegetables, and ornamental horticulture. Extension continued to support a majority of the state's 7600+ farms. Many of the recommendations to Maine's agricultural community come directly from research conducted at Maine Agricultural and Forest Experiment Station farms.

Potatoes: The Maine potato industry encompasses over 500 businesses employing over 6,100 people and providing over \$112 million in income to Maine citizens. The economic impact from our pest monitoring and educational programs for the 2020 season is estimated to be more than \$10 million.

Blueberries: Maine's wild blueberry industry, with 480 growers on 44,000 acres, annually produces as many as 100 million pounds of blueberries and has a direct and indirect economic impact of over \$250 million to the state's economy. Extension specialists and researchers provide research-based knowledge to blueberry growers through field and lab work directly with growers, graduate students, other researchers in the U.S. and Canada, and the Wild Blueberry Commission of Maine.

Fruit Crops: Pest and weather damage are primary causes of significant damage to tree fruit crops, and tree fruit growers rely on Extension monitoring and management guidance to avoid or reduce pest and weather damage to crop quantity and quality. Our Tree Fruit IPM Program provides growers with regular newsletters, statewide field reports, and research updates, plus weekly on-farm scouting visits, situational analysis, weather data resources, individual consultations, meetings, and webinars. In 2020, the sum of crop value of crop losses prevented by the IPM program services was more than \$5.1 million, and across the 2,688 acres of orchard in Maine, estimated pesticide savings in purchase costs was over \$1.17 million.

Maple: Maine has the third largest maple production in the United States, behind Vermont and New York. Our maple industry has an annual statewide economic contribution of \$48

million in output, 805 full and part time jobs, and over \$25 million in labor income. Extension leadership in an annual International Maple Syrup Institute Maple Grading School (IMSI) supports this important international industry.

Dairy: Maine's dairy industry generates more than \$570 million a year for the state's economy and contributes more than \$25 million in state and municipal taxes. Dairy farms employ more than 1,300 people statewide, and the industry provides more than 4,000 jobs for Maine people. For public safety and quality control reasons, all dairy producers must keep pathogenic bacteria out of their dairy animals and their dairy products. At the UMaine Veterinary Diagnostic Laboratory (VDL), Extension staff screen both large and small dairies for mycoplasma, one of the most problematic pathogens for producers of milk or beef. Farmers avoid antibiotic use by culling animals with incurable infections, such as *Staphylococcus aureus* or *Mycoplasma bovis*. This protects public health, jobs, and this sector of the state's economy.

Grains: The expanding interest in locally grown grains among consumers and food businesses represents a new economic opportunity for grain growers looking for higher value and diversified markets. However, these new grain markets are dispersed and often seeking specific types and varieties of grain unfamiliar to Maine growers. UMaine Extension connects growers with buyers in high value markets and provides the production information needed to help growers succeed, creating increased revenue for Maine growers.

Food Entrepreneurs: In response to growing demand, Extension developed the Recipe to Market program in 2007 and has been offering it to statewide audiences annually ever since. The goal of the program is to help potential and existing food entrepreneurs acquire food science and business knowledge and skills to successfully bring a value-added food product to market. We estimate that 60 new value-added food businesses, generating \$2.1 million in direct sales and employing 102 workers, were started in Maine by the 221 people attending our Recipe to Market multisession programs since 2007.

One University Initiatives

The Maine Food and Agriculture Center is a partnership of Cooperative Extension and MAFES and uses the 16-county reach of Extension, with many of Extension's recommendations to the state's agricultural community coming directly from research at Experiment Station farms. With \$5 billion in overall economic impact, agriculture, commercial fishing, and food processing include Maine's largest and fastest growing industries. The Maine Food and Agriculture Center is growing to encompass all sectors of the burgeoning food economy, establish first-contact access to the programs and expertise available at all seven of Maine's public universities and create opportunities for cross-

campus and cross-discipline coordination and program development based on emerging needs in Maine's food economy.

University of Maine Hutchinson Center

The Hutchinson Center provides continuing education and workforce development through its non-credit Professional Development programs. Over the past five years, FHC has provided continuing professional education to more than 2,200 participants, including state licensure required training for 656 Maine social workers.

In response to COVID challenges, the Hutchinson Center transitioned its professional development programming to a synchronous online format, and expanded both its course offerings and its geographic reach. A total of 580 people participated in professional development programs in FY21. In addition, 5 organizations received custom training through the Hutchinson Center in Racial Equity and Inclusion, Public Speaking, and Self-care for Clinicians over the past 12 months.

A list of their current programs scheduled for winter and spring sessions, and/or available for custom programs to organizations/businesses include:

- Diversity, Equity and Inclusion For Social and Human Services
- Going Green: Sustainability in Business
- Teaching From the Heart - Non-violent Communication for Elementary Teachers
- Transforming Trauma with Non-violent Communication
- Grant Writing
- Intimate Partner Violence Intervention Training (Required for State Licensure of SWK)
- Public Speaking and Virtual Presentations
- Engaging your Critical Thinking Skills
- Racial Equity, Implicit Bias and Diversity
- Restorative Practices
- Self-care for Clinicians

Programs in Development:

- Project Management (seeking new instructor)
- Strategic Communication Methods
- Immigration, Entrepreneurship, and Workforce

Here is a link to these programs with descriptions:

<https://hutchinsoncenter.umaine.edu/professional-development-programs/>

A map with the geographic reach of the programming of the Hutchinson Center:

<https://hutchinsoncenter.umaine.edu/2021/12/07/where-are-our-professional-development-participants-from/>

University of Maine at Augusta

Population/Group	Description	# of Participants
Maine Career Development Association (MCDA)	Served as a panelist representing higher education on a "Doorways to Employment" session (MCDA is comprised of career counselors from a variety of areas such as higher education, career centers, private practice, non-profits, etc.)	25
FedCap	Facilitate mock interviews for students participating in the Breaking the Cycle program, explanation of UMA degree programs	10-12 students per class
FedCap	Interviewing workshop (via Zoom)	45
Maine Correctional Center/Women's Re-Entry Center	Prior Learning Assessment Workshop and UMA information	20
Madison Paper Mill	Provided resume/job search assistance to workers being laid off with the closure of the mill	20
Community Concepts, Inc.	Prior Learning Assessment Workshop and UMA information	20
Maranacook High School Juniors & Seniors	Resume Writing Workshop as part of a professional development series	50
Augusta CareerCenter/Kennebec Valley	Augusta CareerCenter Night of 1,000 Services - represented UMA Career Connections and Admissions to community members interested in achieving a degree at a resource fair	20

University of Maine at Fort Kent

Acadian History from Colonization to Reinvention – CEU History Class for Community and Teachers (Coming in March/April 2022)

This short-term course follows recent efforts to highlight the contributions and experiences of historically marginalized populations in the State of Maine. The French presence remains misunderstood due to its broad geographical origins, the complex process by which migration occurred, and the social forces and policies that “invisibilized” French Canadians and Acadians. This course aims to provide guidance and support to teachers who wish to continue to do justice to this French presence while exposing them to resources they can utilize in and out of the classroom. Approx 25 participants

Fusing Indigenous and Western Knowledge Systems In The Tide Of Global Change: A Webinar Series For The 2020s – Zoom Webinar Series (Throughout 2021)

Supported by a grant from Way Forward / BT2P, throughout 2021 the University of Maine at Fort Kent (UMFK) is hosting a series of six Zoom-based webinars and panel discussions focusing on science, environmentalism, human health and social justice. In each session, a Wabanaki cultural knowledge keeper, young environmental stewards from Maine, and a contemporary Western scientist from UMFK (Dr. “Ned” Rubert-Nason) will describe how different global change topics are experienced through Indigenous, youth (age 15-30), and contemporary scientific points of view. Approx 25 participants

Following their presentations, there is a panel discussion (moderated by a member of the Sustainability Club at UMFK) in which the audience gets to ask the guest speakers questions. Sessions conclude with a summary of opportunities to continue working with the presenters, environmental stewards, and Indigenous communities to address environmental and human health challenges.

University of Maine at Presque Isle

The University of Maine at Presque Isle offers non-credit workforce advancement options through Employer U, the University’s professional development program. The following is a brief summary of Employer U services:

American Management Association

- Certifications in General Management, Customer Satisfaction, and Human Resources
- Courses are offered year-round and, beginning in 2022, will have an online option in addition to in-person classes.
- Class size is usually 15 – 20 people with 5 – 6 courses offered throughout the year. Participants are typically employed adults working toward management positions.

Workplace Excellence Series

- With a primary focus on essential interpersonal skills, this series includes 14 workshops, each of which employers can have customized to meet their specific workforce development needs.

- In 2020 this program was delivered to our first client, an organization with approximately 600 employees locally and more than 20,000 employees worldwide. Our first cohort of participants was the regional management team (17 people).

K – 12 Recertification CEUs

- Employer U is the exclusive provider of VESi courses in Maine and, as of 2019, has partnered with the Maine Education Association to provide CEU courses to MEA members as a membership benefit.
- To date, there are 36 courses offered that are designed specifically for K-12 educators

Young Professionals Institute

- Now in its 14th year, YPI is an eight-week leadership program designed specifically for emerging leaders looking to refine the skills that will bring them long-term career success.
- 28 people completed the 2021 session of YPI, bringing our total number of YPI “grads” to approximately 250 people from 30+ different organizations. Attendees are nominated by their employer and have been identified as emerging leaders.

Risk Management and Insurance Certification

- Courses are offered in partnership with the University of Southern Maine.
- 4 – 5 students enroll each semester; nine individuals have completed the program thus far.

Grand Challenge Project

- Employer U is a partner in the UMS Grand Challenge initiative. From summer 2021 through spring 2022, we conducted surveys that lead to the creation of a series of workshops focusing on employee mental health. Workshops will be delivered from January to May (2022) with an attendance of 200 people.

MindEdge

- Through a partnership with MindEdge, we offer more than 200 self-paced, online courses for professional development and nationally recognized certifications.

Conferences

- We design and deliver full-day professional development conferences for a variety of regional organizations. Most recently, this included a seminar for 112 accounting/finance professionals and a conference for 30 social services employees.

Workshops

- We design and deliver a wide array of customized workshop from one-hour lunch and learn sessions to multi-day series.
- Workshop topics include:

- Change Management
- Organizational Communication
- Employee Engagement
- Teambuilding
- Customer Service
- Leadership
- Professionalism
- Organizational Behavior
- Train the Trainer
- Employee Mentoring
- Effective Presentations
- Pre-pandemic (2019), approximately 300 participants attended workshops, including employees from manufacturing, finance, education, retail, energy, and insurance industries, as well as small business owners from throughout central and northern Maine.

University of Southern Maine

Professional Development Programs

Note: This data does not include:

- Internal events through Conferences
- Alumni events
- Senior college

Estimate of the Numbers of Professional Development Programs- Individuals served, 2020 & 2021: Open Enrollment Classes, and Custom Workshops for Businesses.

Semester	Open Enrollment Participants	Custom Workshop Participants
2020-2021	951	474

Note: The participant number represents seats that were filled in the class, it does not represent unique participants.

Other Divisions at USM that provide open enrollment and community workshops 2020-2021:

Division/Department/Program	Participants
Corporate & Workforce Engagement/Career & Employment Hub/Hussey Institute	482
Corporate & Workforce Engagement/Osher Lifelong	6264

Learning Institute/short workshops for older adults	
Corporate & Workforce Engagement/Osher Lifelong Learning Institute/game night, cocktail hour and book exchange	749
CEU or noncredit courses through the University, outside of PDP (Includes Dept. of Education, School of Music, Summer noncredit courses through the Office of Registration, Book Arts, and Maine Center Ventures).	323
School of Business/Risk Management and Insurance/Test Prep for Worker's Compensation Practitioner	100

The total Impact of USM non-credit courses in calendar year 2020 and 2021 was **9343** seats filled. The year 2020 was light due to the pandemic. The year 2021 rebounded, but is not complete.

Description of the range of activity in each area:

- The **Professional Development Programs (PDP)**: primarily offer non-credit certificates of completion in Human Resources, Project and Process Management, Supervision, Mediation, Grant Writing, and Communication. We offer preparation for national credentials in Society of Human Resource Management (SHRM) Test Prep, ScrumMaster®, and Leading SAFe®. PDP offers individual leadership programs. Custom courses are for a specific organization and encompass a wide variety of topics. PDP works with Prior Learning Assessments to recommend students for elective credit consideration that have taken the Lean Six Sigma Green or Black Belt courses, and the SHRM Test Prep courses.
- **Career and Employment Hub**: Offers the Hussey Leadership Institute, professional development annually, open to business leadership from the community
- **Osher Lifelong Learning Institute (OLLI)**: Offers courses to member age 50 and older. Courses include a wide range of subjects both lecture, discussions, demonstrations. Since the pandemic interruption, OLLI also offers game nights, virtual book exchange, and cocktail hours.
- **CEUs and noncredit classes**: The department of education offers USM CEUs for classes when requested. The majority of these classes are promoted by the sponsoring department, faculty, or outside organization. The CEU is issued by the University. The courses span a wide range from experiential learning to lecture to conferences. Examples of courses/events include: Book Arts, Leadership Skills, Emerging Best Practices of Youth Prevention, 2020 - Maine Primary Care Association (MPCA) Annual Conference and Education Retreat, Feminist Yoga, and various teacher continuing educational topics.
- **The School of Business** partners with community insurance providers, annually, to offer test preparation for a national Workers Compensation Practitioner (WCP) exam to upskill their staff.



Professional and Workforce Development in the UMS

Academic and Student Affairs Committee

January 2022



Professional and Workforce Development in the UMS: Overview

- ▶ Workforce development is a critical imperative for Maine – pre-pandemic, current pandemic and will gain even more importance as the economy recovers and the state addresses critical workforce needs (in virtually every industry)
- ▶ The UMS is an important provider of workforce development – through its academic programs and through its wide range of noncredit, professional development programs and the micro-credential initiative
- ▶ Ability to develop “stackability” into other programs and certificate and degree programs
- ▶ Hundreds of webinars, workshops, conferences, consultations, industry-based credentialing programs across Maine
- ▶ Over 72,000 participants statewide
- ▶ Thousands of businesses served



Professional and Workforce Development in the UMS: UM Cooperative Extension

Program Features:

- -Extension is a trusted source of information and education and is highly regarded across Maine
- -Extension faculty and staff are innovative and entrepreneurial in understanding industry needs and providing educational opportunities that match the needs of adult learners

Adults Served in 2020:

- -60,937 through clubs, conferences, programs, consultations, conferences and trainings
- -8,523,215 through media, internet and publications

Professional and Workforce Development in the UMS: UM Cooperative Extension

Future scan:

- -Unique position to understand the needs of Maine's heritage industries and adapt programs to meet those needs
- -Extension engages across the continuum of learning--from children to older adults--and for the majority of these learners, this engagement is their connection to UMaine
- -Unlimited potential to increase our capacity in this area

Professional and Workforce Development in the UMS: University of Maine at Presque Isle

Program Features

- Young Professionals Institute
- Customized workshops and conferences
- Certifications

People Served

- Industry specific audiences including K-12 educators, insurance professionals, and government agencies
- Leadership teams
- Young professionals

Future Scan

- Expanding on current programs to offer advanced options (for example, there has been significant interest in a Young Professionals Institute 2.0)
- Offering more online options
- Collaborating to maximize limited resources and for sustainability

Professional and Workforce Development in the UMS: University of Southern Maine

➤ Program Features:

- Non-credit USM certificates of completion (11 certificates, 15 separate classes per semester), Two are for National Certifications, one satisfies a State Court CADRE requirement.
- Additional short skill-based workshops (3-5 per semester); National Test Prep (3)
- Custom Courses for local clients (3-5 per semester) (one UPCEA award winning custom program)
- Self Paced Online training through MindEdge Learning (38 categories, 37 certificates, 363 courses. Some certificates, and credentials are national, some have ACE Credits)
- UMS Microcredentials for Project Management and Grant Writing courses
- Three of our courses have been pre-approved by USM PLA for credit transfer if applicable.
- Administratively supports CEU courses from the School of Education's Professional and Continuing Education, Office of Registration Services, Center for Book Arts, external CEU Providers, and others

Professional and Workforce Development in the UMS: University of Southern Maine

People Served: Community members that are sponsored by their employer (80%), individuals seek upskilling for their career growth. and individuals sponsored through state/federal workforce funding .

Future Scan:

- Bring on more national test prep and credentialing courses (two HR specialty courses planned for 2022)
- Align with, and support continued certification test prep for University majors that require Industry Certifications
- Work with other programs within the system to expand market reach, collaborate on market strategy to make offerings more prominent
- Enhance relationships with PLA and Alumni
- Continue developing live-online and hybrid model to attract more students in a greater footprint
- Invest resources and develop professional development programs in Lewiston Auburn through MetroLA chamber relationships and StrengthenLA committee work.

Professional and Workforce Development in the UMS

▸ Questions?

▸ Contacts:

Hannah Carter, Dean, Cooperative Extension, UM, hcarter@maine.edu

Kimberly Jones, Director, Employer U, UMPI, kimberly.a.jones@maine.edu

Eleanor Udeh, Director, Professional Development Programs, USM,
eleanor.udeh@maine.edu

Rosa Redonnett, Associate Vice Chancellor for Student Success &
Credential Attainment, UMS, rosar@maine.edu

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Academic Year (AY) Calendar for AY 2025-2026 and AY 2026-2027

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

302: Academic Calendars

APL X-C Common Academic Calendar

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The Academic Calendar was typically updated every three years. To enable campus Academic and Service departments to plan more effectively, the Registrars/Student Records Directors proposed to the Chief Academic Officer Council (CAOC) that beginning with the Academic Year 2021-2022 calendar forward, two years would be presented on an annual basis (as opposed to waiting three years). The AY 2025-2026 and AY 2026-2027 calendars are attached.

The guidance provided campuses as preparation of the calendars can be found here:

<https://www.maine.edu/students/office-of-the-vice-chancellor-of-academic-affairs/apl-x-c/>

12/21/22

**University of Maine System
Academic Calendar 2025 – 2026**

Fall Semester 2025

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation								8/27-29
Classes begin	9/2	9/2	9/2	9/2	9/2	9/2	9/2	9/2
Fall Break	10/13-14	10/13-14	10/13-14	10/13-14	10/13-14	10/13-14	10/13-14	10/13
Veterans Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	11/11
Thanksgiving Recess	11/26-30	11/26-30	11/26-30	11/26-30	11/26-30	11/26-30	11/26-30	11/26-30
Classes end	12/12	12/12	12/12	12/12	12/12	12/12	12/12	12/5
Final Exams	12/15-19	12/15-19	12/15-18	12/15-18	12/15-18	12/15-18	12/15-19	12/11-22

Winter Session 2025/2026

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Beginning & End Dates	12/29-1/16 (tentative)		12/29-1/16 (tentative)		12/29-1/16 (tentative)		12/22-1/16 (tentative)	1/12-1/16 (tentative)

Spring Semester 2026

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation								
Classes begin	1/20	1/20	1/20	1/20	1/20	1/20	1/20	1/20
Presidents Day Holiday	2/16	2/16	2/16	2/16	2/16	2/16	2/16	2/16
Spring Break	3/16-20	3/16-20	3/16-20	3/16-20	3/16-20	3/16-20	3/16-20	3/16-20
Classes End	5/1	5/1	5/1	5/1	5/1	5/1	5/1	4/28
Final Exams	5/4-8	5/4-8	5/4-7	5/4-7	5/4-7	5/4-7	5/4-8	5/4-14
Commencement	5/9	5/9	5/9	5/9	5/9	5/9	5/9	5/23

Summer Term 2026

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Beginning & End Dates	5/11-8/21 (tentative)		5/11-8/28 (tentative)		5/11-8/21 (tentative)		5/18-8/21 (tentative)	5/26-7/23 (tentative)

Each semester has the minimum of 68 class days not counting finals.

¹ Classes do not meet on Veterans Day. Any classes that would normally meet on this day may have a make-up day to be determined by each individual institution.

Short Session Courses

With the exception of national holidays, any additional breaks or holiday observances will be at the discretion of the instructor.

Summer Holidays

The following holidays are observed during Summer Term: Memorial Day, Juneteenth and Independence Day

Religious and Cultural Observances

Our faculty, staff, and students are from varied religious and cultural backgrounds which serve to enrich and strengthen our community. Any event scheduled on a major religious or cultural holiday can send a message of insensitivity or exclusivity to staff and students who cannot participate that day due to their religious beliefs. Therefore, please avoid scheduling important meetings, exams, or other essential events on such dates whenever possible to accommodate the observance of religious traditions for those staff and students who need to be absent for religious holidays throughout the year. Some information about major religious holidays may be found at the [University of Maine System Human Resources page](#). An extensive listing is online at the [Interfaith Calendar web site](#).

**University of Maine System
Academic Calendar 2026 – 2027**

Fall Semester 2026

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation								8/26-28
Classes begin	8/31	8/31	8/31	8/31	8/31	8/31	8/31	8/31
Fall Break	10/12-13	10/12-13	10/12-13	10/12-13	10/12-13	10/12-13	10/12-13	10/12
Veterans Day Holiday ¹	11/11	11/11	11/11	11/11	11/11	11/11	11/11	11/11
Thanksgiving Recess	11/25-29	11/25-29	11/25-29	11/25-29	11/25-29	11/25-29	11/25-29	11/25-29
Classes end	12/11	12/11	12/11	12/11	12/11	12/11	12/11	12/4
Final Exams	12/14-18	12/14-18	12/14-17	12/14-17	12/14-17	12/14-17	12/12-18	12/10-21

Winter Session 2026/2027

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Beginning & End Dates	12/28-1/15 (tentative)		12/28-1/15 (tentative)		12/28-1/15 (tentative)		12/21-1/15 (tentative)	1/11-1/15 (tentative)

Spring Semester 2027

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Orientation								
Classes begin	1/19	1/19	1/19	1/19	1/19	1/19	1/19	1/19
Presidents Day Holiday	2/15	2/15	2/15	2/15	2/15	2/15	2/15	2/15
Spring Break	3/15-19	3/15-19	3/15-19	3/15-19	3/15-19	3/15-19	3/15-19	3/15-19
Classes End	4/30	4/30	4/30	4/30	4/30	4/30	4/30	4/27
Final Exams	5/3-7	5/3-7	5/3-6	5/3-6	5/3-6	5/3-6	5/1-7	5/3-13
Commencement	5/8	5/8	5/8	5/8	5/8	5/8	5/8	5/22

Summer Term 2027

	UM	UMA	UMF	UMFK	UMM	UMPI	USM	UM Law School
Beginning & End Dates	5/10-8/20 (tentative)		5/10-8/27 (tentative)		5/10-8/20 (tentative)		5/17-8/20 (tentative)	5/24-7/22 tentative

¹ Classes do not meet on Veterans Day. Any classes that would normally meet on this day may have a make-up day to be determined by each individual institution.

Short Session Courses

With the exception of national holidays, any additional breaks or holiday observances will be at the discretion of the instructor.

Summer Holidays

The following holidays are observed during Summer Term: Memorial Day, Juneteenth and Independence Day

Religious and Cultural Observances

Our faculty, staff, and students are from varied religious and cultural backgrounds which serve to enrich and strengthen our community. Any event scheduled on a major religious or cultural holiday can send a message of insensitivity or exclusivity to staff and students who cannot participate that day due to their religious beliefs. Therefore, please avoid scheduling important meetings, exams, or other essential events on such dates whenever possible to accommodate the observance of religious traditions for those staff and students who need to be absent for religious holidays throughout the year. Some information about major religious holidays may be found at the [University of Maine System Human Resources page](#). An extensive listing is online at the [Interfaith Calendar web site](#).

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

4

NAME OF ITEM: UMS Adult Degree Completion: Update

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

Board of Trustees Strategic Priority (2018)

BACKGROUND:

Engaging adult learners is a well-established UMS priority. The UMS is one of six core team members of MaineSpark, Maine's statewide initiative to meet Maine's attainment challenges; connecting to the work of MaineSpark, and its strategic focus on adults via Maine Adult Promise, will be an important factor in the "next generation" of the UMS' approach to responding to the adult credential and degree attainment challenge. The *Maine Economic Development Strategy 2020-2029: A Focus on Talent and Innovation* and the *Maine Economic Recovery Plan* clearly illustrate how critical talent development within Maine will be for both workforce and economic development, and reinforces many of the priorities we have identified within our own adult credential and degree completion work.

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

Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment for the UMS and Chair of the Adult Degree Completion Steering Committee, will provide a brief overview to the Academic and Student Affairs Committee (ASA) of the implementation of this critical initiative. Donna Seppy, UMS Director of Student Success Initiatives, will provide the Board with background and insight into the services delivered by our Student Success Center and introduce the ASA Committee to our Adult Degree Completion Student Success Coaches, Scott Cook and Tessa Winship. Creation of the Center, the addition of new scholarships, the launch of the small debt forgiveness program, the expansion of flexible academic programs on several campuses (including micro-credentials), developing partnerships across the state to better serve adult learners, and our year long and continuing marketing program have all combined to provide the wrap around service we spoke to in our planning, promote the UMS to adult learners and set the stage for the further attraction and retention of this critical market.

12/21/22

UMS Adult Credential and Degree Completion Program: Update

Academic and Student Affairs Committee
January 2022

UMS Adult Credential and Degree Completion: Overview

- Funding received late 2019
- Student Success Center formed and staffed
- Stop out campaigns
- Degree completion program added at UMFK, CBE expansion at UMPI, expansion in shorter session courses (7- and 8- week terms), more online programs (UG and Grad)
- Expanded tools for career services (Career Insight)
- UMS Micro-Credential program developed and implemented (pilot m-c 2020-2021; m-c grants 2021)
- Joint research program (adult learners in Maine) with the MCCS
- Four phase marketing campaign (October 2020 through October 2021); planning underway for 2021-2022
- Internal communication- “Pulling Together” newsletter

UMS Adult Credential and Degree Completion: Overview

- Fully developed one stop resource: learn.maine.edu
- PLA awareness campaigns
- “Opening Doors” scholarship added
- Adult Learner Program grants (2nd year)
- Small debt forgiveness program developed and implemented
- Collaborations with a variety of state agencies, NPOs, MaineSpark and Maine Adult Promise (shared professional development, numerous presentations, etc.)



Student Success Center University of Maine System



maine.edu/learn
facebook.com/umssuccesscenter



What We Do

- ➔ **Explore** - degrees, program and certifications
- ➔ **Access** - campus supports and services
- ➔ **Assist** - admission (applications, transcripts, retention efforts)
- ➔ **Funding** - financial aid processes (default, scholarships, grants)
- ➔ **Professional Development** - develop training, conduct research
- ➔ **Guidance** - academic policies, dates and deadlines
- ➔ **Outreach** - internal and external partnerships
- ➔ **Offer** - scholarships, small debt forgiveness, strategic problem solving
- ➔ **System Support** - departure survey and stop-out campaigns



In the Beginning....

Heaven and Earth were moved!

First system-wide **student-facing** support service!!!

GREATEST CHALLENGES & ACHIEVEMENTS

Identifying a student data management system to maintain student contacts that were shareable across the institutions.

Open access to student data requiring institutional permissions.

Unified communication systems needed to accessible via distance and remotely.

➤ chat, email, phone, text

Preparations underway during the onset of covid required flexibility and quick adjustments.

➤ marketing, hiring, space

Initial staffing partnership with MEOC

Opened' for business one year ago during COVID.

Positive networking and partnership opportunities

➤ (MCCS, Adult Education, MaineSpark Navigators, FAME, UMA SSC meeting, UM Advising Collaborative, SWAG)

General

By the numbers...

- ★ 130 inquiries
- ★ 3 - enrolled in Spring 2021
- ★ 36 - enrolled in Fall 2021
- ★ 5 - Fall Small Debt Forgiveness
- ★ 8 - Spring Small Debt Forgiveness
- ★ 81 previously enrolled UMS students
- ★ Average age: 38 years
- ★ 44 inquiries from partner agency referrals



Student Success Center
University of Maine System

Inquiries

Common questions....

- ★ Small Debt Forgiveness Program
- ★ Second bachelor's degree
- ★ Funding options
- ★ Stop-out campaign support
- ★ Admission/transfer processes
- ★ Program identification (online)
- ★ Courses to fulfill teaching certification
- ★ Student Health Insurance
- ★ Paying bills
- ★ Accessing transcripts and GPA

Scholarship Success

Adult Degree Completion Scholarship

Fall 2014-2021

716 individual students

\$3,483,867 awarded

216 verified graduates

Fall 2021 - #127 awards
\$145,875



Student Success Center
University of Maine System

Opening Doors Scholarship

Spring 2021 - Fall 2021

Spring 2021 - 6 awards
\$3,750

Fall 2021 - 47 awards
\$77,000



Small Debt Forgiveness

Overview

- ★ Develops a pathway to assist students in returning to school.
- ★ Provides an opportunity to forgive up to \$2,500 of institutional debt.
- ★ Creates an individual enrollment and success plan to support success.

Criteria

- ★ Maine Resident
- ★ Be Independent on the FAFSA
- ★ File a FAFSA
- ★ Owe the UMS a past due amount of \$2500 or less; 2 year gap from last UMS attendance
- ★ Register for courses (min 6 credits per semester) required for a degree or eligible certificate program



Contact Us!

Phone: 207-581-7070

Email: successcenter@maine.edu

Facebook: facebook.com/umssuccesscenter

Chat: maine.edu/learn/contact-us/chat/

Visit: maine.edu/learn



maine.edu/learn
facebook.com/umssuccesscenter

University of Maine System
Board of Trustees

5

AGENDA ITEM SUMMARY

NAME OF ITEM: 2021-22 Demographics, Enrollment, and Trends Update

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

Dr. Robert Placido, Vice Chancellor for Academic Affairs and Carolyn Dorsey, Associate Vice Chancellor for Academic Affairs will provide a brief update on demographic challenges facing the state and the impact those challenges have had on enrollments, enrollment projections for the spring and fall 2022 semesters, an overview of national higher education trends, and how the UMS is responding to the various academic and student affairs trends.

12/21/21



5.1

2021-22 Trends

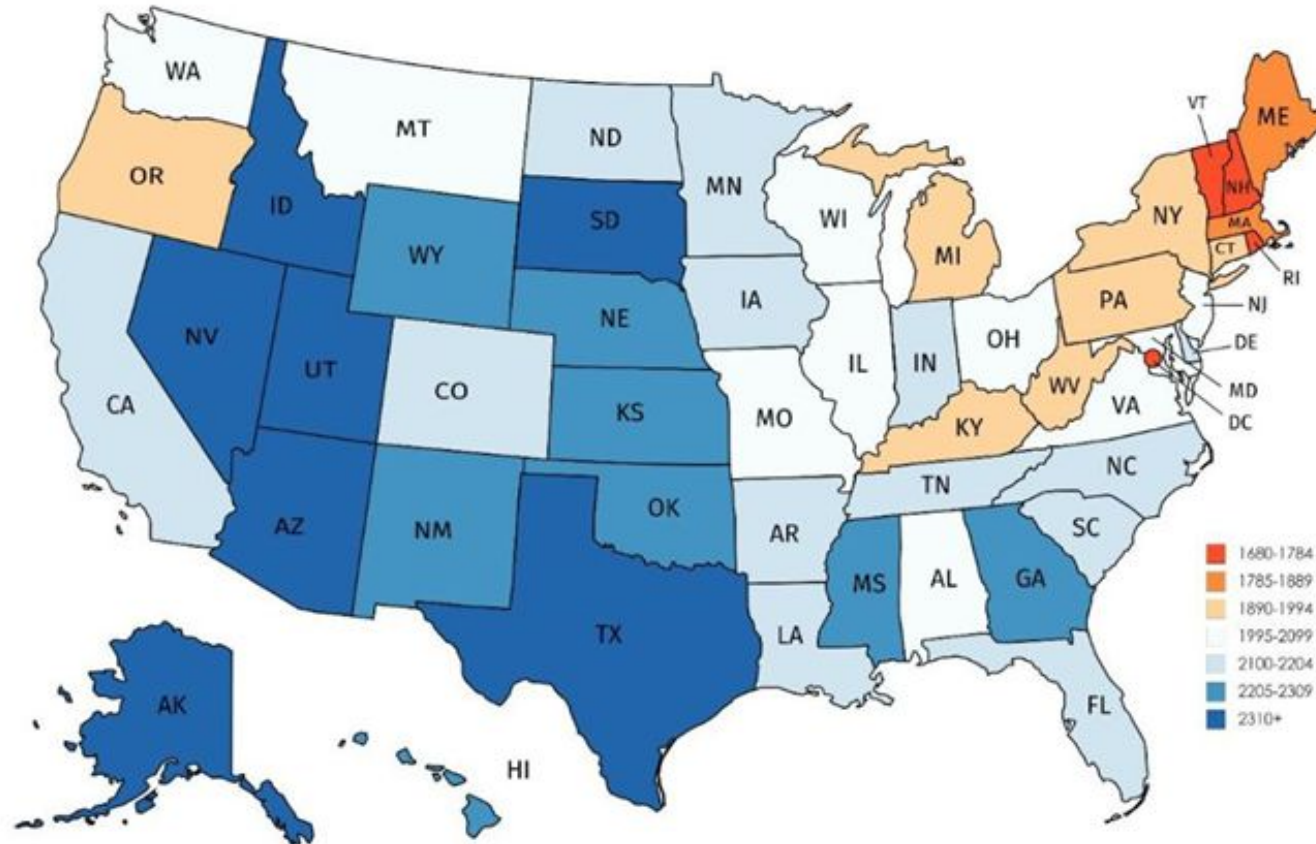
Demographics, Enrollment, and
Program Update





Demographics

5.1



Created with mapchart.net ©

National Vital Statistics Reports Vol. 58, no. 24 Presented: Grawe, N. D. (2021, December). The Agile College: Navigating Demographic Change. NECHE 2021 Annual Meeting. Washington DC; Fairmont Copley.

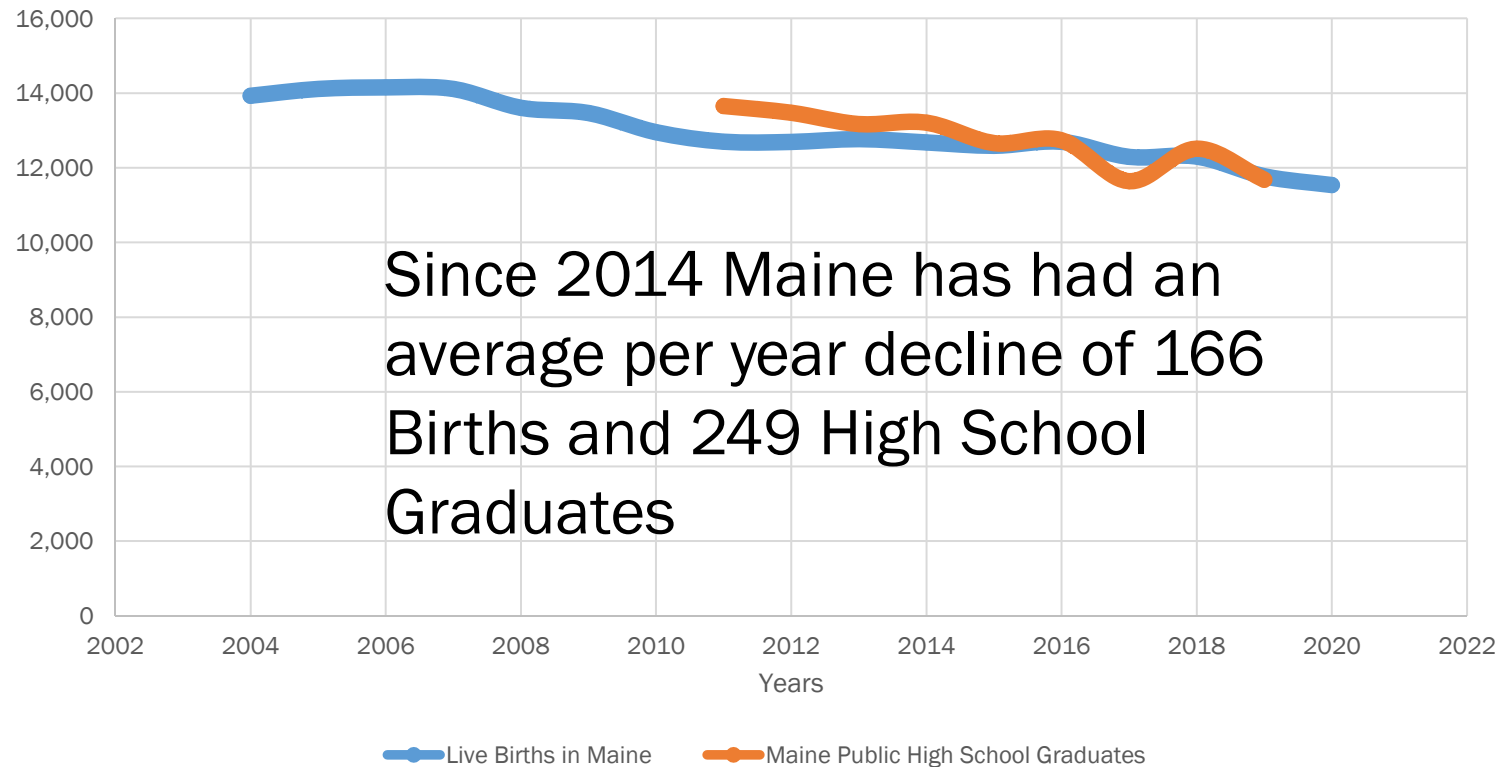
Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM



Demographics

5.1

Maine
Births and High School Graduates



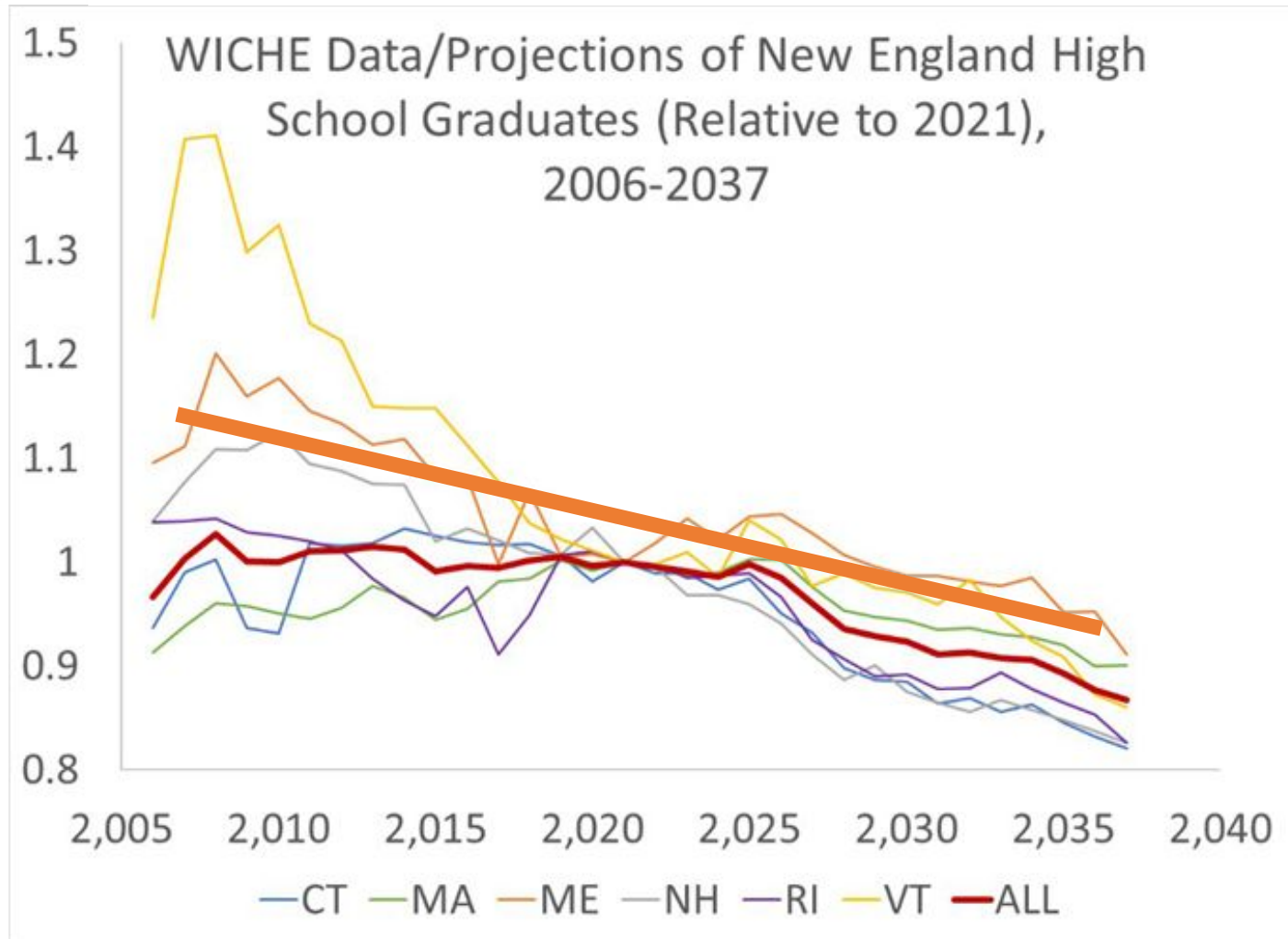
Sources:

- 1 Maine Department of Health and Human Services, Historical Vital Statistics Data (<https://www.maine.gov/dhhs/mecdc/public-health-systems/data-research/data/documents/pdf/vs-h1r.pdf>)
 - 2 National Center for Education Statistics (NCES) Common Core of Data (<https://nces.ed.gov/ccd/>)
 - 3 Educate Maine's "Education Indicators for Maine: College Going and Persistence", 2019 (<https://educationindicators.me/#1595011888796-a17f722c-b562>)
 - 4 IPEDS Data Center, Fall 2020 Residence and Migration of First-Time Freshmen (<https://nces.ed.gov/ipeds/datacenter>)
- Produced by Robert.Zuercher@maine.edu on December 16, 2021.



Demographics

5.1



Grawe, N. D. (2021, December). *The Agile College: Navigating Demographic Change*. NECHE 2021 Annual Meeting. Washington DC; Fairmont Copley.

Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM



Demographics

5.1

Market Share
College-Bound Maine High School Graduates by Institution Location

		2010	2012	2014	2016	2018	2020
Maine	Public, 4-year or above	29.4%	33.4%	30.2%	29.4%	30.3%	31.8%
	Maine Maritime Academy	2.2%	1.9%	2.0%	2.0%	1.6%	1.7%
	Public, 2-year	20.9%	19.5%	20.5%	22.7%	23.2%	23.1%
	Private	12.8%	12.7%	14.4%	14.5%	15.2%	14.6%
	All Maine Subtotal	65.3%	67.4%	67.1%	68.6%	70.3%	71.2%
Other NE States	All NE	19.2%	18.2%	17.9%	17.4%	17.0%	16.2%
Other States	All Other	15.5%	14.3%	15.0%	14.0%	12.7%	12.6%

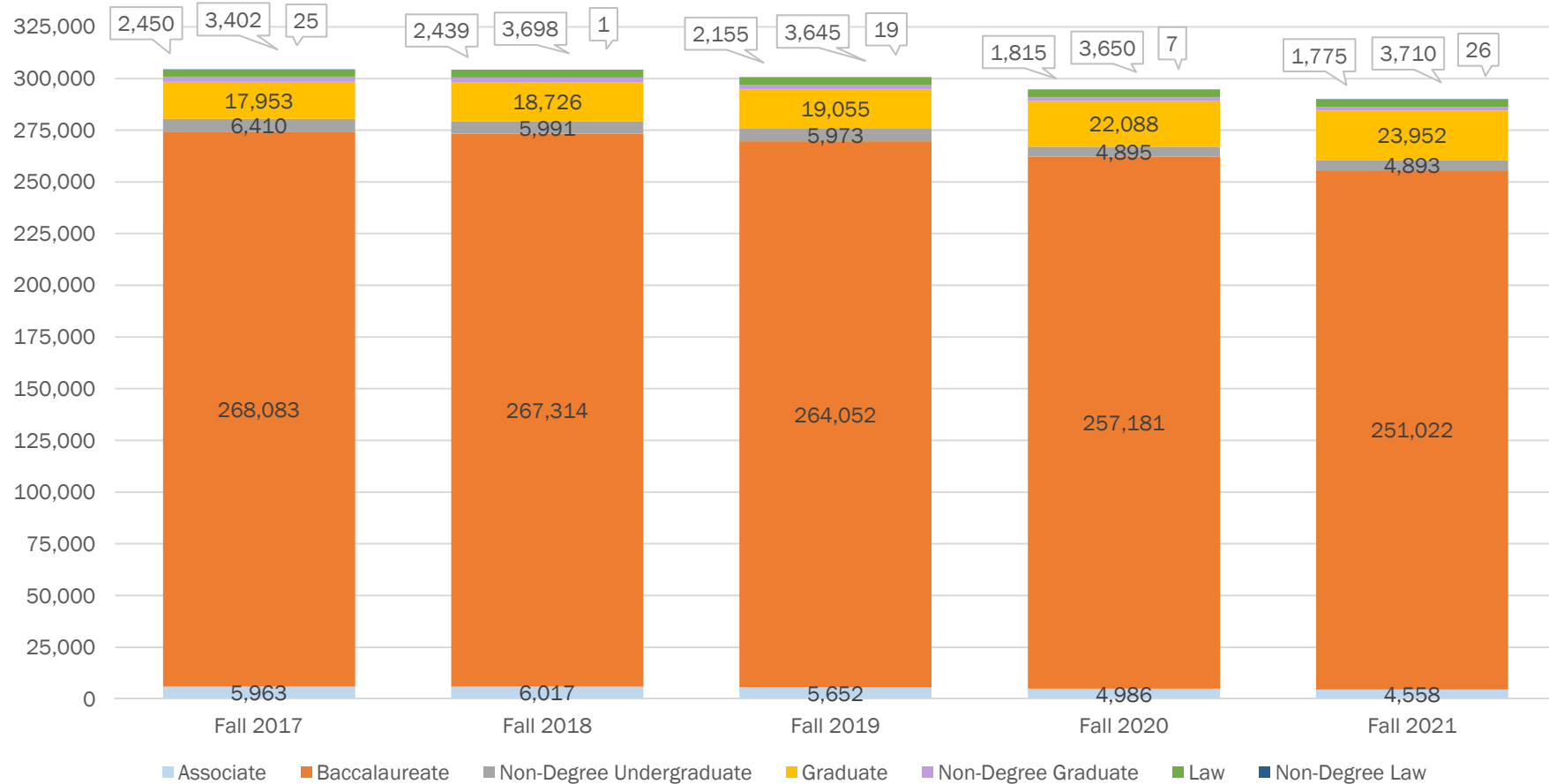
Source: IPEDS Data Center (<https://nces.ed.gov/ipeds/use-the-data>). Produced by Robert.Zuercher@maine.edu on October 27, 2021.



Fall Enrollment

5.1

TOTAL CREDIT HOURS BY DEGREE LEVEL (EXCLUDES EARLY COLLEGE)



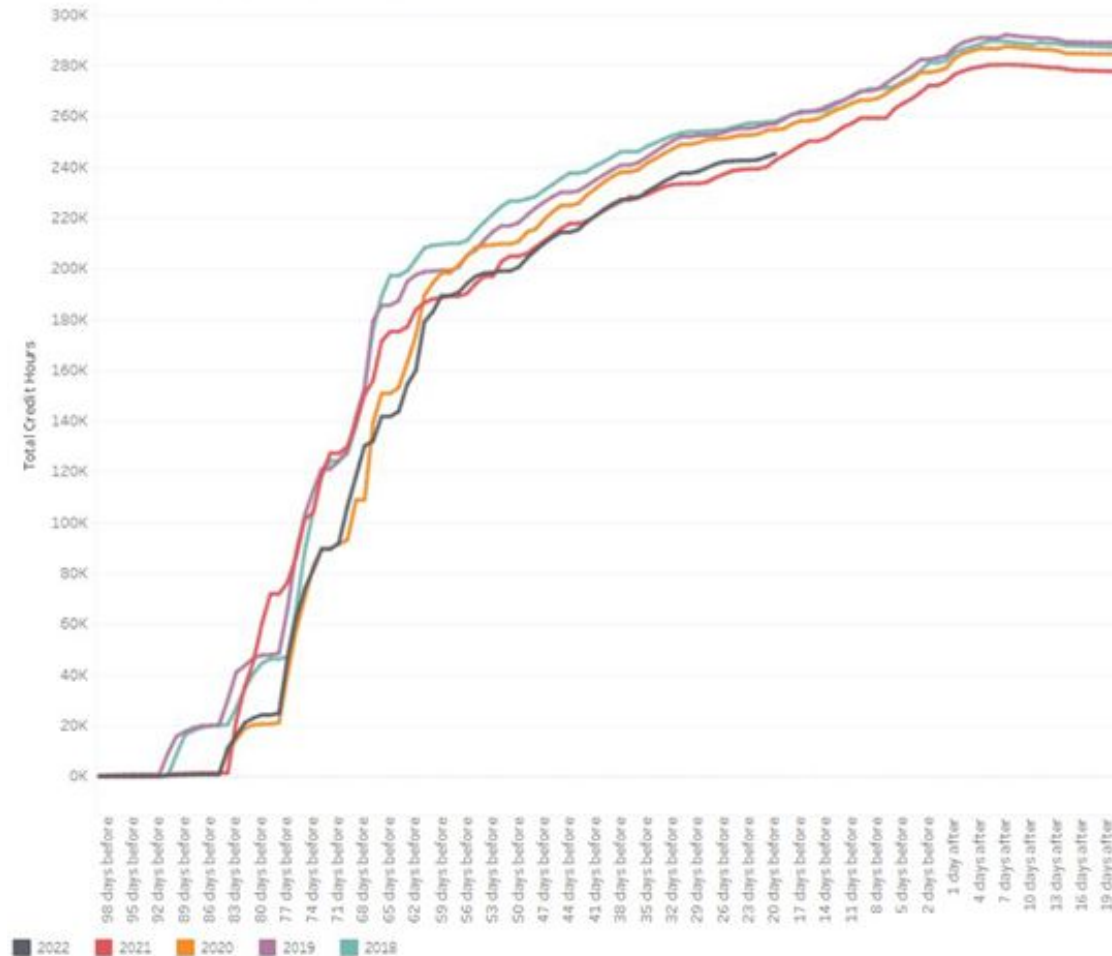
Source: https://www.maine.edu/databook/wp-content/uploads/sites/45/2021/12/Fall-2021-Enrollment-Report_Excludes-Early-College.docx
 Produced by Robert.Zuercher@maine.edu



Spring Enrollment

SPRING CREDIT HOUR ENROLLMENT (EXCLUDES EARLY COLLEGE)

Credit Hours by Time Point Relative to the Start of the Term



Source: https://public.tableau.com/app/profile/ums.academic.affairs/viz/FallEnrollmentWatch_16340464283590/SpringHeadcount



Applications for Next Fall

5.1

Undergraduate Applications 242 Days before the start of the Fall Term			Admitted Undergraduates 242 Days before the start of the Fall Term			Admitted Undergraduates 242 Days before the start of the Fall Term		
	2021	2022		2021	2022		2021	2022
UM	10612	11085	UM	5942	5345	UM	307	181
UMA	965	1039	UMA	730	703	UMA	161	126
UMF	1141	1172	UMF	909	772	UMF	70	67
UMFK	574	505	UMFK	367	320	UMFK	67	23
UMM	324	357	UMM	225	165	UMM	9	4
UMPI	553	489	UMPI	431	321	UMPI	35	14
USM	3697	3831	USM	2878	2807	USM	155	142
TOTAL	17866	18478	TOTAL	11482	10433	TOTAL	804	557

Source: https://public.tableau.com/app/profile/ums.academic.affairs/viz/Applications_16340467073910/Counts



Thank you

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: Graduate Nursing Education Programs, UMFK

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 Program Approval, Review & Elimination Procedures

UNIFIED ACCREDITATION CONNECTION:

This is not a collaborative program but has been developed with input from all UMS nursing programs.

BACKGROUND:

The University of Maine at Fort Kent (UMFK) is seeking permission to offer graduate level nursing practitioner programs with pathways leading to a Master of Science in Nursing (MSN) with the following specialty tracks; adult gerontology nurse practitioner (ANP), acute psychiatric mental health nurse practitioner (Acute PMHNP), primary psychiatric mental health nurse practitioner (Primary PMHNP), and a Doctorate of Nursing Practice (DNP).

As described in the included proposal from UMFK, the graduate programs are being developed in an online, accelerated format with multiple start dates designed to appeal to working professionals and undergraduate students seeking additional educational credentials to meet the state of Maine nursing shortage. While not structured as a collaborative program, UMFK has worked with all of the nursing programs in the UMS to ensure programming is not duplicative and that required clinical placements will be able to support the increase in enrollments.

The proposal was reviewed at all appropriate faculty and administrative levels at UMFK and was reviewed and subsequently recommended by the Chief Academic Officers Council. Dr. Robert Placido, Vice Chancellor of Academic Affairs recommended the program to the Chancellor. Chancellor Malloy signed his approval of the MSN and DNP on December 20, 2021.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee approves the following resolution to be forwarded to the Consent Agenda for approval at the Board of Trustees meeting on January 24, 2022.

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the creation of a Master of Science in Nursing with specialty tracks in adult gerontology and psychiatric mental health, and a Doctorate of Nursing Practice degree for the University of Maine at Fort Kent.

12/21/21



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

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

Date: December 20, 2021

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

From: Dr. Robert Placido, VCAA

Regarding: UMFK Academic Program Proposal: Graduate Nursing Education Programming

6.1

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

Please find the attached program proposal from the University of Maine at Fort Kent (UMFK) to offer graduate level nursing practitioner programs with pathways leading to a Master of Science in Nursing (MSN) with the following specialty tracks; adult gerontology nurse practitioner (ANP), acute psychiatric mental health nurse practitioner (Acute PMHNP), primary psychiatric mental health nurse practitioner (Primary PMHNP), and a doctorate of nursing practice (DNP). The attached material includes documentation of university level support including approval from President & Provost Deborah Hedeon, as well as the full program proposal. Because there are MSN programs throughout the UMS, we asked UMFK's academic leaders to consult with all affiliated university programming while developing this proposal and further examine opportunities for collaboration. These conversations continue and have included planning for shared resources and coordination of assignment of clinical placements.

The proposed UMFK MSN and DNP programs were reviewed and recommended by the Chief Academic Officers Council (CAOC). The CAOC reviewed and recommended the proposal to me on December 16, 2021. I 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 UMFK MSN with specialty tracks, and DNP.

12.20.2021

Chancellor Dannel Malloy

Date



23 University Drive
Fort Kent, ME 04743-1292

1 (888) 879-8635 • Relay Service 711
www.umfk.edu

6.1

December 20, 2021

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

Dear Vice Chancellor Placido,

The University of Maine at Fort Kent (UMFK) is pleased to submit a new Program Proposal request to the University of Maine System.

The UMFK Nursing Unit has developed a graduate nursing program proposal, specifically, a Master of Science in Nursing (MSN) nursing practitioner program in adult/gerontology, psychiatric/mental health, and a Doctorate of Nursing Practice (DNP). The University of Maine at Fort Kent has a longstanding history of successful online course and program offerings. The Nursing Program is a signature program at the University of Maine at Fort Kent. The Nursing Unit faculty developed and offer a successful online registered nurse (RN) to bachelor of science in nursing (BSN) degree; otherwise known as the RN to BSN program. The Nursing Unit will work with Academic Partnerships (AP) to develop an online graduate program in nursing. The program proposal outlines the anticipated implementation of each nurse practitioner track and addresses the workforce needs regionally and in rural Maine.

The Graduate Nursing Program has been approved by Academic Council and Faculty Assembly, and has my full support.

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

Sincerely,

A handwritten signature in black ink that reads "Deb Hedeem". The signature is written in a cursive, flowing style.

Deb Hedeem
President and Provost

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One of Maine's Public Universities



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Fort Kent, ME 04743-1292

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6.1

TO: DR. DEBORAH HEDEEN, PRESIDENT AND PROVOST, UNIVERSITY OF MAINE AT FORT KENT (UMFK)

FROM: DR. ERIN C. SOUCY, DEAN OF NURSING, ALLIED HEALTH & BEHAVIORAL SCIENCE, UMFK
Erin Soucy

SUBJECT: PROPOSAL FOR A GRADUATE PROGRAM IN NURSING

DATE: 12/20/2021

CC: MS. BARBIE ELDRIDGE

The UMFK nursing faculty propose a graduate program in nursing, specifically, a nursing practitioner program in adult/gerontology, psychiatric/mental health, and doctorate of nursing practice.

These programs will be phased in as indicated in the program proposal, starting with the adult/gerontology program track in the summer of 2022. These programs will address the workforce needs regionally and provide access to graduate nursing programs in rural Maine and beyond. Further, development of these programs assists the University of Maine System with contractual obligations to our partners in distance education, Academic Partnerships (AP). AP colleagues have provided market analysis data to indicate that there is a high demand and need for healthcare providers in these specialty areas.

The program proposal has gone through the appropriate approval processes on our UMFK campus. I am in support of the development of nurse practitioner program tracks at UMFK.

Please let me know if you require further information.

Academic Program Request**Pro forma Statement**

Executive Summary The University of Maine at Fort Kent proposes to offer graduate level nursing practitioner programs with pathways leading to a Master of Science in Nursing (MSN) with the following specialty tracks; adult gerontology nurse practitioner (ANP), acute psychiatric mental health nurse practitioner (Acute PMHNP), primary psychiatric mental health nurse practitioner (Primary PMHNP), and a doctorate of nursing practice (DNP). The online accelerated programming will increase UMS offerings designed for working professionals and will address the current nursing shortage experienced across the State of Maine. This accelerated programming will complement the current face-to-face and traditional online Nursing programming offered at other UMS universities.

	Academic Year			
	2021	2022	2023	2024 - SP
Projected Enrollment, part time students	22	102	218	79
Revenue				
Estimated Tuition, Part time student tuition	\$44,055	\$203,817	\$435,923	\$157,461
Other Revenue - Unified Fee	\$14,850	\$68,703	\$146,940	\$53,077
Total Revenue	\$58,905	\$272,520	\$582,863	\$210,538
Expenses				
FTE Faculty (New Hire, Salary+ Benefits, current faculty will support the program until 2023)	0	0	\$107,100	\$107,100
Clinical Placement Coordinator (Salary & Benefits \$76,500, less Initial seed money \$40,000, amount listed is spring portion)	0	0	0	\$12,167
Other Expenses (AP tuition revenue share - marketing and retention expenses)	0	\$49,468	\$217,961	\$78,731
Total Expenses	\$0	\$0	\$325,061	\$197,998
Net	\$58,905	\$223,052	\$257,802	\$12,540

CCF Control #

To be assigned by Registrar's office



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**UNIVERSITY OF MAINE AT FORT KENT
CURRICULAR CHANGE FORM / APPROVAL SHEET**

Date: 9/27/2021 Division/Unit: nursing Contact Person: Erin Soucy

Course Prefix & Number(s): See sample curriculum

Course Title(s): See sample curriculum

Program(s) Affected: nursing

Major, Concentration, Minor, Certificate or Course(s): Develop a graduate program in nursing

TYPE(S) OF CHANGE(S) REQUESTED (check all that apply):

☒ *UMS Substantive Change ☐ *UMFK Substantive Change ☐ *UMFK Non-substantive Change

☒ **New Program ☐ Program Revision ☐ Program Elimination ☐ Program Suspension

☐ New Course ☐ Course Revision ☐ Course Deletion ☐ Course Suspension

☐ Course Title/# Changes Only

EFFECTIVE DATE/TERM/YEAR: Summer 2022

DESCRIPTION OF & RATIONALE FOR CHANGE(S) REQUESTED:

The nursing faculty will develop a graduate program in nursing, specifically a nurse practitioner program in the adult/gerontology specialty to begin in the summer of 2022, with an addition of a psychiatric/mental health nurse practitioner program track in the summer of 2023, and a doctor of nursing practice program in the summer of 2024.

Because this is a new program offering, it will not effect the current student body but will be in addition to what we already offer in the nursing program.

- Attach Revised Course Information: For a revised course, attach 1) the current catalog text and 2) the proposed text, reflecting the exact changes being proposed using word processing editing (track changes). Be sure to cross-check other courses and programs to ensure no residual impacts to the requested change (e.g. prerequisites).
- Attach Revised Program Information: For a revised program, attach 1) the complete, current program text [including vision and mission statements, course sequencing, etc.], 2) the complete, revised program text, reflecting the exact changes being proposed using word processing editing (track changes), and 3) how students in the current catalog will be handled and. Be sure to cross-check other courses and programs to ensure no residual impacts to the requested change (e.g. a proposed eliminated course is a requirement in another program).

**See UMFK CURRICULUM REVIEW POLICY AND PROCEDURES for descriptions*

*** New Programs or titles require system approval. See Chief Academic Officer prior to proceeding.*

Revision date: 11/5/20

UMFK Curricular Change Form Page 1 of 3

DECISIONS & SIGNATURES (indicate approval or denial):

N/A

Program Coordinator (if applicable) <i>Erin Suay</i>	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date 9/27/2021
Division Chair N/A	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Division Chair of other impacted program(s) (if applicable) Joseph Becker - see included AC minutes	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date 10/7/21
Chair of Academic Council (if applicable) Joseph Becker - see included FA minutes	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date 11/2/2021
Chair of Faculty Assembly (if applicable) <i>Deb Heden</i>	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date 11/29/2021
Provost or Designee	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
UMS Approval (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date

Reason for denial:

Distribution: President's Office, Academic Affairs Office, Registrar's Office, Division/Unit Chair(s), Program Coordinator (if applicable), Marketing, Communications & Website Office, Admission's Office, Enrollment Management, Executive Director of Academic Services (Professional Advisors)

*See UMFK CURRICULUM REVIEW POLICY AND PROCEDURES for descriptions

** New Programs or titles require system approval. See Chief Academic Officer prior to proceeding.

Revision date: 11/5/20

UMFK Curricular Change - Course Proposal Form (must be completed for each course being changed)

Current Title: _____ New Title: _____

Current Number: _____ New Number: _____

Current Academic Credit: _____ New Academic Credit: _____

Current *Lab/Lecture Breakdown: _____ New *Lab/Lecture Breakdown: _____

**E.g. 3 hours of lecture, 3 hours of lab*

Current Pre/Co-requisites: _____ New Pre/Co-requisites: _____

Current Semester(s) Offered: _____ New Semester(s) Offered: _____

Current **Course Modality: _____ New **Course Modality: _____

***E.g. On-Campus, Online, Both/Hybrid*

<u>Current Course Description:</u> 	<u>New Course Description:</u>
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<u>Programs Affected:</u>
<u>Courses Affected:</u>

Potential Instructors: _____

<u>Additional Notes:</u>

See UMFK CURRICULUM REVIEW POLICY AND PROCEDURES for descriptions** New Programs or titles require system approval. See Chief Academic Officer prior to proceeding.**Revision date: 11/5/20*

UMFK Curricular Change Form Page 3 of 3

Present

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Item	Discussion	Action
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
New Business			
Proposed Nursing Graduate Program at UMEK	Academic Council has reviewed and recommends approval. See Faculty Assembly shared drive for paperwork and more information. Erin Soucy explained the plan, we would partner with AP. Adult Gerontology summer 22, psych mental health summer 23, DNP summer 24.	Must have students enrolled and be teaching students in order to be accredited. We have faculty and much of the design of courses are underway. 14 aye, 1 nay	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Academic Council October Meeting Agenda

Thursday, 7 October 2021 / 12:30 pm in Nadeau Conference or via Zoom

Present: D. Susee, K. Kaphle, D. Belanger, J. Becker, J. Theriault, R. Albert, G. Cannon
Becker

Guests

Nicole Boudreau, Erin Soucy, Kaisa Holloway-Cripps, Mike Curran

Call to Order 12:30 PM by Chair J. Becker

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

2. **Program Proposal for Graduate Nursing Education**—see materials on shared drive
MOTION: To accept proposal for Graduate Nursing Education as developed and move
to Faculty Assembly. (K. Kaphle/D. Belanger) **Motion passes unanimously.**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**University of Maine at Fort Kent
Division of Nursing
Program Proposal for Graduate Nursing Education**

1. Program Objectives and Content

The University of Maine System (UMS) is attempting to restructure its academic portfolio to overcome several challenges. For example, there is a decline in the high school population in Maine, making recruitment a competitive process. There is little ability or desire to increase tuition for Maine students. These fiscal and demographic pressures are forcing programs to critically evaluate and explore collaborative opportunities.

The nursing program is the signature program at the University of Maine at Fort Kent (UMFK). Our ongoing efforts at continuous quality improvement have proven invaluable; we remain a program recognized for its academic rigor and high quality. Our graduates consistently achieve program outcomes and are sought after by employers. We continue to meet Commission on Collegiate Nursing Education (CCNE) expectations in terms of graduation completion rates of greater than 70% or higher, National Council Licensure Examination for Registered Nurses (NCLEX-RN) first time pass rates of greater than 80%, and employment rates of greater than 70%.

The University of Maine at Fort Kent (UMFK) has a longstanding history of successful online course and program offerings. The Division of Nursing (DON) faculty developed and offer an online registered nurse (RN) to bachelor of science in nursing (BSN) degree; otherwise known as the RN to BSN program. We have the opportunity to work with Academic Partnerships (AP) to develop an online nursing practitioner program with several program track options. The following plan outlines the workforce needs, resources, and challenges to develop a graduate program in nursing at UMFK.

Vision

The Division of Nursing provides a rigorous education founded upon the liberal arts, which prepares professional nurse graduates who holistically serve individuals, families, and communities, in a caring capacity in a complex global society.

Mission

As an integral part of our parent institution, the UMFK nursing faculty members deliver a transformative nursing education to prepare graduates who serve as nurse clinicians, scholars, and educators to meet the health needs of the people of Maine and beyond.

UMFK Program Options or Program Tracks

As a reference, the term *program track* refers to the ways in which a student may earn the baccalaureate degree and then proceed into graduate coursework.

Academic partnerships, nursing practitioner program online program tracks

Accelerated to Master's (MSN): this program track will be for those students who have a previous baccalaureate degree in a discipline other than nursing and wish to complete a graduate degree in nursing to become a nurse practitioner;

RN to MSN: this program track will be for those students who are registered nurses with an associate's degree who aspire to complete their baccalaureate and/or graduate program requirements at UMFK;

Traditional to MSN: this track will be established for those students who graduate from a traditional baccalaureate in nursing program and wish to pursue a graduate degree to become a nurse practitioner.

Specialty tracks

Thorough market analysis indicates that there is a demand for many different types of nurse practitioners. After careful review of market data, we propose the following nurse practitioner specialty tracks:

- adult/gerontology nurse practitioner (ANP) Summer 2022
- acute psych/mental health nurse practitioner (Acute PMHNP) Summer 2023
- primary psych/mental health nurse practitioner (Primary PMHNP) Summer 2023
- doctorate of nursing practice (DNP) Summer 2024
- acute pediatric nurse practitioner (aspirational)
- primary pediatric nurse practitioner (aspirational)

2. Evidence of Program Need

The state of Maine is confronting a nursing shortage that will grow in severity in the coming years. Maine is expected to need an additional 3,200 nurses by 2025. An aging population who will seek more nursing and healthcare services, coupled with an aging nursing workforce that will be retiring in large numbers are main contributing factors to the shortage. In fact, approximately 22% of Maine citizens are aged 65 or over. By the year 2030, it is estimated that one million nurses will be retired. Adding another dimension to the shortage, schools of nursing are struggling to fill vacant faculty positions while simultaneously trying to expand program enrollments while balancing the confines of clinical placements.

Expanding capacity to produce more registered nurses is not enough to help our state, region, and nation to overcome the nursing shortage. We must also have more nursing faculty and advanced practice nurses. The complexities of healthcare continue to expand and our faculty and advanced practice nurses need the educational credentials and experiential opportunities to meet these challenges.

All of the nursing programs in the UMS are working diligently and collaboratively to address the nursing shortage. We have engaged in such efforts as creating multiple start dates for students to begin coursework, increased enrollments, worked on retention and keeping students on pace to graduation, and worked with our Early College partners to ensure high school students interested in nursing are taking courses that will transfer into our programs. Despite our best efforts, schools of nursing are not keeping pace with the demand for RN's and advanced practice registered nurses (APRN's).

Market Analysis

Please see market analysis Power Point presentation prepared by Academic Partnerships for the northeast and New England. Also our representative from Academic Partnerships included information regarding our competitors to include information on tuition and fees.

- MSN nurse practitioner conferrals are expected to increase by 10-11% in New England.
- An average of 4,900 new job posting were for nurse practitioners, in a specialty area, in New England. But, 9,800 jobs were posted in New England for family nurse practitioners.
- MSN nursing practitioner conferrals are expected to increase 7-15% in our region.
- An average of 11,000 new job posting were for nurse practitioners, in a specialty area, in our region. But, 30,000 jobs were posted in our region for family nurse practitioners.

Marketing Strategies

At present, our collaboration with AP is yielding desired results. AP has dedicated funds and marketing expertise with personnel committed to recruiting for our programs. While marketing efforts have a concentrated focus on the New England states, they also market our program in our northeast region (New England states plus New York and New Jersey) and nationwide.

Enrollment Goals

We aspire to enroll an initial cohort of 8 to 10 students in each program track. Each semester we would like an additional 12 students. As we progress, we will consider a higher number. Our initial challenge will be to obtain out of state Board approval for out of state students and to secure nationally certified faculty to oversee each specialty area.

See Appendix A for enrollment projections and enrollment growth

These projections, of course, make assumptions that we will enroll and graduate a fixed number of students each semester. While we know this is not likely, the above table is meant to be an estimate to illustrate potential for program growth.

3. Program Resources and Total Financial Considerations

Startup Expenditure

See sample budget, Appendix A.

Our initial costs will be in faculty time and commitment. We will hire a program coordinator to help with clinical placements; both securing sites, but also completing the Board approval process for each out of state student. This person would also help to secure initial and ongoing CCNE accreditation status, develop the curriculum, develop the core courses, and develop the evaluation plan. This person would be hired in summer 2024. The salary for this person will be \$50,000 plus benefits (53% or \$26,500) or a total of \$76,500. UMFK has some remaining seed money to help offset initial costs. This money is approximately in the amount of \$40,000.

By summer 2023 we will need an additional faculty member who is a doctorally prepared nurse practitioner. This person will have teaching and curriculum development duties. The salary for this person will be \$70,000 plus benefits (53% or \$37,100) or a total of \$107,100.

As the RN to BSN and MSN programs continue to increase in enrollments, additional faculty will be needed. We will need a faculty lead for each program track, a faculty that holds national certification in that specialty area, i.e. a pediatric nurse practitioner, psych/mental health nurse practitioner, family and adult nurse practitioner. The faculty lead does not have to be full time to start but we will eventually need an additional four, full time faculty for this program and adjunct faculty as well, not to include the clinical coordinator.

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4. Program Evaluation

Our national accrediting agency the Commission on Collegiate Nursing Education sets forth graduate program accreditation standards that we will follow. We will also follow the *National Task Force on Quality Nurse Practitioner Education: Criteria for Evaluation of NP Programs*.

Our program curriculum and evaluation plan will align with CCNE and National Organization of Nurse Practitioner Faculties (NONPF) standards for quality graduate education and program evaluation.

Our enrollment numbers and trends will be evaluated annually. Student performance in courses and achievement in such areas as certification pass rates, attainment of practice position in area of specialty, employer satisfaction, and graduate satisfaction with NP preparation will all be evaluated annually. Faculty will be evaluated by students at the conclusion of each course and annually by the NP program coordinator and program dean.

Our clinical placement strategies will be executed in collaboration with our education partners at other University of Maine System nursing programs so as to not compete for limited placements.

5. Sustainability and Expansion Strategy

The sustainability of this program will be dependent upon the revenues from tuition and fees. An initial cohort of 8-10 students is manageable with one added staff in year 2024 and one added faculty in year 2023 with a tuition of \$550.00 per credit hour. So, for a graduate student to take 6 credits per semester is equal to $\$550.00 \times 6 = \$3,300$ per semester, per student. See Appendix A.

Please see *Business Plan* (Appendix A), which assumes us reaching the enrollment target 24-30 new students per semester.

Appendix A
Enrollment Projections, Costs, and Revenue

Appendix A
Enrollment Projections and Net Revenue

	Spring 2022		Summer 2022		Fall 2022		Spring 2023		Summer 2023		Fall 2023		Spring 2024		Summer 2024		Fall 2024		Spring 2025	
	Summer 2022	Fall 2022	Summer 2022	Fall 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2024	Fall 2024	Spring 2025	Summer 2024	
incoming students	8	8	8	8	8	8	8	20	24	24	24	30	30	30	30	30	30	30	30	
returning students					6	11	14	14	25	37	46	57	61	61	61	61	61	61	61	
graduating students																				
total students	8	8	14	19	34	49	61	76	81	79	79	79	79	79	79	79	79	79	79	
credit hour generation	36	63	83	152	222	275	341	364	354											
tuition generated	16,020	28,035	37,046	67,835	98,936	122,262	151,772	161,889	157,461											
unified fee generated	5,400	9,450	12,488	22,866	33,349	41,212	51,159	54,569	53,077											
	0	21,420	37,485	49,534	90,700	132,285	163,474	202,930	216,458	210,538										
AP commission	0	0	0	0	0	49,468	61,131	75,886	80,944	78,731										
NET REVENUE	0	21,420	37,485	49,534	90,700	82,817	102,343	127,045	135,514	131,808										

University of Maine at Fort Kent
Division of Nursing
Sample Nurse Practitioner Curriculum

Term	Course Title	NONPF Competencies	AACN Essentials
Term 1 (Core Courses 12cr total)	Role of the Advanced Practice Nurse (3cr, 1 st 7 weeks)	Scientific Foundation (1, 2, 3) Ethics (3)	I, VII
	Evidence Based Practice (3cr, 1 st 7 weeks)	Scientific Foundation (1, 2, 3) Quality Competencies (1, 4) Practice Inquiry (1, 6)	III, IV, IX
	Leadership in Advanced Nursing Practice (3cr, 2 nd 7 weeks)	Leadership (1-7) Practice Inquiry Competencies (1) Policy Competencies (2) Health Delivery System (2)	II, III, VI, VII, IX
	Healthcare Policy and the Law (3cr, 2 nd 7 weeks)	Leadership Competencies (2) Quality Competencies (3) Policy Competencies (1-6)	II, III, V, VI, VII
Term 2 (Direct Care Core Courses 12cr total)	Advanced Pathophysiology (3cr, 1 st 7 weeks)	Scientific Foundation (1-4)	I, III, IV, VIII
	Advanced Pharmacology (3cr, 1 st 7 weeks)	Scientific Foundation (2) Independent Practice (3)	I, III, IV, VIII
	Advanced Health Assessment (3cr, 2 nd 7 weeks)	Scientific Foundation (4) Independent Practice (3, 4)	I, III, IV, VIII
	Healthcare Organization Systems (3cr, 2 nd 7 weeks)	Leadership (1-7) Quality (3) Health Delivery System (1-7)	II, III, V, VII
Term 3 (Practitioner Core 8cr total)	Population Focus Primary and Acute Care I (250 clinical hours; 4 didactic, 1 st 7 weeks; 4 clinical, 2 nd 7 weeks)	Scientific Foundation (1-4) Quality (1-5) Technology (1-6) Leadership (2-6) Health Delivery System (1, 3, 5, 6, 7)	I, II, III, IV, V, VI, VII, VIII, IX

Term 4 (Practitioner Core 8cr total)	Population Focus Primary and Acute Care II (250 clinical hours; 4 didactic, 1 st 7 weeks; 4 clinical, 2 nd 7 weeks)	Independent Practice (2, 3, 4) Scientific Foundation (1-4) Quality (1-5) Technology (1-6) Leadership (2-6) Health Delivery System (1, 3, 5, 6, 7) Independent Practice (1, 3, 5, 6, 7)	I, II, III, IV, V, VI, VII, VIII, IX
Term 5 (Practitioner Core 8cr total)	Population Focus Primary and Acute Care III (250 clinical hours; 4 didactic, 1 st 7 weeks; 4 clinical, 2 nd 7 weeks)	Scientific Foundation (1-4) Quality (1-5) Technology (1-6) Leadership (2-6) Health Delivery System (1, 3, 5, 6, 7) Independent Practice (1, 3, 5, 6, 7)	I, II, III, IV, V, VI, VII, VIII, IX

48 Total Credits

5 Semesters (or ten, 7-week terms)

750 Clinical Hours (clinical hours include direct and indirect hours that must meet the NTFs [direct patient care, 500 hours] and Essentials competencies, direct and sub competency areas)

Nurse Practitioner Core Competencies/Program Outcomes

Scientific Foundation Competencies

1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.

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Leadership Competencies

1. Assumes complex and advanced leadership roles to initiate and guide change.
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost-effective health care.
5. Advances practice through the development and implementation of innovations incorporating principals of change.
6. Communicates practice knowledge effectively both orally and in writing.
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

Quality Competencies

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

Practice Inquiry Competencies

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice.

Technology and Information Literacy Competencies

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
 - a. Accesses the patient's and caregiver's educational needs to provide effective, personalized health care.
 - b. Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision making.
4. Contributes to the design of clinical information systems that promote safe, quality, and cost-effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

Policy Competencies

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

Health Delivery System Competencies

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.
7. Collaborates in planning for transitions across the continuum of care.

Ethics Competencies

1. Integrates ethical principles in decision making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues relate to individuals, populations and systems of care.

Independent Practice Competencies

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
 - a. Provides the full spectrum of health care services to include health promotion, disease, prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
 - b. Uses advanced health assessment skills to differentiate between normal, variations of normal, and abnormal findings.
 - c. Employs screening and diagnostic strategies in the development of diagnoses.
 - d. Prescribes medications within scope of practice.
 - e. Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
 - a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

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GLOSSARY OF TERMS

Care processes: Actions or changes that occur during the delivery of health care.

Clinical investigative skills: Those skills needed to conduct inquiry of practice questions/therapies, evaluate discovered evidence, and then translate it into practice.

Cultural diversity: Common beliefs, values, practices and behaviors shared by multiple subgroups or individuals.

Culture of excellence: The environment developed through the internalization of core values and a shared commitment in which the highest standards of personal integrity, professionalism, and clinical expertise are upheld.

Evidence-based practice: The “conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients. Individual clinical expertise is integrated with the best available external evidence from systematic research,” (modified from Sackett, 1996).

Globalization: The interrelated influence of actions, resources, cultures, and economies across nations.

Health policy: The set of decisions pertaining to health whether made at local, state, national, and global levels that influence health resource allocation.

Independent practice: Recognizes independent licensure of nurse practitioners who provide autonomous care and promote implementation of the full scope of practice.

Independently: Having the educational preparation and authority to make clinical decisions without the need or requirement for supervision by others.

Information literacy: The use of digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, create, and effectively communicate information.

Interprofessional practice: Occurs when multiple health workers from different professional backgrounds work together with patients, families, and communities to deliver the highest quality of care.

Interprofessional education: When two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

Knowledge management: Strategies that identify, create, and represent, distribute, and enable the efficient use of all types of information.

Licensed independent practitioner: An individual with a recognized scientific knowledge base that is permitted by law to provide care and services without direction or supervision.

Quality care: The degree to which health services to individuals and populations increase the desired health outcomes consistent with professional knowledge and standards. Quality care also means avoiding underuse, overuse, and misuse of health care services.

Patient centered care: Care based on a partnership between the patient and health care provider that is focused on the patient’s values, preferences, and needs.

Peer Review: Evaluation of the processes and/or outcomes of care by professionals with similar knowledge, skills and abilities.

Adopted from National Organization of Nurse Practitioner Faculties (NONPF)

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University of Maine at Fort Kent

Division of Nursing

Graduate Program Evaluation Plan

Adopted from National Organization of Nurse Practitioner Faculties (NONPF)

Alignment with Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation

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I. Organization and Administration (aligns with CCNE Standard I)

Criterion I.A: The coordinator of the NP program is nationally certified as an NP and has the responsibility of overall leadership for the NP program.

Criterion I.B: The faculty member who provides direct oversight for the NP educational component or track is nationally certified in the same population-focused area of practice.

Criterion I.C: Institutional support ensures that NP faculty teaching in clinical courses maintain currency in clinical practice.

II. Students (aligns with CCNE Standard III, IV)

Criterion II.A: Any admission criteria specific to the NP program/track reflect input by NP faculty.

Criterion II.B: Any progression and completion criteria specific to the NP program/track reflect input by NP faculty.

III. Curriculum (aligns with CCNE Standard III)

Criterion III.A: NP faculty provide input into the development, evaluation, and revision of the NP curriculum.

Criterion III.B: The curriculum is congruent with national standards for graduate-level, advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population focused NP educational standards and competencies.

Criterion III.C: The NP program prepares graduates to meet educational eligibility requirements to sit for a national NP certification examination that corresponds with the role and population focus of the NP program.

Criterion III.C.2: Official documentation states the NP role and population focus of educational preparation.

Criterion III.D: The curriculum plan demonstrates appropriate course sequencing.

Criterion III.E: The NP program/track has a minimum of 500 supervised direct patient care hours overall. Clinical hours are distributed to support competency development that represents the population needs.

IV. Resources, Facilities, and Services (aligns with CCNE Standard II)

Criterion IV.A: Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.

Criterion IV.B: A sufficient number of faculty is available to ensure quality clinical experiences for NP students. NP faculty have academic responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning experience. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.

Criterion IV.B.2: Clinical settings are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals.

Criterion IV.B.3: NP faculty may share the clinical teaching of student with qualified preceptors.

Criterion IV.B. 3a: A preceptor has authorization by the appropriate state licensing entity to practice in his/her population focused and/or specialty area.

Criterion IV.B.3b: A preceptor has educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience.

V. Faculty (aligns with CCNE Standard IV)

Criterion V.A.1: NP programs/tracks have sufficient faculty with the preparation and current expertise to adequately support the professional role development and clinical management courses for NP practice.

Criterion V.A.2: NP program faculty who teach the clinical components of the program/track maintain current licensure and national certification.

Criterion V.A.3: NP faculty demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty.

Criterion V.B: Non-NP faculty have expertise in the area in which they are teaching.

VI. Evaluation (aligns with CCNE Standard III, IV)

Criterion VI.A: There is an evaluation plan for the NP programs/track.

Criterion VI.A.1: Evaluate courses at regularly schedule intervals.

Criterion VI.A.2: Evaluate NP program faculty competence at regularly scheduled intervals.

Criterion VI.A.3: Evaluate student progress through didactic and clinical components of NP program/track each semester/quarter/term.

Criterion VI.A.4: Evaluate students' attainment of competencies throughout the program.

Criterion VI.A.5: Evaluate students cumulatively based on clinical observation of student competence and performance by NP faculty and/or preceptor assessment.

Criterion VI.A.6: Evaluate clinical sites at regularly scheduled intervals.

Criterion VI.A.7: Evaluate preceptors at regularly schedule intervals.

Criterion VI.B: Formal NP curriculum evaluation occurs every five (5) years or sooner.

Criterion VI.C: There is an evaluation plan to measure outcomes of graduates.

Rachel E. Albert, PhD, RN

Curriculum Vitae

ADDRESS

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Cell: 207.316.8645

ACADEMIC QUALIFICATIONS

<u>Granting Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Date</u>
Case Western Reserve University Frances Payne Bolton School of Nursing Cleveland, Ohio	Ph.D.	Nursing Science GPA 4.0	5/2001
Dissertation: <i>The Effect of Guided Imagery and Music on Pain and Anxiety During Laceration Repair</i>			
University of Texas Health Science Center Houston, Texas	M.S.N.	Emergency Nursing/ Education GPA 4.0	8/1990
University of Maine at Fort Kent Fort Kent, Maine	B.S.N.	Nursing	5/1985

ACADEMIC AND ADMINISTRATIVE EXPERIENCE

<u>Organization</u>	<u>Position/Rank</u>	<u>Date</u>
University of Maine at Fort Kent Fort Kent, ME	Professor of Nursing and Allied Health	9/16 - present

Current Responsibilities

Nursing and Allied Health: Current primary teaching responsibility for online Nursing Research, Healthcare Ethics and the Law, Transcultural Nursing, Global Health and Humanitarianism, Integrative Healthcare for Nursing, Community Health, and Healthcare Statistics and Research for traditional, accelerated, and RN-BSN students. Chair the Evaluation Committee in the Division of Nursing and Allied Health. Serve as the lead faculty member for the Partners for International Relief, a student-led campus organization, and as a member of Academic Council, Acadian Archives, and the UMFK Nursing Honor Society.

University of Maine at Fort Kent
Fort Kent, ME

**Executive Director of Planning and
Assessment/Associate Professor of Nursing
and Allied Health**

1/14 - 9/16

Selected Position Accomplishments

Planning and Assessment: Led and managed all processes related to institutional planning and effectiveness to include strategic planning and assessment of student learning and administrative unit outcomes. Recommend policies and procedures to improve the Universities' institutional effectiveness program. Chair of the Council on Institutional Effectiveness and Assessment (since 2003-2016). Play a leadership role in e-portfolio development and implementation for the reformed UMFK general education program.

Accreditation: Served as UMFK's New England Association of Schools and Colleges (NEASC) Accreditation Liaison Officer (2003-present) between the Commission and the institution; Serve as site-reviewer for NEASC comprehensive, focused, and substantive change reviews (e.g., new nursing programs); Chair of the 10-Year Comprehensive 2015 UMFK Self Study; oversee institutional accreditation processes and interpret for the institution the policies and procedures of the Commission; attend annual NEASC meetings; and prepare the institutional NEASC annual accreditation report.

Strategic Planning: Lead institutional planning and budget alignment efforts; Chair of the Strategic Planning Steering Committee for the new UMFK 2020 Strategic Plan using an Appreciative Inquiry based approach, focused on strengths, opportunities, aspirations, and results (SOAR). Oversight of the implementation and evaluation of the current UMFK 2009-2014 Strategic Plan and lead the development, implementation, and evaluation of the new UMFK Strategic Plan: *2020 Vision*.

Program Planning and Review: Worked with Vice President for Academic Affairs to establish priorities and plans for program development and in the expansion of Allied Health program options. Coordinate academic program reviews and work with Division Chairs in the review, study, and development of curriculum and in the improvement of student learning outcomes assessment and instruction.

Nursing and Allied Health: Taught online Nursing Research, Leadership & Management, Ethics & Law, Healthcare Quality Management, Conceptual Issues for Professional Nursing, and Healthcare Statistics and Research. Work with University of Maine System (UMS) Chancellor, healthcare practice partners, and One Maine Health Collaborative to increase the nursing pipeline in the State of Maine and address community health assessment needs. Work with Maine Nursing colleagues to adopt the Maine Nursing Core Competencies in nursing curricula; encourage statewide efforts to ease the transfer of academic credit between the UMS and the Community College System; develop a new nursing off-campus partnership; and assess nursing graduate education needs. Developed a Strategic Plan for Allied Health and new online program, Bachelor of Arts and Science in Allied Health Upgrade.

Organization

University of Maine at Fort Kent
Office of Academic Affairs
Fort Kent, ME

Position/Rank

**Vice President for Academic Affairs
Dean of the Faculty**

Date

4/06 - 1/14

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Selected Position Accomplishments

Academic Administration: Provided direction and leadership to five UMFK academic divisions and chairs with a total instructional staff compliment of 112 (42 full-time and 70 adjunct faculty). Managed an executive staff that consisted of the Director of Student Support Services, Student Success Coordinator, Registrar, Associate Director of Institutional Research, Coordinator of Distance Education, and the Director of Library and Information Services.

Academic Excellence and Program Review: Provided oversight for all UMFK accredited program requirements and self-studies (Nursing, Business, Education, & Forestry). Led UMFK's academic program prioritization and revitalization plan, and five-year annual program reviews. Developed an academic division annual reports mechanism and the Council on Quality Undergraduate Education. Increased experiential learning and internship opportunities to provide students with out-of-class "hands on" experience.

Accreditation & Assessment: Chaired and led the two-year NEASC interim report interim (2007), the fifth-year report (2010) and the 10-year (2005) comprehensive reaccreditation and self-study initiatives. Served as NEASC Accreditation Liaison Officer (ALO).

Campus and Faculty Development: Initiated Campus-wide Development Days for faculty and staff on areas of strategic priority to include first-year experience, student success and engagement, next generations, student learning outcomes assessment, distance education, curriculum-centered, strategic planning, retention, promoting civility on campus, academic revitalization in higher education, experiential learning, center for rural sustainable development, Praxis II, high impact learning and advising, excellence in teaching, leading change, and appreciative inquiry as a transformation approach to strategic planning.

Distance Education: Grew distance education by ten new online programs (2011) to better serve Maine citizens in the areas of accounting, business, criminal justice, conservation law, emergency management/homeland security, general studies, information security, nursing, and rural public safety administration; and 6 new certificates in the areas of emergency management/homeland security, healthcare administration, information security, public management, criminal justice, and special education.

Institutional Research: Created and directed the Office of Institutional Research.

Liberal Arts Education: Led faculty in reforming of the general education program following the AACU LEAP initiative in 2006 & in 2013 with a focus on student learning outcomes and the Lumina's degree qualifications profile (DQP).

New Academic Programs: New degrees/program development – Associate of Arts in Conservation Law Enforcement (2013); Associate of Science in Allied Health with tracks in Health Care Technician and Health Information Technology (2012); Associate of Science Information Security (2010); RN-BSN online program (2009).

Partnerships: Led the development of the new Center for Rural Sustainable Development (2008); developed numerous contractual and agency agreements with early college, technical schools, community colleges, and health care agencies.

Scholarship: Worked collaboratively to foster a community of engaged scholars by initiating UMFK's Annual Scholars' Symposium, which is now an annual campus event; and the development of the Presidential Lectureship Series.

Student Success: Successful recipient of two University of Maine System Strategic Investment Funds for distance education and student success. *Promoting a Culture of Student Success* (\$151,604) and *Enrolling and Retaining Students in the Online Environment* (\$105,590). Secured funding for and was selected to participate in the Dr. John Gardner, Foundations of Excellence Institute to work on First-Year Experience initiatives. Selected as an institutional partner (\$10,000) with the American Association and State Colleges and Universities and the University of Central Florida Next Generation Learning Challenges competition - *Expanding Blended Learning Through Tools and Campus Programs* an initiative designed to expand adoption of blended learning to 20 participating AASCU member institutions through the development of a Blended Learning Toolkit. Led the development and renovation of the UMFK Student Learning Center in 2012.

Strategic Planning – Led the development of a five-year (2009-2014) strategic plan, “*UMFK's Strategic Plan for Excellence*” which included revised vision and mission statements, and values; SWOT analysis; priority goals for enrollment management, financial stewardship, academic excellence, campus greening, cultural diversity, student success, and human resources; and strategies along with key performance indicators.

EMPLOYMENT HISTORY

PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE (continued)

<u>Organization</u>	<u>Position/Rank</u>	<u>Dates</u>
University of Maine at Fort Kent Office of Academic Affairs Fort Kent, ME	Interim Vice President for Academic Affairs Dean of the Faculty	6/05 - 3/06
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Nursing Director & Chair Associate Professor of Nursing and Allied Health	9/99 - 9/2006 9/00 - 9/2016
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Assistant Professor of Nursing	9/95 - 8/99 (tenured, 1997)
University of Florida College of Nursing Gainesville, FL	Assistant Professor of Nursing	5/93 - 8/95
North Florida Regional Medical Center Gainesville, FL	Emergency Department Staff Nurse	5/94 - 6/95
University of Maine at Fort Kent School of Nursing Fort Kent, ME	Assistant Professor of Nursing Instructor of Nursing	9/91 - 8/93 9/90 - 8/91

EMPLOYMENT HISTORY**PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE (continued)**

Northern Maine Medical Center Fort Kent, ME	Hospital Supervisor	8/90 - 4/93
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St. Luke's Episcopal/ Texas Children Hospital/ Texas Heart Institute Houston, TX	Emergency Department Registered Nurse	7/89 - 9/90
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<u>Organization</u>	<u>Position/Rank</u>	<u>Dates</u>
University of Maine at Fort Kent School of Nursing Fort Kent, ME	Adjunct Faculty/ Lab Manager	1/88 - 5/89
Northern Maine Medical Center Fort Kent, ME	Hospital Supervisor	2/87 - 5/89
Powell Memorial Center Eagle Lake, ME	RN Consultant	1/87 - 12/88
Northern Maine Medical Center Fort Kent, ME	RN Charge Medical/ Surgical	1/87 - 2/87
Champlain Valley Physician's Hospital Plattsburgh, NY	Emergency Department Registered Nurse	5/85 - 12/86

LEADERSHIP TRAINING

2017	Commission on Collegiate Nursing Education. (CCNE, October). Team Leader Evaluation Training Workshop, Orlando, FL.
2016	Commission on Higher Education, New England Association of Schools and Colleges (NEASC) (September, 2016). Evaluator Workshop, Bedford, MA.

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LEADERSHIP TRAINING (continued)

2016	Society for College and University Planning (SCUP) Planning Institute, Step I, II, III. Focused knowledge for integrated planning processes. Pittsburgh, PA. (SCUP certified).
2013	Commission on Collegiate Nursing Education. (CCNE, October). Team Leader Evaluation Training Workshop, Washington, D. C.
2013	New England Association of Schools and Colleges (NEASC, October), Self-Study Workshop, Southbridge, MA
2013	New England Association of Schools and College (NEASC, September), Fall 2013 Workshop for Evaluators, Bedford, MA.
2011	American Association of Schools, Colleges, and Universities (AASCU, 2011). <i>Provosts to Presidents Program</i> - training for Provosts with an interest in moving on to the presidency in the future.
2006/07	Higher Education Resource Services (HERS), Management Institute for Women in Higher Education, New England Twenty-Ninth Annual
2002	Maine Leadership Foundation, Leadership Institute, <i>Iota Class</i>
1997	American Council on Education/National Identification Program (ACE/NIP), Member Planning Committee

HONORS, DISTINCTIONS, AND AWARDS

<u>Date</u>	<u>Award</u>
2016/17	Trustee Professorship, \$12,500
2016	Sabbatical, spring semester
2016	University of Maine at Fort Kent, 25-Year Service Award
2015	Society of Colleges and University Planning, Certified
2013	UMFK Faculty Assembly Letter of Gratitude for 8.5 years of service as Vice President for Academic Affairs and Dean of the Faculty
2011	University of Maine at Fort Kent, 20-Year Service Award
2011	Aroostook Mental Health Center, recognition for outstanding contributions to the agency and board of directors, 2000-2011

HONORS, DISTINCTIONS, AND AWARDS (continued)

<u>Date</u>	<u>Award</u>
2010	Aroostook Mental Health Center, Board of Directors, 10-Years of Dedicated Service Award, to agency and its programs
2010	Distinguished Alumni of the Year Award for noteworthy leadership and service to the profession of nursing, University of Maine at Fort Kent, Division of Nursing
2008	Business and Professional Women, <i>Maine Women of the Year</i> , 2008 for outstanding achievement in her field
2008	Business and Professional Women, <i>Fort Kent Women of the Year</i> , 2008, for outstanding achievement in her field
2006	Aroostook Mental Health Center Award – in recognition of devoted leadership provided as Board President, 2002-2004
2003	State of Maine Senate and Maine House of Representatives, legislative sentiment presented by State Representative Troy Jackson for excellence in nursing education, October, 2003
2002	Teaching Excellence Award, presented by the University of Maine at Fort Kent Health Related Research Students
2002	“Best Poster” nominated for the American Nurses Association Grand Rounds Poster Session for the 2002 ANA Biennial Convention in Philadelphia, PA
2002	Eastern Nursing Research Society, Graduate Student Podium Presentation Award, Penn State University
2002	Selected to participate in the American Association of Colleges of Nursing (AACN) Leadership for Academic Nursing Program, funded by the Helene Fuld Health Trust, Washington, DC
2001	End-Of-Life Nursing Education Consortium Trainer Certified, Pasadena, CA
2001	University of Maine at Fort Kent, 10-Year Service Award
1999	Trustee Professorship, \$12,500
1997	University of Maine at Fort Kent Outstanding Faculty Award
1996	University of Maine at Fort Kent, 5-Year Service Award
1996	University of Maine at Fort Kent Senior Nursing Faculty of the Year Award

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HONORS, DISTINCTIONS, AND AWARDS (continued)

<u>Date</u>	<u>Award</u>
1995	University of Florida Outstanding Undergraduate Teaching Award, \$2,000
1994	Nominated University of Florida Outstanding Undergraduate Teaching Award
1990	Sigma Theta Tau, International Nursing Honor Society
1990	Harris County Clinical Expert Award

UNIVERSITY GOVERNANCE AND SERVICE**University of Maine System (UMS)**

2016-present	University of Maine System, Nursing Program Integration Committee
2016-present	University of Maine System, Collaborative MSN Subcommittee
2014-	University of Maine System, Nursing Education and Practice Partners, nursing pipeline initiatives
2005-2014	University of Maine System, Chief Academic Officers Council, Member
2005-2006	UMS Strategic Direction #4 Libraries Committee, Co-Chair
2005-2006	UMS Strategic Direction #2 Faculty Development Committee, Member
2005-2006	High School Student Performance/Metrics, VCAA & CAO Ad hoc Committee, Member

University of Maine at Fort Kent

2016-present	UMFK Nursing Honor Society, Member
2015-present	Academic Council, Member
2015-present	Peer Review, Alternate
2015-present	Partners in International Relief (PIR), Faculty-lead advisor
2014-present	Evaluation Committee, Chair, Division of Nursing
2014-present	Business Committee, Member, Division of Nursing
2014-present	Academic Admissions, Advisement, and Advancement Committee, Member, Division of Nursing
2014-present	Curriculum Committee, Member, Division of Nursing

2014-present	Acadian Archives Advisory Council, Member
2014-2016	Distance Education Council, Member
2014-2015	Peer Review Committee, Member
2013-2016	Strategic Planning Steering Committee, Chair
2013-2015	New England Association of Colleges and Schools (NEASC) UMFK Comprehensive Self-Study, Chair
2010-1996	UMFK Presidential Search Committee, Member
2006-2016	Council on Institutional Effectiveness and Assessment, Chair
2005-2016	President's Executive Committee, Member
2005-2014	Academic Leadership Council, Chair (formerly known as Council of Division Chairs)
2005-2014	Quality Undergraduate Education Council, Chair (QUE – formerly known as Academic Affairs Council)
2005-2006	Academic Assessment Committee, Chair
2005-2011	Student Success and Advising Committee, Co-chair
2005-2006	Vice Presidents' for Administrative Services and Academic Affairs Committee, Co-chair
2003-2016	New England Association of Schools and Colleges, Accreditation Liaison Officer
2003-2005	New England Association of Colleges and Schools (NEASC) UMFK Comprehensive Self-Study, Chair
2002-2016	President's Cabinet, Member
2002-2003	UMFK Strategic Planning Steering Committee, Chair
2000-2001	University of Maine at Fort Kent, Student Health Center Committee, Member
1999-2006	Division of Nursing Business and Curriculum Committee, Chair
1999-2006	Nursing Advisory Council
1999-2006	Strategic Planning Special Initiatives Committee, Member
1999-2005	Vice President's Academic Affairs Council, Member

COMMUNITY SERVICE

1999-2005	Libra and Trustee Professorship, Chair
2017-present	Maine State Coordinating Council for Public Health, District #8 Representative
2013-present	Aroostook Maine District Coordinating Council (DCC) for Public Health, Chair
2013-present	Aroostook Maine District Coordinating Council (DCC) for Public Health, Steering Committee, Member
2013-present	Northern Maine Medical Center, Community Liaison
2009-present	Fish River Rural Health, Board of Directors
2009-present	Eastern Maine Health Systems, Corporator
2009-2012	Power of Prevention, Board of Directors, Member
2008-2010	Maine Business and Professional Women (BPW) Foundation, Vice President
2008-2010	Futurama Foundation, BPW/ME, Trustee
2004-2006	Aroostook Mental Health Center, Board of Directors, President
2002-2008	Visiting Nurses of Aroostook, Board of Directors, Member Strategic Planning Committee Advisory Board Committee
2002-2004	Aroostook Mental Health Center, Treasurer
2002-2003	St. Mary's Parish Council, Eagle Lake, ME, Member
2000-2010	Aroostook Mental Health Center, Board of Directors, Member
1999-2002	Northern Maine Coalition for Rural Health Committee, Education Board Member
1996-1998	Community Health Educational Resources Committee, Member

ACCREDITATION CONSULTATION/REVIEWER
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Institutional and Program Accreditation

- 2005- ***Onsite Visiting Review Team Member***, New England Association of Schools and Colleges (NEASC), Standard 2 – Planning and Evaluation
- 2003- ***Onsite Visiting Review Team Member***, Commission of Collegiate Nursing Education (CCNE), 5

and 10-year re/accreditation review of undergraduate nursing programs

Reviewer

2011 Harward Faculty Award for Service-Learning, Maine Campus Compact

Grant Reviewer

2016-2017 Maine Center for Disease Control and Prevention, Department of Health and Human Services, Aroostook Public Health DCC, Steering Committee, 17 grants were reviewed and 13 vendors were awarded for a total of \$57,152 in grant funding to implement public health goals and strategies of the District Public Health improvement Plan (DPHIP)

2001-2006 Maine Health Access Foundation (\$3.4M), Augusta, ME

Manuscript Reviewer

2015-present *Journal of Nursing Education and Perspectives*

2001-2006 *Applied Journal of Nursing Research*

1996-1997 *Computers in Nursing Journal*

PUBLICATIONS

Papers/Book Chapters/Abstracts Conference Proceedings/Newsletters

Albert, R. E., Pelletier, S., & Soucy, E. (2018, January). *Responding to quality nursing education: E-course portfolios as a novel method of assessment in strategic course review*, 2018 Elsevier Elevate Outcomes with HESI Conference, poster and abstract in conference proceedings, Las Vegas, NV.

Albert, R. E., Radsma, J., and Soucy, E. (April, 2017). *Pursuing improvement in NCLEX first-time pass rates: Development of a comprehensive standards based approach to planning and evaluation for a collaborative nursing program in the Northeast*. Iggy's 2017 Nursing Conference: NCLEX-RN Boot Camp for Nurse Educators, poster and abstract in conference proceedings, Las Vegas, NV.

Albert, R. E. (September, 2016). *Championing the health of our rural communities: Aroostook county's top public priorities*. Newsletter Publication, St. John Valley Times.

Albert, R. E., (June, 2016). *Working together to re-establish the public health infrastructure: The Aroostook District Coordinating Council*. Newsletter Publication, St. John Valley Times.

Albert, R. E. (2016). *Aroostook Public Health District, District Public Health Improvement Plan (DPHIP)*, 2017-2020, coauthor.

- Albert, R. E. (2015, July). *Evidence-based strategies for improving health literacy among older adults*. Global Nursing Summer Institute, paper presentation, abstract in conference proceedings, Los Angeles, CA.
- Albert, R. E., Radsma, J., Soucy, E. (2015, March). *I passed! I passed! Strategies promoting student and first-time NCLEX success*, 2015 Elevate with Outcomes HESI Conference, abstract in conference proceedings, Dallas, TX
- Albert, R. E. (2014). "Right – No I Meant Left:" *A call for nurses to integrate clear communications and improve health literacy among older adults*, virtual presentation, World Acadian Congress, Nursing Conference, Université du Moncton, abstract in conference proceedings, Edmundston, NB, CA
- Albert, R. E. (2014, July). Encouraging the heart with perseverance and making challenge meaningful. *Valley of Hope: Reflections by Breast Cancer Survivors and their Families*. Charleston, SC.
- Albert, R. E. (2014, July). *Rural telenursing: An evolving world of care*. Summer Institute for Nursing Informatics, abstract in conference proceedings, University of Maryland, College Park, MD
- Albert, R. T & Albert, R. E. (2013). *Experiences with the promise and potential of service learning in an online information security curriculum*, peer reviewed article published in the proceedings of the international 2013 World Congress in Computer Science, Computer Engineering & Applied Computing Conference (WORLDCOMP) <http://world-comp.org/proc2013/sam.html>
- Rice, G. Model Designer; Panelists, Albert, R. E., Cruz-Urbe, K., Hebert, J.L., Jordon, S., Mehring, T.S., Radke, W.J. & Venn, M.L. (2012). *Student Learning Progression Model*, February 9-11, 2012: Academic Affairs Winter Meeting, American Association of State Colleges and Universities Proceedings, p.12, San Antonio Texas
- Albert, R. E. (2009). Business and Professional Women Maine Magazine (Spring, 2009). *Vice President's Message*, p 3.
- Albert, R. E. (2009). Business and Professional Women Maine Magazine (Fall, 2009). *A Measure of Equity – Selected Findings*, p 3.
- Albert, R. E. (2008). Business and Professional Women Maine Magazine (Fall, 2008). *89 Wise Women – Sharing the Journey*, p 3.
- Albert, R. E. (2006). Chapter 18: Communication and the nursing process. In Wilkinson & Van Leuven (Eds.), *Fundamentals of Nursing*. Philadelphia: F.A. Davis Company.
- Albert, R. E. (2004). Effect of guided imagery and music on pain and anxiety and overall experience with laceration suturing in the emergency department. Abstract accepted.

Proceedings of the Annual Meeting of the American Society of Pain Management Nursing, Myrtle Beach, SC, March, 2004.

Albert, R. E. (2004). Effect of guided imagery and music. Abstract accepted. Proceedings of the 28th Annual Research Conference of the Midwest Nursing Research Society, St. Louis, MO, February, 2004.

Albert, R. E. (2003). Tuning out the pain. *Advance for Nurses*, 3(16), 3, 14-16, 29.

Albert, R., Albert, R.E., & Radsma, J. (2002). Relationships among bilingualism, critical thinking ability, and critical thinking disposition. *Journal of Professional Nursing*, 18(4), 220-229.

Albert, R., & Albert, R.E. (2002). Relationships among bilingualism, critical thinking ability, and critical thinking disposition. Abstract. Proceedings of the Annual Baccalaureate Nursing Conference, American Association of Colleges of Nursing, Orlando, FL, November, 2002.

Albert, R. E. (2002). Effect of guided imagery and music on pain and anxiety during laceration repair. Abstract. *Proceedings of the 2nd Annual Nursing Research Day*, Maine Medical Center, ME, November, 2002.

Albert, R. E. (2002). Effect of guided imagery and music on pain and anxiety during laceration repair in the emergency department. Abstract. *Proceedings of the 14th Annual Meeting of the Eastern Nursing Research Society*, Penn State College, PA, March, 2002.

Albert, R. E. (2002). Effect of guided imagery and music on pain and anxiety during laceration repair. Abstract. *Proceedings of the 12th Annual Meeting of the American Society of Pain Management Nurses*, Salt Lake City, UT, March, 2002.

Albert, R. E. (2001). Effect of guided imagery and music on pain and anxiety during laceration repair. Abstract. *Proceedings of the 25th Annual Meeting of the Midwest Nursing Research Society*, Cleveland, OH, March, 2001.

Albert, R. E. (2000). Effect of guided imagery and music on pain and anxiety during laceration repair (in progress). Abstract. *Proceedings of the 19th American Pain Society*, Atlanta, GA, November, 2000.

Albert, R. & Deal, B. (1991). Program planning for the certified emergency nurse review program. *Journal of Emergency Nursing*, 17(2), 81-84.

Academic Reports and Manuals

Albert, R. E. (2017). University of Maine at Fort Kent (June, 2018). *Student Orientation Manual for Costa Rica*. UMFK and Foundation for International Relief of Children.

Albert, R. E. (2015). University of Maine at Fort Kent (October, 2015). *Self-study to the New England Association of Schools and Colleges*. Fort Kent (Chair).

- Albert, R. E. (2015). University of Maine at Fort Kent (September, 2015). *Vision 2020 Strategic Plan*, (Chair)
- Albert, R. E. (2013). University of Maine at Fort Kent, *Faculty Handbook*.
- Albert, R. E. (2014). University of Maine at Fort Kent, *Academic Affair Annual Report*.
- Albert, R. E. (2012). University of Maine System, University of Maine at Fort Kent, *Annual Program Review Report*.
- Albert, R. E. (2012). University of Maine System, *Report of the University of Maine at Fort Kent's Science, Engineering, and Math (STEM) Initiatives*.
- Albert, R. E. (2011). University of Maine at Fort Kent, *Program Revitalization: Response to Eduventures Academic Portfolio Review*.
- Albert, R. E. (2011). University of Maine System, *Report on Academic Initiatives at the University of Maine at Fort Kent to Better Serve Maine*.
- Albert, R. E. (2010). University of Maine at Fort Kent (August, 2010). *New England Association of Schools and Colleges, 5th-Year Interim Report*, (Chair).
- Albert, R. E. (2009). University of Maine at Fort Kent (September, 2009). *Strategic Plan for Excellence, 2009-2014*, (Chair)
- Albert, R. E. (2007). University of Maine at Fort Kent (August, 2007). *New England Association of Schools and Colleges 2-Year Interim Report*, (Chair).
- Albert, R. E. (2005). University of Maine at Fort Kent (November, 2005). *Self study to the New England Association of Schools and Colleges*. Fort Kent (Chair).
- Albert, R. E. (2003). Division of Nursing: *Self-study to the Commission of Collegiate Nursing Education*. Fort Kent: University of Maine at Fort Kent (Co-author).
- Albert, R. E. (2005). Division of Nursing: *Self-study to the Maine State Board of Nursing*. Fort Kent: University of Maine at Fort Kent (Author).
- Albert, R. E. (2003). Division of Nursing: *Nursing Strategic Plan, 2003-2006*. Fort Kent: University of Maine at Fort Kent (Author).
- Albert, R. E. (2003). Division of Nursing: *Nursing Faculty Handbook*, Fort Kent: University of Maine at Fort Kent (Author).
- Albert, R. E. (1999). *Effect of guided imagery and music on pain and anxiety during laceration repair* (in progress). Abstract. Proceedings of the Midwest Nursing Research Society, Indianapolis, IN, April, 1999.

PROFESSIONAL PRESENTATIONS: (International, National, & Local)

- Albert, R. E., Pelletier, S., & Soucy, E. (2018, January). *Responding to quality nursing education: E-course portfolios as a novel method of assessment in strategic course review*, 2018 Elsevier Elevate Outcomes with HESI Conference, poster and abstract in conference proceedings, Las Vegas, NV.
- Albert, R. E. (May, 2017). *Partnership self-assessment tool*. Presentation to the Aroostook Public Health District Coordinating Council (DCC), Maine Development Commission, Caribou, ME.
- Albert, R. E., Radsma, J., and Soucy, E. (April, 2017). *Pursuing improvement in NCLEX first-time pass rates: Development of a comprehensive standards-based approach to planning and evaluation for a collaborative nursing program in the Northeast*. Iggy's 2017 Nursing Conference: NCLEX-RN Boot Camp for Nurse Educators, poster and abstract in conference proceedings, Las Vegas, NV.
- Albert, R. E. (2015, July). *Evidence-based strategies for improving health literacy among older adults*. Global Nursing Summer Institute, paper presentation, University of Riverside, Los Angeles, CA.
- Albert, R. E. (2015, March). *I passed! I passed! Strategies promoting student and first-time NCLEX success*, 2015 Elevate with Outcomes HESI Conference, poster presentation, Dallas, TX
- Albert, R. E. (2014). "Right – No I Meant Left." *A call for nurses to integrate clear communications and improve health literacy among older adults*, virtual presentation, World Acadian Congress, Nursing Conference, Université du Moncton, Edmundston, NB, CA
- Albert, R. E. (2014). *Rural telenursing: An evolving world of care*. Summer Institute for Nursing Informatics, poster presentation, University of Maryland, College Park, MD, July, 2014.
- Albert, R. E., Bjerklie, J. R., Wyld & J., Coughlin, M.A. New England Association of Schools and Colleges, Inc. (NEASC) 127th Annual Meeting and Conference. *Using the National Student Clearinghouse for Outcomes Data*, Boston, MA, December, 2012.
- Albert, R. E., Bjerklie, J. R., Wyld & J., Coughlin, M.A. New England Association of Schools and Colleges, Inc. (NEASC) 127th Annual Meeting and Conference. *Using the National Student Clearinghouse for Outcomes Data*, Boston, MA, December, 2012.
- Albert, R. E., Bjerklie, J. R., Wyld & J., Coughlin, M.A. New England Association of Schools and Colleges, Inc. (NEASC) 127th Annual Meeting and Conference. *Using the National Student Clearinghouse for Outcomes Data*, Boston, MA, December, 2012.
- Albert, R. E. & R. T. Albert (October, 2012). *Online Experiential Learning: A Case Study of Virtual Computer Laboratories in Support of Cyber Security Education*. University

College, Third New England Regional Sloan-C Conference on Online Learning

- Albert, R. E. (May, 2012). *University of Maine at Fort Kent Student Learning Outcomes Assessment and College Portrait*. University of Maine System Board of Trustees.
- Albert, R. E. & Bjerklie, J. R. (October, 2009). *Automating the Annual Report*. North East Association for Institutional Research. Annual Conference, Bethesda, Maryland.
- Albert, R. E. (2009). Maine Business and Professional Women (Spring Board Meeting, 2009). The Pink Virus Project. Invited presentation. Ellsworth, Maine.
- Albert, R. E. (2009). Maine Development Foundation Legislators on the Northern Maine Bus Tour (February, 2009). *Healthcare Shortage in Rural Maine*. Invited presentation. University of Maine at Fort Kent, Fort Kent, ME.
- Albert, R. E. (2008). Maine Business and Professional Women. (Spring Board Meeting, 2008). Margaret Chase Smith Breakfast. *The Life and Contributions of a Maine Midwife: Martha Ballard*. Invited presentation. Ellsworth, Maine.
- Albert, R. E. (2005). Higher Education Summit, Open Panel Discussion, College and Workforce Expectation Gaps, Edmunds Conference Center, Northern Maine Community College, Invited presentation, Presque Isle, ME.
- Albert, R. E. (2004). *Effect of guided imagery and music*. Poster presented at the 28th Annual Research Conference of the Midwest Nursing Research Society, St. Louis, MO, February, 2004 (Accepted).
- Albert, R., Albert, R. E. (2002). *Relationships among bilingualism, critical thinking ability, and critical thinking disposition*. Poster presented at the Annual Baccalaureate Nursing Conference, American Association of Colleges of Nursing, Orlando, FL
- Albert, R. E. (2002). *Effect of guided imagery and music on pain and anxiety during laceration repair*. 2nd Annual Nursing Research Day, Maine Medical Center, ME, November, 2002.
- Albert, R. E. (2002). *Nursing accreditation and program update*, presented to the University of Maine Board of Visitors, University of Maine at Fort Kent, ME, September, 2002
- Albert, R. E. (2002). *Health and elder care: Maine's labor crisis*, Maine Leadership Foundation, Iota Class, Saco, ME, May, 2002
- Albert, R. E. (2002). *Health care forum*. Panel participant with second district representative Senator John Baldacci, University of Maine at Fort Kent, Northern Maine Center for Rural Health Sciences, 04/02
- Albert, R. E. (2001). *Effect of guided imagery and music on pain and anxiety*. Research presentation. University of Maine at Fort Kent, Acadia House, Fort Kent, ME, 11/01

- Albert, R. E. (2001). *Career mapping*. American Council of Education/National Identification Program ACE/NIP for Women in Higher Education, Bates College, ME, 1/01
- Albert, R. E. (2001). *Effect of guided imagery and music on pain and anxiety during laceration repair*. Poster presented at the 25th Annual Meeting of the Midwest Nursing Research Society, Cleveland, OH, March, 2001.
- Albert, R. E. (2000). *Effect of guided imagery and music on pain and anxiety during laceration repair* (in progress study). Poster presented at the 19th American Pain Society, Atlanta, GA, November, 2000.
- Albert, R. E. (1999). *Effect of guided imagery and music on pain and anxiety during laceration repair* (in progress study). Poster presented at the 23rd Midwest Nursing Research Society, Indianapolis, IN, and April, 1999.
- Albert, R. E. (1997). *Nursing professional values*. Keynote Speaker, Senior Nurse Pinning Ceremony, University of Maine at Fort Kent, ME, 5/97
- Albert, R. E. (1997). *Personal experiences as a member*. American Council of Education/National Identification Program ACE/NIP, Annual Conference for Women in Higher Education, University of Maine at Farmington, ME, 4/97
- Albert, R. E. (1996). Instructor, Advanced Cardiac Life Support, *Mega ventricular fibrillation/acute myocardial infarction*, Northern Maine Medical Center, Fort Kent, ME, 4/96
- Albert, R. E. (1996). *Nursing theory and development needs theorists*. Interactive television, University of Maine at Fort Kent, ME, 3/96
- Albert, R. E. (1995 & 1996). American Nursing Review Coordinator, *NCLEX-RN preparation*, University of Maine at Fort Kent, ME, 5/96, 5/97
- Albert, R. E. (1995). Keynote Speaker, *Alpha Chi Honor Society Address*, University of Maine at Fort Kent, ME, 11/95 (invited)
- Albert, R. E. (1995). Instructor, *Advanced Cardiac Life Support, Refractory ventricular fibrillation/pulseless ventricular tachycardia*, Gainesville Veteran's Administration Medical Center, Gainesville, FL, 3/95
- Albert, R. E. (1994). Instructor, *Advanced Cardiac Life Support In Perspective and Mega Code Tester*, Gainesville Veteran's Administration Medical Center, Gainesville, F., 3/94
- Albert, R. E. (1993). Instructor, *Advanced Cardiac Life Support In Perspective and Mega Code Tester*, Northern Maine Medical Center, Fort Kent, ME, 3/26 & 4/7/93
- Albert, R. E. (1992). Instructor, *Advanced Cardiac Life Support In Perspective*, Northern Maine Medical Center, Fort Kent, ME, 4 & 11/91; 4/92

Albert, R. E. (1992). Faculty Development Day, *Test bank applications and nursing computer applications*, University of Maine at Fort Kent, ME, 1/13/92

Albert, R. E. (1991). *Certification in emergency nursing*, Emergency Medical Services Symposium, St. John Regional Hospital, St. John, New Brunswick, CA, November , 1991

Albert, R. E. (1990). *Coordinator, Certified emergency nurse review program* - for nurses in the city of Houston and surrounding areas interested in obtaining their emergency nurse certification

Albert, R. E. (1990). *Thrombolytic therapy education: Knowledge and perceived skill outcome*, Emergency Care Symposium/Hermann Life Flight, Houston, Texas

MEDIA/NEWSPAPER/TELEVISION

- Television, WAGM, Interview, *Global Health Medical Mission to Costa Rica - Partners for International Relief*, University of Maine at Fort Kent, 9/16
- Television, WAGM, Interview, *Accreditation*, University of Maine at Fort Kent, 5/05
- Television, WAGM, Question Preparation and Audience Member, *Senator Susan Collins, Health Care Forum*, University of Maine at Fort Kent, 2/04
- Television, WAGM, Interview, *Celebrating the University of Maine at Fort Kent's 125th anniversary*, 1/04
- UMFK Currents, Valley Vision, *University of Maine at Fort Kent professor certified at "end of life" nursing education consortium*, 2/02
- Newspaper, St. John Valley Times, Interview, *University of Maine at Fort Kent upcoming nursing accreditation* by Lance Pelletier, 9/11/02
- Newspaper, St. John Valley Times, *University of Maine at Fort Kent professors work on bilingualism in nursing*, 7/02
- Television WAGM, *University of Maine at Fort Kent activities to address the nursing shortage*, 6/19/02
- Newspaper, Bangor Daily News, *Pain control subject of study*, 11/13/01
- Newspaper, St. John Valley Times, *Professor to discuss pain management*, 11/17/01
- Radio, Channel X, Freshman Orientation Live Broad Cast, *A Look at University of Maine at Fort Kent's Nursing Program and the Northern Maine Center for Rural Health Science*, 9/5/01
- Television, Valley's View, WAGM, *Addressing the Nursing Shortage*, 5/01

- Television, Valley's View, WAGM, *Pain Management*, 02/01
- Electronic Newsletter, Sigma Theta Tau International, Honor Society of Nursing, *One-on-One with the Media*, a monthly electronic newsletter, 2/01
- University of Maine at Fort Kent, View book, 2001
- CBS Health Watch.com website, *Tuning in to Lowering Stress in the ER*, December, 2000
- Radio, Channel X, *Elementary School Health Fair*, Fall 2000
- Radio, Channel X, *Discussions on the Blood Drive at St. John Valley Technical Institute and the UMFK Nursing Program*, Fall 1999

GRANTS/FUNDING

Albert, R. E. (Spring, 2018). UMFK Faculty Academic Development Fund, \$2218 for presentation at Elsevier Nursing Education Conference, Las Vegas, NV

Albert, R. E. (AY 16/17). Rural Community-Academic Partnership: A Strategy for Improving Public Health and Reducing Health Disparities, Trustee Professorship research proposal \$12,500, UMFK, ME. The purpose of this research proposal was to analyze the role of community engagement as a strategy for identifying community health issues, translating health research and evidence-based practice to rural communities, and improving health disparities. Specifically, this research will examine the effectiveness of the Aroostook District Coordinating Council for Public Health to determine how well the academic-community partnership is working and what can be done to make it more effective.

Albert, R. E. (Spring, 2017). UMFK Faculty Academic Development Fund, \$1831 for presentation at Iggy's 2017 Nursing Conference: NCLEX Boot Camp for Nurse Educators, San Francisco, CA

Albert, R. E. (Spring, 2016). UMFK Faculty Academic Development Fund, \$ 2009, for attendance at American Association of Colleges of Nursing (AACN), Faculty Development Conference, St. Petersburg, CA

Albert, R. E. (Summer, 2015). UMFK Faculty Academic Development Fund, \$2325 for presentation at Global Nursing Summer Institute Conference, Los Angeles, CA.

Albert, R. E. (Summer, 2014). UMFK Faculty Academic Development Fund, \$2300 for presentation at Summer Institute for Nursing Informatics, University of Maryland, College Park, MD

University College (2014). Faculty E-Learning Grant. *Best practices for teaching with emerging technologies: VoiceThread as the missing link in adult online instruction*, funded (\$1,500) (author).

GRANTS/FUNDING continued

NSF and Maine EPSCoR, Maine Sustainability Solutions Initiative Partner Renewal (2013). *Sustainable Heating in Fort Kent: A Biomass Initiative Case Study*, funded (\$67,440) (proposal contributor and reviewer).

NSF and Maine EPSCoR, Maine Sustainability Solutions Initiative Partner Renewal (2012). *Sustainable Heating in Fort Kent: A Biomass Initiative Case Study*, funded (\$63,257) (proposal contributor and reviewer).

University of Maine System, Strategic Investment Fund Applications (2013). *Position UMFK to Meet Rural Workforce Needs*, unfunded (\$233,690) grant application denied for entire UMS – funding shifted to meet UMS fiscal gap (co-author).

University of Maine System, Strategic Investment Fund Applications (2013). *Academic Transformation: Shaping Faculty Roles, Development, and Incentives toward Student Learning Outcomes*. Unfunded (\$5,000) (author) - all grant applications denied for entire UMS - funding shifted to meet UMS fiscal gap.

University of Maine System Strategic Investment Fund (2011). *Promoting a Culture of Student Success* funded (\$151,604). Student success is one of the four pillars of UMFK's 2009-2014 Strategic Plan. For the past year UMFK has engaged Dr. John Gardner from the Foundations of Excellence Institute to work with UMFK faculty and staff on a First-Year Program and various student success initiatives. UMFK needs to better retain student it admits. Thus, the purpose grant request is for UMFK to continue to develop and promote an institutional culture of student success and experience by developing and implementing four best practice attained student success initiatives include Career Planning, Internships, Placement, First-Year Experience Program/Assessment Plan; High Impact Teaching Learning Practices (experiential, civic, and service learning) and the UMFK Honors' Program (author).

University of Maine System Strategic Investment Fund (2011). *Enrolling and Retaining Students Online* funded (\$105,590). Academic quality and student success in the online environment are two of UMFK's strategic planning priorities. UMFK anticipates exceeding the goals from UMFK's fiscal year 2011 SIF planning grant for evaluation of our distance education programming. Thus, this project puts into action the recommendations from CrossRoads Consulting firm, Jean Runyon, a proponent of Quality Matters, and several external and internal Enrollment Management Groups to further develop and enhance the programmatic quality of UMFK's online student support services and distance education programming with an eye toward increased student enrollment, success, and retention. The primary goal of this proposal is to increase student success by providing online access to all student support services typically offered on campus include orientation, advising, writing, tutoring, first-year experience, and developmental courses per NEASC expectations (author).

EDUCAUSE and the Next General Learning Challenge Grant Wave 1 (2011). *Building Block for College Completion*. University of Central Florida/American Association of Schools Colleges and Universities, NGLC Blending Learning Project participant, funded (\$10,000) (author).

GRANTS/FUNDING continued

U.S. Department of Education Federal (2010). *TRIO grant for Student Success* (\$1,485,000) funded \$297,000 for the next five years (2010-2015) (program evaluation contributor).

MELMAC Education Foundation (2006). *Institution-Wide Retention Strategies: UMFK General Education Learning Outcomes Process* funded (\$225,000) over next five years (2006-2011) (budget and program evaluation contributor).

U.S. Department of Education Federal (2005). *TRIO grant for Student Success* (\$823,008) funded \$274,336 for the next five years (2005-2010) (program evaluation contributor).

University of Maine System, Strategic Investment Fund (2010). *Advancing Higher Education through Excellence in Online and Technology Enhance Instruction: Implement and On-Campus Teaching and Technologies Laboratory*. Funded (\$123,720). New technologies that can support teaching and learning are emerging at a breakneck pace today, and faculty at a small institution with demanding teaching loads do not have the time or resources to investigate “best practice” on their own. The funds requested provide the start cost necessary to establish a central resource and sharing forum so faculty could link into technologies and receive technical guidance and support to enable them to provide our student with the latest most effective and efficient teaching tools. Once established and using the tools purchased during the start up, the program would become a routine part of the budget of the campus. Investment in Distance Learning, Online Program, and related technologies constitute a central theme within New Challenges New Directions (author).

University of Maine System, Strategic Investment Fund (2010). *Strengthening Programs and Student Performance Through Out-of Class Experiences*, denied (\$97,965). At the core of an effective institution of higher education is the delivery of the academic mission. To maintain a vibrant and marketable set of academic programs that attract and foster student success, it's vital to promote innovative, create, and high impact approached to teaching and learning. The goal of the proposal is to fully implement a cohesive undergraduate student experience that integrates rigorous academics with experiential learning and career preparation, which will ultimately strengthen programs, student performance, and lead to increased recruitment, retention, and graduation rates (author).

Davis Education Foundation (Spring, 2009). *Enhancing Material and Neonatal Care Nursing Education*. Funded (\$98,851) for a Maternal and Neonatal Simulator (presenter/contributor)

Building the Capacity of a Maine Rural Nursing Education Program to Provide Quality Health Care to Veterans (2009). Federal Earmark Appropriates Request (\$708,018) unfunded due to hold on federal earmarks (co-author).

Tom's of Maine (2009). *Effects of Glyconutrients and Vitamin Supplements*. Funded (\$10,000) to Cary Medical Center for research (co-author).

Libra Professorship, (2010). *Experiential Learning - Dr. Deborah Sugerman*, funded (\$4,002) (author)

Libra Professorship, (2009). *Academic Turnarounds - Dr. Terrence MacTaggari*, funded (\$2,550) (author)

GRANTS/FUNDING continued

- Libra Professorship, (2007). *Customer Service Matters – Academic Planning and Retention in Higher Education* - Dr. Neil Raisman, funded (\$5,100) (author)
- Libra Professorship, (2007). *Generation X* - Dr. Neil Howe, funded (\$3,750) (author)
- MELMAC Education Foundation implement grant, *MELMAC's Support Early Success in College* (2005) funded \$225,000 (contributor)
- Libra Professorship, (2005). *Trends in Higher Education Technology* - Dr. Scott Howell, funded (\$4,765)
- UMFK Strategic Initiative Fund Application, (March 2005). *RN-BSN Data Base Development* (\$1,000, not funded)
- Libra Professorship, (January 2004). *Institutional Effectiveness and Student Outcomes Assessment Consultant* - Dr. Betty Neuman, funded (\$2,680) (author)
- Libra Professorship, (January 2004). *Institutional Effectiveness and Student Outcomes Assessment Consultant* - Dr. Marge Hegge, funded (\$6,840) (author)
- UMFK Strategic Initiative Fund Application (October 2003). *Data Base Development* funded (\$1,500)
- Health Resources Service Administration (HRSA) (July 2003). *Faculty Loan Repayment Program* funded (\$15,000) (author)
- UMFK Strategic Initiative Fund Application (October 2002). *Student Recruitment* (\$2,500) funded (author)
- University of Maine System-wide Initiative, (December 2001). *Nursing Outcomes Assessment Conference*, funded (\$5,000) (co-author)
- Libra Professorship (September 2001). *Nursing Education Consultant* - Dr. Kathleen Papes, funded (\$6,020) (author)
- Libra Professorship, (May 2001). *Applying Theory and Research to Practice* - Dr. Jacqueline Fawcett funded (\$3,130) (author)
- Trustee Professorship (April 2000), University of Maine System (\$12,500)
- Libra Professorship (November 2000), *Nursing Consultant* - Dr. Judy McCarthy, funded (\$8,240) (author)
- UMFK Strategic Initiative Fund Application November 1999 (\$3,660)
- UMFK Instructional Computing Fund (November 1998). *Leadership/Management laser discs*, funded (\$1750)
- Helene Fuld Trust Fund Grant Application (April 1997), awarded (\$13,000)

UMFK Instructional Computing Development Fund (November 1995) funded (\$2,990)

Helene Fuld Trust Fund Grant, UMFK (April 1993) funded (\$10,000), co-author

UMFK Instructional Computing Development Fund (November 1992) funded (\$1614)

UMFK Instructional Computing Development Fund (November, 1991) funded (\$815)

Traineeship (1989-1990). University of Texas Health Science Center, Houston Texas funded (\$13,800)

PROFESSIONAL DEVELOPMENT

Accreditation

Commission on Collegiate Nursing Education (CCNE) (January 31-February 3, 2017). Team Leader
Training, Orlando FL.

Commission on Higher Education, New England Association of Schools and Colleges (NEASC)
(September, 2016). Evaluator Workshop, Bedford, MA.

New England Association of Schools and Colleges, Inc. (NEASC) 129th Annual Meeting and
Conference: Accreditation: Catalyst for Future Learning. Boston, MA, December, 2014

New England Association of Schools and Colleges, Inc. (NEASC) 128th Annual Meeting and
Conference: Accreditation: Catalyst for Future Learning. Boston, MA, December, 2013

New England Association of Schools and Colleges, September 2013, *Workshop for Evaluators*,
Burlington, MA

New England Association of Schools and Colleges, Inc. Commission on Institutions of Higher Education,
October 11, 2012. *Self-Study Workshop*, Southbridge, MA

New England Association of Schools and Colleges, Inc. (NEASC) 127st Annual Meeting and
Conference: The Future Face of Learning, Boston, MA, December, 2012; *CIHE Workshop #1:*
Enabling Appreciative Inquiry as Part of Accreditation Periodic Reviews

New England Association of Schools and Colleges, Inc. (NEASC) 126st Annual Meeting and
Conference: Learning that Transforms, Boston, MA, December, 2011

New England Association of Schools and Colleges, Inc. (NEASC) 126st Annual Meeting and
Conference: Assessment Pre-Conference, Boston, MA, December, 2011

New England Association of Schools and Colleges, Inc. (NEASC) March, 2012. *Team Chair Workshop*,
Boston, MA

New England Association of Schools and Colleges, Inc. (NEASC) 125th Annual Meeting and Conference. *Demanding Excellence: Honoring the Difference*. Boston, MA, December, 2010

New England Association of Schools and Colleges, Inc. (October 19, 2010). *Regional Meetings for Institutional Representatives*. Standards midcourse review. Bates College, Lewiston, ME

New England Association of Schools and Colleges, Inc. Fifth Year Interim Report Workshop. Bedford, MA, October 2009; workshop to review expectations for preparing an interim report.

New England Association of Schools and Colleges, Inc. (NEASC) 124th Annual Meeting and Conference: Education: The Economic Stimulus. Boston, MA, December, 2009; assessment forum on high impact practices in assessment of student learning with George Kuh and Barbara Walvoord.

New England Association of Institutional Research 36th Annual Conference (November, 2009). Abstract proceedings, co-presenter, *Automated Annual Reporting*, Sheraton Inner Harbor, Baltimore, Maryland.

New England Association of Schools and Colleges, Inc. (NEASC) 123rd Annual Meeting and Conference: Benefits and Challenges of Self Regulation, Boston, MA, December, 2-5, 2008; assessment forum provided up-to-date information on assessing student learning outcomes in keeping in compliance with standards of accreditation.

New England Association of Institutional Research 35th Annual Conference (November 1-4, 2008). *A culture of evidence*. Providence, RI.

New England Association of Schools and Colleges, Inc. & Commission on Institution of Higher Education: Evaluator Workshop, Bedford MA, Spring 2008; provided necessary training for understanding the standards, working as a team, and writing the report.

New England Association of Schools and Colleges, Inc. (NEASC) 122nd Annual Meeting and Conference (December, 5-7, 2007). Education for Global Economy, Boston, MA.

Vermont Technical College, Randolph, Vermont: NEASC Site Visit, April 13-15, 2008; responsible for the evaluation and student learning outcomes assessment section of the report – a fabulous opportunity to see the challenges that other institutions such as community colleges are facing and how they work to meet the accreditation standards.

New England Association of Schools and Colleges 119th Annual Meeting and Conference, The Fairmont Copley Plaza Hotel, Boston, MA, 12/04

Academic Affairs

American Association of State Colleges and Universities, July 26-28, 2012. Building the 21st Century University: Tools and Elements. Academic Affairs Summer Meeting, San Francisco, CA

University of Maine System, China Summit, (May, 2011) Wells Conference Center, Orono, ME

University of Maine System, World Language Summit (May, 2011) Wells Conference Center, Orono, ME

American Association of Schools Colleges and Universities (AASCU). Chief Academic Officers Winter Meeting. (February 10-12, 2011) Orlando, Florida. Participated in AASCU's Red Balloon Project, which is a collaborative approach to re-imagining undergraduate education for the 21st century.

University of Maine System, Advancing Maine. April 6, 2010. Aligning Academic Program to Meet Workforce Needs, Wells Conference Center, Orono, ME

University of Maine System (September 25, 2008). *Dialog of the Disciplines Conference on Teaching Excellence with Ken Bain*. Author of *What the Best College Teachers Do*. Wells Commons, University of Maine, Orono, ME.

Quality Matters Faculty Institute (2007). Implementing a Peer Review Process. University of Maine System, Bangor, ME.

New England Association of Schools and Colleges, Inc. (NEASC) 121st Annual Meeting and Conference: Benefits and Challenges of Self Regulation, Boston, MA, December, 5-7, 2007; assessment forum provided up-to-date information on assessing student learning outcomes in keeping in compliance with standards of accreditation.

Assessment

Society for College and University Planning & New York Times (2008). Assessment & Accountability: Reasonable Approach for Higher Education, webcast.

American Association of Colleges and Universities Annual Meeting and Conference: Integrative Designs in General Education Outcomes Assessment, Boston, MA, February 21-23, 2008; conference provided an opportunity for administrators, student affairs educators, and faculty members to work together on educational changes appropriate for their institution's missions and contexts.

Society for College and University Planning (SCUP). Webcast - Assessment and Accountability: Reasonable Approaches for Higher Education, November, 2007; an excellent dialogue among nation leaders on the topic of the report of the Secretary of Education's Commission on the Future of Higher Education and radical changes in accreditation.

Faculty Development Day on Assessment: Mapping Our Way to Success II, Dr. Marge Hegge, University of Maine at Fort Kent, ME, 09/05

Faculty Development Day on Assessment: Mapping Our Way to Success I, Dr. Patricia O'Brien and Dr. Marge Hegge, University of Maine at Fort Kent, ME, 01/04

Program Evaluation: *Mapping Our Way to Success*, Dr. Marge Hegge, Portland, ME, 04/02

Distance Education

Advanced Online Teaching Certification. (January to April, 2019), Online Learning Consortium.

Sloan C Certified, June 13-29, 2012. *Getting Started: The First Steps in Online Teaching.*

University of Maine System, Spring 2012. Development of vision statement and charge for the Assessment Software Application Taskforce.

University College, Third New England Regional Sloan-C Conference on Online Learning
Friday, October 26, 2012 - Proposal submitted May 7, 2012 *Online Experiential Learning: A Case Study of Virtual Computer Laboratories in Support of Cyber Security Education*

Educause 2007 Annual Meeting and Conference, Seattle Washington, October, 2007; provided premier information in higher education information technology, one of the areas of my oversight.

Educause 2007 Annual Meeting and Conference, Seattle Washington, October, 2007; provided premier information in higher education information technology, one of the areas of my oversight.

Health Care

American Community Health Nursing Education (June, 2017). 2017 ACHNE Annual Institute.
Developing and Supporting Leadership in Public Health Nursing Practice and Education,
Baltimore, MD.

UMFK/UMA Partners in Nursing Education (May, 2017). Nursing Retreat, Millinocket Learning Center, ME.

Iggy's 2017 Nursing Conference (April, 2017). NCLEX Boot Camp for Nurse Educators, San Francisco, CA.

Association of Public Health Nurses (April, 2017). The Power of a Culture of Health: Advancing Health Equity, Social Justice, and Public Health Nursing Practice, San Diego, CA.

Commission on Collegiate Nursing Education (CCNE) (January 31-February 3, 2017). Team Leader Training, Orlando FL.

Maine Public Health Association, 32nd Annual Conference (October, 2017). University of Southern Maine, Portland ME.

Maine Council on Aging, (September, 2016). 3rd Annual Maine Summit on Aging Conference, Augusta Civic Center, Augusta, ME.

University of Maine Aging Initiative, (August, 2016). UMS Aging Summit, Wells Center, Orono, ME.

University of Maine at Fort Kent, (August, 2016). Fall Faculty Development Day. Fort Kent, ME.

University of Maine System, Healthcare Summit, University of Maine, October 8, 2010: “*Bending the Trend* - slowing the growth in healthcare costs for the *University of Maine System*.”

Breast Cancer Summit in *Washington D.C.* October 9, 2009 sponsored by the Breast Health & Healing Foundation. Participated in strategic planning efforts with Dr. Kathleen Ruddy.

American Association of Colleges of Nursing: Spring Semiannual Deans and Directors Meeting, Washington, DC, 3/05

American Association of Colleges of Nursing: Fall Semiannual Deans and Directors Meeting, Washington, DC, 11/04

American Association of Colleges of Nursing 2003 Fall Semiannual Meeting Critical Resources: Investing in Nursing Education, Washington, DC, 11/03

New England Association of Schools and Colleges, Self-Study Workshop, Marlboro, MA, 11/03

Health Resource Services Administration/Division of Nursing Technical Assistance Grant Writing Workshop, Washington, DC, 11/03

Higher Education

Complete College America, June 12, 2012. Baltimore Completion Institute, Baltimore, Maryland.

University of Maine System, April 2012. Maine Common Core Standards Summit, Orono, ME.

University of Maine System Enrollment Summit. May 25, 2010, Buchanan Alumni House, University of Maine, Orono, ME

University of Maine System, *STEM Summit*, (Spring 2010) University of Maine, Orono, ME. Presenter, *UMFK STEM Initiatives*.

University of Maine System, *Enrollment Management Summit* (Spring, 2010). University of Maine, Orono, ME.

University of Maine System, *Advancing Maine: Aligning UMS Academic Programs to Meet Future Workforce Needs* (Spring, 2010). University of Maine at Fort Kent

Association of American Colleges and Universities (AAC&U, Feb 21-23, 2008). Integrating Designs for General Education and Assessment, AAC&U's Network for Academic Renewal Winter Conference, Boston, MA.

United Educators, October 8, 2008. Evaluation and Guidance of Tenure-Track Faculty. Babson College, Boston, MA

Maine Higher Education Council November 1-2, 2007. Fall Retreat, provided legal perspectives on students at risk and management related liability in preparing for a crisis on campus, Freeport, ME.

University of Maine System Strategic Implementation Planning Conference: Bangor, ME, 09/05

University of Maine System Retreat: May Gathering of Consortium Members, Bangor, ME, 5/05

Student Success

MELMAC Foundation Summit with Chief Academic Officers, Director Wendy Ault, and Dr. John Gardner (May, 2011), Portland, Maine

Foundations of Excellence in the First College Year with John Gardner Institute. Winter Meeting, February 4, 2011, Atlanta, Georgia.

37th Annual International Association for Experiential Learning for Schools and Colleges Conference, October 29 - November 1, 2009 in Montreal, Quebec, Canada.

Maine Campus Compact & MELMAC Education Foundation (October, 2008). *Civic Engagement and College Success*, Bates College, Lewiston, ME

MELMAC Education Foundation. November 2006). *Supporting Early Success in College: Best Practices in Student Retention*, Samoset Resort, Rockport ME

MELMAC Education Foundation. (November 2006). *Supporting Early Success in College: Best Practices in Student Retention*, Samoset Resort, Rockport ME

CURRICULUM VITAE

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OBJECTIVE

To provide an exceptional educational experience to students attending the baccalaureate and graduate level education while enhancing quality outcomes. To guide and direct quality home health care services for a primarily geriatric population in rural Maine while improving access, promoting quality outcomes and enhancing quality of life.

EDUCATION

1994 - 1998	University of Maine at Fort Kent	Fort Kent, ME
	Bachelor of Science in Nursing	<i>cum laude</i> , May 1998
1998 - 2000	Husson College	Caribou, ME
	Master of Science in Business	<i>summa cum laude</i> , August 2000
2001 - 2004	Saint Louis University	St. Louis, MO
	Master of Science in Nursing/ Geriatric Nurse Practitioner Program	<i>magna cum laude</i> , May 2004
2009 – 2013	Walden University	Minneapolis, MN
	Doctor of Philosophy in Public Policy and Administration	<i>summa cum laude</i> , November 2013
2009 -2010	Health Leadership Development Program	
2012 –	National Human Genome Research Institute (NHGRI) Summer Workshop in Genomics Short Course	
2013 –	Quality Matters – Applying the QM Rubric (APPQMR)	
2018 – present	Mitchell Hamline School of Law	Minneapolis, MN
	Currently attending – Health Care Law and Compliance track	

PROFESSIONAL EXPERIENCE

9/14 – present	Univ. of Maine at Fort	Fort Kent, ME
	<i>Professor of Nursing (9/21 – present)</i>	
	<i>Associate Professor of Nursing (9/14 to 9/21)</i>	
	<i>Assistant Professor (9/08 -9/14)</i>	
	Responsible for the delivery of nursing education to Junior and Senior level students enrolled in the nursing program. Coordinate clinical rotations and serve as the clinical instructor in the long-term care and medical-surgical settings. Work collaboratively with the Division of Nursing Faculty to enhance quality learning outcomes, promote and foster program growth, participate in Division of Nursing Committees, and serve as a student advisor for current and prospective students.	

1/16 – 6/16 Univ. of Maine at Fort Fort Kent, ME
Interim Vice President for Academic Affairs

Served in an interim position as the chief academic officer working collaboratively with faculty and administration to assure academic quality and integrity of programs. Serve as a member of the leadership team to work collectively toward achieving the strategic vision and priorities of the campus. Provide oversight of various departments including the Registrar's Office, Institutional Research, Information Services, and Distance Education. At the system level, worked collaboratively with CAO's on Academic Transformation initiatives.

7/10 – present St. Joseph's College of Maine Standish, ME
Adjunct Faculty – Undergraduate/Graduate Nursing Program

Responsible to deliver online nursing education to students enrolled in graduate nursing programs. Utilize Angel/Brightspace software to provide instruction and interaction with students within the discussion board forum in the Policy, Politics, and Change and Advanced Pharmacology Courses. Develop hybrid Policy, Politics, and Change course for summer 2011/2012 offering. Currently teach an Evidenced Based Practice Capstone course for RN to BSN students.

11/02 – 9/08 Aroostook Home Health Services Caribou, ME
 5/10 - present Valley Home Health Services
Executive Director/Director of Nursing

Responsible for overall management of all aspects relating to the operation of a licensed skilled home health agency and long-term care home health agency. Maintain ongoing compliance with all state and federal regulations, facilitate successful annual licensing audits, and ensure quality, cost-effective care. Facilitate and foster clinical excellence through direct care and professional guidance. Develop and implement educational programs to meet professional and direct care staff needs. Provide oversight of financial activities, prepare annual budget, and facilitate strategic planning for ongoing growth and viability of the organization.

PROFESSIONAL ACTIVITIES

- AgingME Council (2020 – present)
- Project ECHO - Enhancing the Care and Health of Older Adults Living with Dementia Program (2019 – 2020)
- Healthy Aging Sub-Committee Co-Chair (2018 to present): Aroostook District Coordinating Council for Public Health
- UMS Aging Initiative Steering Committee Member (2017 to present)
- UMFK Faculty Chair (elected position) 2017 – 2018 AY; 2015 – 2016 AY
- Chair UMFK Peer Review Committee (2017 - 2018)
- Chair RSU 39 Board of Education 2016 – present (member 2013 – present, serving 3rd 3-year term)
- Maine Rural Geriatric Conference Planning Committee (2016-present)
- Aroostook Mental Health Center (AMHC) Vice President, Board of Directors (January 2020 – present); past Treasurer, Board of Directors (January 2015 to November 2019)
- RSU 39 Curriculum Committee (January 2014 to present)
- RSU 39 Health and Wellness Committee (January 2014 to present)
- Aroostook Mental Health Center (AMHC) Board of Directors (November 2013 to present)
- Aroostook District Coordinating Council for Public Health – Committee Member (2013 to present)
- Undergraduate Health Leadership Initiative (2011 to present)
- Pines Health Services Finance Committee – Chair (2011 to present)
- Pines Health Services Board of Directors (2009 to present)
- Pines Health Services Quality Improvement Committee (2009 to 2016)
- UMFK Division of Nursing Admission, Advisement, and Advancement Committee, Co-Chair (2020 – present) past Chair

2011- 2015 (Member - 2008 to 2011)

- NMMC Diabetes Advisory Board Committee (2004 – present)
- Valley Home Health Services QI/Safety Committee (2002 to present)
- Valley Home Health Services Professional Advisory Committee – Chair (2002 to 2018)
- Aroostook Home Health Services QI/Safety Committee - Chair (1999 to present)

LICENSURE AND CERTIFICATIONS

- Maine RN License R042313 Expires: 04/09/2022
- ANCC Certification – Geriatric Nurse Practitioner Certification Number: 2009009089 Expires: 08/12/2026

HONORS, AWARDS AND DISTINCTIONS

- UMFK Nurse Alumnus Award (2008)
- SJCME Graduate Nursing Faculty Member of the Year (2013)
- UMFK Outstanding Faculty of the Year Award (2019)
- Editorial Board – International Journal of Nursing and Clinical Practices (2016 to present)
- Faculty Associate, University of Maine Center on Aging (2017 to present)
- Editorial Board - Journal of Comprehensive Nursing Care and Research (2017 to present)

PUBLICATIONS

- Sleeper, T. L., (2021). Cognitive Function, Aging, and the Community Dwelling Elderly Living Alone: Implications for Nursing Practice. *Journal of Comprehensive Nursing Research and Care* 6(2):176. doi: <https://doi.org/10.33790/jcnrc1100176>.
- Sleeper, T. (2018). Health Beliefs, Health Insurance Status, and the Uninsured: Revisiting the findings from the part-time worker study and barriers to participation in subsidized health insurance programs, exploring the implications for nursing practice. *International Journal of Nursing and Clinical Practices*, 5 (303). Doi:10.15344/2394-4978/2018/303
- Sleeper, T. (2013). *Insuring the uninsured: Experiences with the part-time worker coverage voucher program in the direct care workforce in Maine* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Database. (3604043).
- Witt, D. E., Choudhury, R., Cusack, G., Greene, N. Lange-Otsuka, P., Minchew, L., Pusztai, J., Salgado, M., Selig, C., Sleeper, T., & Vargo, D. (2012). Application of a Family Pedigree for Nursing Practice: Lesson Plan and Grading Rubric. Available at Genome.gov website <http://www.genome.gov/17517037#al-2> and National Human Genome Research Institute Summer workshop in Genomics short course website <http://www.genome.gov/10000217>
- Sleeper, T. (2012). Chapter 2: The Health Care Environment in Kelly/ *Nursing Leadership and Management* (3rd ed.), Delmar, Clifton Park, NY, p. 30-63.
- Sleeper, T. (2010). Leadership program gives nurses critical tools. *ANA Maine Journal*, 6(1), p. 2.
- Sleeper, T. (2009, November). Review of *Confident Voices* by Beth Boyton for *ANA Maine Journal*, 5(4), p.5.

PROFESSIONAL REFERENCES

Available upon Request

Erin C. Soucy, PhD, RN
Interim, Associate Provost of Academic Affairs
Dean of Undergraduate Nursing
Assistant Professor of Nursing
Curriculum Vitae

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DEMOGRAPHIC DATA

Address	P. O. Box 42 Fort Kent Mills, ME 04744
Telephone Number	(207) 834-7830 (W) (207) 316-3031 (C)
Facsimile Number	(207) 834-7577
Email Address	esoucy@maine.edu

SUMMARY OF QUALIFICATIONS

- Outstanding record of service in teaching, scholarship, public and campus service, and practice
- Demonstrated expertise in multiple clinical focus areas
- Ability to maintain positive relationships with internal and external constituents
- Demonstrated capable leadership on campus and in community
- Demonstrated ability to oversee senior student capstone projects and portfolio development
- Knowledge and experience in competency-based curriculum development and implementation, assessment, program review, strategic planning, budgeting, and faculty/staff recruitment
- Demonstrated ability to provide effective leadership and consensus building among faculty in an environment of shared governance and collective bargaining
- Expertise in current accreditation standards
- Support new faculty through mentorship and socialization to the role of a faculty member
- Excellent communication and organizational skills
- Committed to student success and supporting an environment conducive to learning
- Demonstrated ability to assess student learning needs and achieve effective student learning through the use of a variety of teaching methods
- Dedicated to high quality education based on a liberal arts foundation
- Committed to maintaining an environment of equity and diversity within a rural campus
- Exemplary record of collaborating with area health care agencies and academic institutions
- Mastery of distance education techniques to facilitate student accomplishments
- Exceptional record of student advising and career counseling

PROFESSIONAL LICENSURE

- Registered Nurse, State of Maine

EDUCATION

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>MAJOR</u>	<u>GRADUATION DATE</u>
Northcentral University 505 W. Whipple St. Prescott, AZ	PhD.	Education	November 2011
Saint Joseph's College of Maine Whites Bridge Road Standish, ME	MSN	Nursing Education	December 2004
University of Maine at Fort Kent 23 University Drive Fort Kent, ME	BSN	Nursing	May 1995

TEACHING EXPERIENCE AND EMPLOYMENT

<u>ORGANIZATION</u>	<u>POSITION/RANK</u>	<u>DATE</u>
University of Southern Maine	Adjunct Faculty	06/21-present
University of Maine at Fort Kent	Dean of Undergraduate Nursing	08/18-present
University of Maine at Fort Kent	Interim, Associate Provost for Academic Affairs	05/17-present
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Director of Nursing and Allied Health	09/12-08/18
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Director Division of Nursing	09/07-09/12
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Acting Director Division of Nursing Assistant Prof of Nursing	05/06-08/07
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Instructor of Nursing	1/05-05/06
	Lecturer of Nursing	9/04-12/04
University of Maine at Fort Kent Division of Nursing	Nursing Resource Center Manager with	9/00-9/04

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Fort Kent, ME	Clinical and Laboratory Instruction	
University of Maine at Fort Kent Division of Nursing Fort Kent, ME	Adjunct Clinical and Laboratory Instructor	9/99-5/00
Northern Maine Medical Center East Main Street Fort Kent, ME	Registered Nurse	7/95- 05/05
	Medical-Surgical Unit Endoscopy Clinic (staff nurse and charge nurse)	7/95- 05/05
	Urology Clinic Obstetrical Unit (staff nurse and charge nurse)	10/97-9/00

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UNIVERSITY GOVERNANCE AND SERVICE

CAMPUS/SYSTEM:

02/20	New England Commission on Higher Education (NECHE) Unified Accreditation, Standard IV
09/20	Nursing Deans and Directors Committee, Co-chair
08/19	Nursing Deans and Directors Committee
08/19	System Assessment Committee, member
07/18	New England Commission on Higher Education (NECHE) liaison for UMFK
05/17	UMFK Scholar's Symposium, Podium Presentation, Judge
04/17-present	General Education Committee, Chair
09/15-08/16	Academic Council, Chair
08/15-present	Program Integration Team, Nursing
08/15-12/15	Presidential Search Committee, faculty elected member
09/13-05/14	Foundations of Excellence, Sub-committee chair, Philosophy and Learning Dimension
09/13-05/14	NEASC, Self-study Sub-committee, chair, Standard 4 sections
09/11-03/12	Foundations of Excellence, Chair Quality Improvement Dimension
02/11-04/11	Nursing Search Committee, Chair
09/11-present	Council on Institutional Effectiveness and Assessment, member
02/07-04-07	Nursing Search Committee, Chair
09/07-present	President's Cabinet, member
09/06-present	Quality Undergraduate Education, member
09/06-present	Academic Leadership Council, member
09/06-present	Academic Council, member
05/06-08/11	Campus Student Advising Committee, member
05/06-07/06	Nursing Search Committee, member
03/06-01/12	Distance Education Committee, member
01/06-02/06	Nursing Search Committee, Chair
9/05-present	Libra Professorship Committee, member

1/05-05/06	Peer Review Committee, alternate
9/04-05/06	Academic Development Committee, secretary
5/01-09/06	Diversity Committee, member
9/01-09/06	Campus Health Improvement Committee (campus-wide), member
9/00-09/05	Library Committee, member
9/00- 09/05	Health Improvement Committee (system-wide), member

DIVISION OF NURSING:

01/12-11/12	Accreditation Activities and Self-Study
05/06-present	Business Committee, Chair <ul style="list-style-type: none"> • Manage nursing program budget • Oversee Student Nurses' Organization, Nursing Honor Society, Nurse Pinning Ceremony • Organize all accreditation activities • Developed a Strategic Plan for Division of Nursing • Manage Nursing Student Handbook • Develop and work with faculty to create Faculty Workload • Manage course enrollments
9/05-09/09	Curriculum Committee, Chair <ul style="list-style-type: none"> ▪ Development of a handbook for Adjunct Clinical and Preceptor Instructors-- Fall 2005 ▪ E-portfolio development-- Fall 2005 and ongoing ▪ Development of a Student Nurse Externship Program- Fall 2005/Spring 2006 ▪ Examining and revising the BSN-basic, accelerated, and RN to BSN curricular plan-- ongoing
1/03-9/05	Student Nurses Organization, Faculty Advisor <ul style="list-style-type: none"> • For the Health of It! Walkathon/Fundraiser 03/03 • American Red Cross Blood Drive, Coordinator 4/04 & 4/05
9/00-present	Continuing Education Committee, member <ul style="list-style-type: none"> • Skill Workshop for Office Nurses and Medical Assistants, 10/06
9/00-9/05	Continuing Education Committee, Chair <ul style="list-style-type: none"> • Domestic Violence Awareness Workshop, offered annually • Emergency Nurses Triage Toolbelt, 09/00 geared toward practicing nurses • HESI Test Writing Workshop, 03/02 for faculty development • National Multiple Sclerosis Society, 05/02 to educate community members • Pediatric Nursing Care Workshop, 3/04 for UMFK's junior and senior nursing students • UMFK Campus Health Fair, 6/04 for high school students interested in nursing as a profession • Nursing Discovery Camp 6/04
9/00-present	Admissions, Advising, and Advancement Committee, member
9/00-present	Evaluation Committee, member <ul style="list-style-type: none"> • Gap Analysis • Gap Analysis Response Plan

9/00-present	• NCLEX Response Plan
9/00-present	Nursing Advisory Council, member
01/00-05/06	Nursing Honor Society, member
	Nursing Pinning Ceremony, Coordinator/Faculty Advisor

COMMUNITY:

07/16-present	Northern Maine Medical Center, Board of Trustees
01/13-08/14	Congres Mondial Acadien/World Acadien Congress, International Nursing Conference Planning Committee, member
06/14-present	Eastern Maine Healthcare Systems, Corporator
09/12-present	Maine Nursing Educators Consortium (MeNEC), member
09/12-present	Northern Maine Medical Center, Physician Recruitment Committee
09/10-present	Eastern Maine Community College, Advisory Board, member
1/08-present	Northern Maine Medical Center Diabetes Advisory Board, member
09/07-present	Northern Maine Community College, Advisory Board, member
9/07-present	Maine Partners in Nursing Education and Practice, member
10/05-05/09	Northern Maine Medical Center Recruitment and Retention Committee, Faculty Representative for UMFK
9/03-9/09	Nursing Summit Planning Committee, member
4/03-05/07	Community Health Education Resources, secretary
2003, 2004	Survivor Camp for Health Occupations Planning Committee
9/02-05/08	Legislative Buddy Program, member
9/02-05/07	American Nurses Association, ME Continuing Education Committee, Application Reviewer
9/01-05/07	Community Health Education Resources, member

PROFESSIONAL MEMBERSHIPS AND INVOLVEMENTS

<u>DATE</u>	<u>ORGANIZATION</u>
2017-present	American Nurses Association- Maine Chapter, member
2009-2010	Kappa Delta Phi, International Honor Society in Education
2004-2006	Nursing Spectrum- Ambassador Program
2004-2006	Sigma Theta Tau International Nursing Honor Society
2003-2005	Nursing Educators' Listserv
2003-2005	International Nursing Association for Clinical Nursing Simulation and Learning
2002-2005	American Nurses Association- Maine Chapter, member
2000-2001	Maine State Nurses Association, member

HONORS AND AWARDS

<u>DATE</u>	<u>AWARD</u>
05/19	20 Year Service Award, University of Maine at Fort Kent
05/15	Outstanding Nursing Alum, UMFK
05/14	Outstanding Faculty Member of the Year Award, presented by 2014 graduating class
05/14	Outstanding Collaborator of the Year Award, Maine School Administrative District (SAD) #27, Office of Adult Education
05/14	15 Year Service Award, University of Maine at Fort Kent
04/12	Outstanding Faculty Research Award
05/09	Kappa Delta Pi Honor Society
05/09	10 Year Service Award, University of Maine at Fort Kent
09/07	University of Maine at Fort Kent Outstanding Young Alumna
06/06	Who's Who of American Women
01/06	Who's Who Among America's Teachers
04/05	Who's Who Among America's Teachers
04/04	Sigma Theta Tau Honor Society of Nursing
03/02	Who's Who Among America's Teachers
04/99	UMFK Honor Society of Nursing

CERTIFICATIONS

<u>DATE</u>	<u>CERTIFICATION</u>
2003-2007	Cardiopulmonary Resuscitation Instructor
1997-2001	Trauma Nursing Core Course Provider
1998-2002	Advanced Cardiac Life Support Provider
1994-2007	Cardiopulmonary Resuscitation Provider

ACADEMIC TEACHING RESPONSIBILITIES

<u>COURSE #</u>	<u>COURSE TITLE</u>
NUR 300C	Nursing the Well Client Clinical
NUR 302L	Pharmacology Laboratory
NUR 305L	Maternal/Pediatric Nursing Laboratory
NUR 309L	Total Health Assessment Laboratory
NUR 330C	Adult Health I Clinical
NUR 330L	Adult Health I Laboratory
NUR 335	Maternal Health Nursing Didactic
NUR 335L	Maternal Health Nursing Laboratory
NUR 360C	Adult Health II Clinical
NUR 360L	Adult Health II Laboratory
NUR 365	Pediatric Health Nursing
NUR 386	Healthcare Policy
NUR 397	Summer Nurse Externship Program
NUR 400C	Nursing the Adult Clinical
NUR 400L	Nursing the Adult Laboratory
NUR 405L	National Council Licensure Examination (NCLEX) Success Laboratory
NUR 413	Nursing Ethics and the Law (on-line)
NUR 425C	Adult Health III Clinical
NUR 425L	Adult Health III Laboratory
NUR 425	Adult Health III Didactic
NUR 456	Integrated Nursing Practice (on-line)
NUR 497	Senior Capstone
NUR 497C	Senior Preceptorship
NUR 614	Advanced Leadership in Nursing Practice

CONTINUING EDUCATION

<u>DATE</u>	<u>ACTIVITY</u>
2020	Reopening Colleges & Universities During COVID-19: Keeping Students & Communities Healthy
	New England Commission on Higher Education conference
2019	New England Commission on Higher Education conference
2019	Academic Partnerships: <i>Instructional Design and Best Practices</i>
2018	University of Maine System, Faculty Fellows program
2018	Assessment Technologies Institute (ATI) faculty training

- 2016 University of Maine System, Title IX training
- 2015 University of Maine, NCLEX Success, presented by Donna Ignatavicius, 04/15
- 2014 University of Maine at Augusta/University of Maine at Fort Kent, Partners in Nursing Education, 05/14
- University of Maine, *Nursing Faculty Summit*, 06/13
- 2013 University of Maine, *Nursing Faculty Summit*, 01/13
- 2012 Maine State Board of Nursing, *Board Meeting with Schools of Nursing*, 07/12
- University of Maine, *Nursing Faculty Summit*, 06/12
- Presidential Lecture Series, Dr. Braestrup, *Here if You Need Me*, University of Maine at Fort Kent, 03/12
- 2011 Commission on Collegiate Nursing Education, *CCNE Workshop on Writing Self-Study Documents*, 10/11
- University of Maine at Fort Kent, Dr. Gaberson, *Testing and Evaluation in Nursing*, 09/11
- Faculty Development Day, Dr. Sugarman, *Experiential Learning*, 01/11 and 05/11
- 2010 Maine Hospice Council, *Veterans' End of Life Care*, Augusta, ME, 11/10
- University of Maine, *Nursing Faculty Summit*, 05/10
- Presidential Lecture Series, Peter Behrens, *Law of Dreams*, University of Maine at Fort Kent, 03/10
- Campus Development Day, Dr. Gardiner, *Foundations of Excellence*, 01/10 and 10/10
- 2009 Organization of Maine Nurse Executives, Annual Meeting, Rockland, ME, 08-09
- Organization of Maine Nurse Executives, *Maine Partners in Nursing Education and Practice*, Farmington, ME, 06/09
- Faculty Development Day, *Academic Turnaround*, Dr. MacTaggart, University of Maine at Fort Kent, 05/09
- Eastern Maine Community College, Bangor, ME, *Transformation of Leaders at the Point of Care*, 04-09

- 2008
- AACN-Fall Meeting, *Building Nursing Faculty for the Future: Creating the Environment*, Washington, D.C., 10/08
- AACN-Annual Spring Meeting, *Nursing Higher Education: External Impact- Policy, Politics, and the Community*, Washington, D.C., 04/08
- Organization of Maine Nurse Executives, Annual Meeting, Freeport, ME, 04/08
- Campus Development Day, *Classroom Management*, University of Maine at Fort Kent
- Eastern Maine Community College, Bangor, ME, *Renewing the Spirit of Nursing*, 04/08
- 2007
- Dartmouth-Hitchcock Medical Center & Saint Anselm College- *15th Annual Conference for Nurse Educators*, New Castle, N.H., 05/07
- AACN- Annual Spring Meeting, *Responding to Challenges and Opportunities in Nursing Higher Education*, Washington, D. C., 03/07
- 2006
- ANA-Maine: *Building Nurse Leaders for Complex Environments*, Diana Crowell, PhD, RN, CNAA, BC, Ramada Inn, Lewiston, ME 10/20
- Creating Healthy Work Environments: Foundations for Excellence*, Kathleen McCauley PhD, RN, BC, FAAN, FAHA and Melissa Fitzpatrick RN, MSN, FAAN, Maine Medical Center, Portland, ME 06/06
- Neonatal Care Update*, Dr. Shirley Wood, Professor of Maternal Child Health, Indiana State University, Libra Professor, University of Maine at Fort Kent
- Neonatal Narcotic Abstinence Syndrome*, Susan F. Cullen, RN, MSN, Clinical Nurse Educator, NICU, Eastern Maine Community College, Sigma Theta Tau Scholarly Event, Bangor, ME 02/09
- 2005
- Alternative and Complimentary Therapies Conference*, Katherine Musgrave, Keynote Speaker, Northern Maine Community College, Presque Isle, ME 04/05
- Faculty Development Day on Assessment: *Mapping Our Way to Success*, Dr. Marge Heggae, University of Maine at Fort Kent (UMFK), 9/05
- Northern Maine Medical Center (NMMC) *Skills and Competencies Fair*, Fort Kent, ME 09/05

- Intravenous Pump Training*, NMMC, Fort Kent, ME 09/05
- Computerized Documentation Training*, NMMC, Fort Kent, ME 09/05
- Medication Administration with Omnicell Training*, NMMC, Fort Kent, ME 09/05
- Delegation and Team Communication*, Ruth Hansten, Augusta, ME 10/05
- 2004 *Grant Writer Workshop*, Mindy Collier, UMFK, 03/04
- Grant Writing Workshop*, University of Maine at Presque Isle, sponsored by Maine Health Access Foundation, 04/04
- ANA-ME Continuing Education Committee Workshop, Bangor, ME, 10/04
- Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually
- 2003 Contest for Communities Recognition Banquet, State House, Augusta, ME hosted by Maine Governor's Council on Physical Fitness, Sports, Health, & Wellness, 03/03
- Cover the Uninsured Week, "Come to Campus Week", week of March 10, 2003, UMFK
- Student Nurses Association of Maine Annual Meeting, Eastern Maine Community College, Bangor, ME 04/03
- Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually
- 2002 *"Newtrition" or the New Year*, Connie McClellan RDT, UMFK 01/02
- Respiratory Crisis: Pathophysiology and Management*, Barbara Clark Mims, MS, RN, Presque Isle, ME 02/02
- Test-Writing*, Dr. Susan Morrison, UMFK 03/02
- HIV/AIDS Training Day*, Community Health Education Resources, UMFK, 04/02
- Diabetes Health Fair*, Patricia Fernald, RN, UMFK 04/02

	<i>Macular Degeneration</i> , Dr. Lilas, UMFK, 04/02
	<i>Multiple Sclerosis Workshop</i> , National Multiple Sclerosis Society, UMFK, 05/02
	Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually
2001	<i>Applying Theory and Research to Practice</i> , Dr. Jacqueline Fawcett, UMFK, 05/01
	<i>Occupational Safety and Health Administration</i> , Cathy Turbyne, UMFK, 09/01
	Johnson & Johnson <i>Wound Care Workshop</i> , UMFK, 10/01
	<i>Mindful Stress Reduction</i> , Jackie Ritz, MSW, UMFK, 10/01
	<i>Nurses Summit</i> , Russell Coile, Augusta, ME, 12/ 01
	<i>Depression and the Holidays</i> , Rejeanne Martin, BSN, RNC, UMFK, 12/01
	Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually
2000	<i>Emergency Nurses Triage Toolbelt</i> , Shelley Cohen, UMFK, 04/00
	Maine State Nurses Association, annual meeting, Houlton, ME 10/00
	Northern Maine Medical Center Annual Employee Mandatory Workshop, attended annually

SCHOLARLY PRESENTATIONS. PUBLICATIONS. and ACTIVITIES
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<u>DATE</u>	<u>FUNCTION</u>
03/21	<i>Microbial Study in Healthcare: Undergraduates Learning Research through the Lens of Multiple Disciplines</i>
03/21	<i>Cellulose Nanofibrils-Based Materials as a Substrate for Disinfectant Wipes</i>
05/20	University of Maine System, Board of Trustees and Legislature Presentation on <i>State of Nursing in University of Maine System Schools of Nursing</i>

WAGM News, Interview: *How is COVID-19 affecting the job market for UMFK graduates?*

- 03/20 WAGM News, Interview, *How is COVID-19 impacting students?*
- 04/19 ATI, Nursing Insight Panel
- 11/18 Colby, T., Meinersmann, K.M., Soucy, E.C., & Walker, M., non-referred article, *A Larger, More Highly-Qualified Nursing Workforce for Maine*, ANA-Maine Journal.
- 01/18 Albert, R. E., Pelletier, S. & Soucy, E., poster presentation titled, *Responding to Quality Nursing Education: E-Course Portfolios as a Novel Method of Assessment for Strategic Course Review*, 2018 Elsevier Elevate Outcomes with HESI Conference, poster and abstract in conference proceedings, Las Vegas, NV
- 04/17 Drs. Albert, Radsma, and Soucy, poster presentation titled, *Pursing Improvement in NCLEX First Time Pass Rates: Development of a Comprehensive Standards-Based Approach to Planning and Evaluation for a Collaborative Nursing Program in the Northeast* at National Nurse Educator Institute, April 13, 2017
- 05/16 Television, WAGM, *"Aroostook County Nursing Workforce Forum"*
- 11/15 Maine Nursing Preceptor Education Program, *Teaching Clinical Reasoning and Advancing Critical Thinking*, presentation at Husson University and University of New England for Lunder-Dineen workshop participants
- 03/15 Drs. Albert, Radsma, and Soucy, poster presentation titled, *"I Passed! I Passed! Integrative Strategies to Promote First-Time NCLEX-RN Success,"* at Elevate Outcomes with HESI, March 2015, Dallas, TX, an Elsevier conference
- 08/14 Congres Mondial Acadien/World Acadien Congress, Universite du Moncton au Edmunston, dissertation research findings, *The Effects of High-Fidelity Simulators on Nursing Students Critical Thinking and Self-Confidence*
- 08/14 Congres Mondial Acadien/World Acadien Congress, Universite du Moncton au Edmunston, National Council Licensure Examination for Registered Nurses (NCLEX-RN) Success
- 04/14 Universite du Moncton au Edmunston, presented to nursing faculty on National Council Licensure Examination for Registered Nurses (NCLEX-RN) Success

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10/13	University of Maine at Fort Kent, Focus on Faculty, presented dissertation research findings, <i>The Effects of High-Fidelity Simulators on Nursing Students Critical Thinking and Self-Confidence</i>
07/12	Television, WAGM, "International Students Study in the Country"
11/10	Television, WAGM, "Nursing Community in the Lodge"
08/09	Chapter revision in Leadership and Management text, Kelly, P. <i>Transitioning to Nursing Practice: Your First Job</i>
01/09	Chapter Review in a Nursing Ethics textbook for F. A. Davis publishing company
12/08	Television, WAGM "Awarding of Davis Education Foundation grant <i>Enhancing Maternal and Neonatal Care Nursing Education</i> "
10/08	Television, WAGM, "UMFK's NCLEX-RN Pass Rate"
10/08	Maine Development Foundation: Leadership Maine, "School of Nursing Update"
11/06	Television, WAGM, Valley's View, "Nursing Shortage, Program Success"
10/06	Television, WAGM, "NCLEX-RN 100% Pass Rate"
08/06	New Student Orientation, "Introduction to Professional Nursing at UMFK"
07/06	New Student Orientation, "Introduction to Professional Nursing at UMFK"
06/06	New Student Orientation, "Introduction to Professional Nursing at UMFK"
11/05	Webelos Boy Scout Troop, "First Aid Fundamentals"
11/05	Open House, "Your Future is Our Focus"
08/05	Northern Maine Medical Center Staff Meeting, "Role of the clinical instructor and nursing students"
08/05	University of Maine at Fort Kent, "American Heart Association: Airway management, breathing and circulatory support"
04/05	Newspaper, St. John Valley Times, "UMFK student nurses plan blood drive"

04/04	Newspaper, St. John Valley Times, <i>"UMFK nursing division to host, "Spring Into Health" health fair April 20"</i>
04/04	Newspaper, St. John Valley Times, <i>"UMFK and NMMC make plans to host summer nursing discovery camp"</i>
04/04	Newspaper, St. John Valley Times, <i>"UMFK student nurses plan blood drive"</i>
07/04	University of Maine at Fort Kent, Promotional Video, participant
08/03	University of Maine at Fort Kent, <i>"American Heart Association: Airway management, breathing and Circulatory support"</i>
05/02	Northern Maine Medical Center, <i>"Growth and development considerations across the lifespan"</i>
02/01	NUR 407 Nursing Leadership and Management, <i>"Managed care in the United States"</i>
11/01	Rotary Club, <i>"Nursing shortage facts"</i>
10/00	Television, WAGM, Valley's View, <i>"Nursing shortage, recruitment efforts"</i>
05/00	Northern Maine Medical Center, <i>"Growth and development considerations across the lifespan"</i>
10/96	Northern Maine Medical Center, <i>"American Lung Association: Smoking cessation"</i>

GRANTS/FUNDING

<u>DATE</u>	<u>PROPOSAL</u>
12/20	Research Reinvestment Fund: <i>Microbial Study in Healthcare: Undergraduates Learning Research through the Lens of Multiple Disciplines</i>
12/20	Research Reinvestment Fund: <i>Cellulose nanofibrils-based materials as a substrate for disinfectant wipes</i>
03/20	Program Innovation Fund monies for <i>Holographic Obstetrical Simulator</i> for UMFK/UMPI nursing program
04/18	Program Innovation Fund monies for <i>University of Maine at Fort Kent and University of Maine at Presque Isle Collaborative Baccalaureate Nursing Program</i>

02/15	Libra Grant, University of Maine at Augusta/University of Maine at Fort Kent, <i>NCLEX Success</i> , presented by Donna Ignatavicius
05/14	Libra Grant, Congres Mondial Acadien/World Acadien Congress, Universite du Moncton au Edmunston, keynote speaker, Suzanne Gordon
01/14-present	Developed plan for state of Maine bond monies designation for <i>Expansion and Upgrade of Nursing Resource Center</i>
09/10-05/10	Developed Strategic Investment Fund Request with Deans and Directors in UMaine's nursing programs: <i>Supporting Maine's Nursing Programs: A Collaborative</i> . Received Robert Wood Johnson Foundation, developed with Partners in Education and Practice group: <i>Nursing Graduate Competencies</i>
09/09	Federal Earmark Funding Request <ul style="list-style-type: none"> • <i>Building the Capacity of a Maine Rural Nursing Education Program to Provide Quality Health Care to Veterans (\$708,018.00)</i>
10/07	UMFK Strategic Initiative Fund (\$2791.00) <ul style="list-style-type: none"> ▪ Division of Nursing 25th Anniversary Activities UMFK Strategic Initiative Fund (\$2,500.00) <ul style="list-style-type: none"> ▪ Nursing Discovery Camp
11/07	Academic Computing Fund (\$2,600.00) <ul style="list-style-type: none"> ▪ Mosby's Nursing Skills Series (network version)
09/05	Academic Computing Fund (\$1,000) <ul style="list-style-type: none"> • MEDS Publishing Software (on-line testing software)
05/04	UMFK Strategic Initiatives Fund (\$1,800) <ul style="list-style-type: none"> • Nursing Discovery Camp
05/03	Professional Staff Development Fund Application (\$730) <ul style="list-style-type: none"> • Nursing Informatics Course
05/02	Professional Staff Development Fund Application (\$1,100) <ul style="list-style-type: none"> • Development and Planning in Nursing Education Course
03/02	UMFK Strategic Planning Special Initiatives Fund (\$1,081) <ul style="list-style-type: none"> • RN NCLEX Success Software (testing software)
09/01	Academic Computing Fund (\$2,000) <ul style="list-style-type: none"> • RN Essentials (testing software)
07/01	Solicited Donation (\$2,000) <ul style="list-style-type: none"> • Intravenous Pump
04/01	University of Maine System Health Improvement Committee (\$5,000) <ul style="list-style-type: none"> • Wellness Activities

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6.1

Nursing and Leadership Philosophy

I believe and practice a holistic approach to nursing, incorporating both the art and science of nursing. As a bedside and public health nurse, I focus upon the delivery of patient and community centered care. I extend this model of care into my nursing leadership practice as well, utilizing a transformational and quantum leadership approach. The role of the nursing leader is profound and contains elements that are not easily defined, the impact a nursing leader has is not only seen today but for nursing generations to come. I have a deep passion for nursing and I believe that my enthusiasm is contagious. Once team members are empowered and supported, success in all dimensions of nursing care naturally follows. Those I care for whether it be my patients or team members are the nucleus of my nursing practice and philosophy.

Summary of Skills

- Excellent verbal and written communication skills including the ability to build successful and meaningful relationships across various populations.
- Culturally competent and solid ability to communicate effectively with diverse populations.
- Ability to assess and perform education to individuals as well as communities, demonstrating exceptional teaching practices tailored to the needs of the audience.
- Effectively translate current evidence-based research to stay current with trends, techniques, and advances in nursing practice, education and leadership.
- Solid knowledge of and ability to apply relevant current nursing, public health methodologies and techniques.
- A nursing mentor where I provide an engaging, supportive learning environment and facilitate engagement in which I can provide new nurses with a range of different learning modalities to ensure the learning success of my newest team members.
- A confident, kind, approachable and professional nursing role model, that demonstrates strong nursing ethics in all aspects in my life.
- Ability to make executive, procedural decisions and judgments on sensitive, confidential issues.
- Engages in regular self-assessment and reflection to increase the quality of instruction.
- Self-motivated and proven ability to work independently managing multiple priorities and tasks for the delivery of efficient and effective results.
- Demonstrates fair and consistent behavior consistently in all matters.
- Experience with qualitative and quantitative research.

Experience

Assistant Nursing Professor

August 2018 – Present

University of Maine at Fort Kent

Fort Kent, Maine

6.1

Courses:

NUR 101 Nursing Fundamentals I

NUR 102 Nursing Fundamentals II

NUR 201L Nursing Fundamentals Lab

NUR 202L Nursing Fundamental II Lab

NUR 245 Clinical Reasoning and Judgment

NUR 301 Community & Public Health Nursing

NUR 309 Health Assessment

NUR 335 Maternal Health

NUR 365 Pediatrics

Clinical: OB & Peds

Committees:

Summer Academy for Adult Teaching and Learning (SAALT)

Multi – Campus Program Approval

Academic Council

Strategic Enrollment Management Council

ATI Champion

Awards:

Faculty Award 2020

Nurse Corps

Grants:

Campuses for Environmental Stewardship

- Prepare and provide all lecture, laboratory and clinical instruction according to the required curriculum.
- Follow current course outlines, objectives, and evaluation mechanisms for the program as developed by the nursing faculty.
- Create an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- Help students develop as nurses and integrate values and behaviors of those that fulfill the role.
- Use a variety of strategies to assess learning in the classroom, laboratory and clinical settings.
- Formulate program outcomes and design curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment.

6.1

Visiting Professor: Graduate Level

2020 – Present

University of Southern Maine (Online)

Course:

NUR 624: Community Health

Visiting Professor: Graduate Level

2017 - Present

Chamberlain College of Nursing

Course:

NUR 506 NP Leadership

NUR 506 Healthcare Policy

*** New course: Community Health

- Develop and implement an instructional plan for maximum student learning
- Maintain accurate records of instructional effectiveness and student progress.
- Develop productive relationships with students and colleagues.
- Evaluation of student's assignments, providing constructive feedback and learning opportunities.
- Timely respond to student and faculty leaders request.
- Address plagiarism and other disciplinary violations.
- Strictly adheres to the Family Educational Rights and Privacy Act (FERPA)

Consultant

Keith RN: Think Like A Nurse

- Member of the Advisor Board
- Case Study Creator
- Electronic Learning Platform Beta Tester
- Book Reviewer / Editor

Visiting Professor: Graduate Level

Jan 2016 – 2019

The University of Southern New Hampshire

Courses:

NUR 506 Evidence Based Practice

NUR 507 Transition to Graduate Nursing

NUR 603 Advanced Epidemiology

- Adhere to all University of Southern New Hampshire policy and procedures.
- Share meaningful and timely feedback to students, to include, academic advisors and team leads in accordance with COCE faculty expectations and requirements. This includes providing students with weekly instructional announcements, responding to all student inquiries, discussion boards or other posts promptly, providing rubric feedback throughout the term, and providing final grade assessments and posting grades within 48 hours after the assignment submission date.
- Adhere to the Instructional Practices Rubric and faculty performance standards.
- Work with and mentor students as they enter the graduate learning environment.
- Strictly adheres to the Family Educational Rights and Privacy Act (FERPA)

Chief Clinical Officer

August 2017 – August 2018

Kindred Hospital

Melbourne, Florida

- Plans and develops all clinical departments budgets, revenue, capital and operating expenses, staffing matrix
- Leads hospital and departmental performance improvement activities to measure and ensure the highest quality standards are exceeded.
- Manages multiple clinical department managers and staff. This to include Nursing, Quality Management, Social Services, Laboratory, Respiratory Therapy, Radiology, Case Management Dietary and Education.

- Establishes operating policies and procedures.
- Responsible for the overall direction, coordination and evaluations of all departments listed above.
- Assumed all responsibility of the CEO in her absence.
- Assures compliance with all regulatory and accreditation requirements.
- Establishes a strong rapport with patients, staff, physicians and colleagues through the continuation of excellent patient care and the enhancement of clinical standards across the organization.
- Conducts daily, weekly, monthly and quarterly reports outlining productivity and clinical outcomes.
- Since overseeing the clinical outcomes of my hospital, we have been recently been newly rated as the highest in clinical quality across our organizations 78 hospitals nationally.
- Currently I lead more than 120 clinical team members as well as 25-30 on staff Physicians, Surgeons, Nurse Practitioners and Physician Assistants.

Supervisor & Director of Nursing (In the field with a clinical assignment)

Aug 2011 – Aug 2017

Maine Centers for Disease Control

Augusta, Maine

- Managed budgetary responsibilities and fiscal reports for the nursing department.
- Created, implemented and tracked success of revised policies and procedures.
- Worked in collaboration with all statewide departments to ensure highest standards of care were delivered.
- Empowered staff to perform at their highest level through specialized training and certification programs.
- Minimized overtime and boast agency-free staffing.
- Collaborated and coordinated with stakeholders, community resource agencies, and multidisciplinary teams to formulate, implement and modify individualized treatment plans.
- Developed a recruitment and retention strategy for new hires that reduced staff turnover.
- Spearheaded the development of a Public Health Nursing acuity matrix for staffing.
- Ensured federal and state guidelines were followed in optimal delivery of care

Registered Nurse (Charge)

June 2001 – Sept 2011

The Aroostook Medical Center

Presque Isle, Maine

- Oversaw the daily function of the unit directing admissions discharges and general patient flow.
- Assign nurses and support staff to patient care, in addition to meeting daily goals set by staffing ratios and patient acuity metrics.
- Taking part and leading in rounding to assure patient care and satisfaction.
- Ensuring that bedside hand offs take place at the change of shift.
- Maintain patient care consistent with the mission's value and operating principles of the department of nursing and the hospital.

- Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records.
- Performed a full range of physical nursing assessments.
- Documented and reported on patient progress.
- Managed patient care as well as medication, orders and treatments.
- Strong advocate for the patient and their family.
- Participate in hospital committees and task forces.
- Strictly follows the Health Insurance Portability and Accountability Act (HIPAA)

Licensed Practical Nurse

1999 – 2001

The Aroostook Medical Center

Presque Isle, Maine

- Consistently provided exceptional patient care.
- Instructed patients on their disease, treatment, and care plan to enhance their quality of understanding.
- Managed patient care as well as medication, orders and treatments.
- Evaluated effectiveness of care through comparing patient response with observable outcomes
- Strictly follows the Health Insurance Portability and Accountability Act (HIPAA)

Combat Medic/Medical Specialist (68W) & Army Practical Nursing Specialist (68C)

United States Army Reserve and National Guard

1993- 2003

- Administer emergency medical treatment to battlefield casualties in wartime situations or in a hospital setting depending on station.
- Assist with outpatient and inpatient care and treatment.
- Instruct Soldier's on Combat Lifesaver/First Responder training course.
- Manage Soldier's medical readiness, medical supplies and equipment

EDUCATION

Family Nurse Practitioner (MSN-FNP)

University of Maine at Orono

Fall 2021- Expected graduation date 2024

Doctor of Nursing Practice

University of Massachusetts at Amherst

Public Health and Leadership Concentration

2012 – 2016

GPA 3.8

Master of Science in Nursing

Chamberlain College of Nursing

Executive Leadership

2008 – 2010

GPA 3.9

Bachelor of Science in Nursing

Chamberlain College of Nursing

President's Award

2006 – 2008

GPA 3.8

Associates Degree in Nursing

Northern Maine Community College

1999 – 2001

Licensed Practical Nurse (68C)

Northern Maine Community College

1999 – 2000

Army Basic Training and Combat Medic/Medical Specialist (68W)

Fort Leonard Wood, Missouri

Academy of Health Sciences, San Antonio, Texas

1994

Current Projects

- Writing an undergraduate level textbook for nursing students and a corresponding faculty resource guide.
 - The Exceptional Nurse

- **This guided textbook shares the journey from student nurse to becoming an exceptional practicing nurse utilizing a model that incorporates clinical reasoning, judgement and professionalism to not only achieve but also exceed standards.**

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Faculty Representatives: Discussion

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The Faculty Representatives to the Board of Trustees would like to reserve the opportunity to have a brief discussion on current matters.

12/21/21

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Student Representatives: Discussion

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The Student Representatives to the Board of Trustees would like to reserve the opportunity to have a brief discussion on current matters.

12/21/21