

**Board of Trustees
Academic and Student Affairs Committee
May 2, 2022 at 9:00
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

9:00am - 9:05am

Tab 1 [Faculty Representative Discussion](#)

9:05am - 9:10am

Tab 2 [Student Representative Discussion](#)

9:10 am - 9:20am

Tab 3 [New Academic Program Proposal: MS in Trauma Informed Emergency Management, UMA](#)

9:20am - 9:25am

Tab 4 [Academic Program Suspension Proposal: B.S. in Cybersecurity, B.S. in Cybersecurity - Online, B.A. in English, A.S. in Information Security - UMFK](#)

9:25am - 9:35am

Tab 5 [Proposed Changes to Board of Trustee Policy 501: Student Conduct Policy](#)

9:35am - 9:45am

Tab 6 [UMS Student Conduct Code: Review](#)

9:45am – 10:15am

Tab 7 [Maine College of Engineering, Computing, and Information Science \(MCECIS\)](#)

10:15amam - 10:45am

Tab 8 [Lewiston-Auburn Campus \(LAC\) Update](#)

10:45am - 11:05am

Executive Session

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

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: 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.

04/21/2022

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.

04/21/2022

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: New Academic Program Proposal: MS in Trauma-Informed Emergency Management

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 *Program Approval, Review & Elimination Procedures*

UNIFIED ACCREDITATION CONNECTION:

Courses will be taught by faculty from across the University of Maine System.

BACKGROUND:

The University of Maine at Augusta (UMA) is seeking permission to launch an online Master of Science in Trauma-Informed Emergency Management (TEM) degree with the following concentrations: Community Resilience, Data Analytics, Emergency Management, and Preparedness, and Mental Health. UMA currently offers a Graduate Certificate in TEM, launched in Fall 2021. The Master's degree curriculum is designed such that the graduate certificate is achieved as part of the degree pathway.

As described in the included proposal, this online UMA program is built from online courses taught by faculty from several UMS universities. This is a unique program offering within UMS, and the skills taught within the proposed curriculum are in demand by emergency preparedness employers.

The proposal was reviewed at all appropriate faculty and administrative levels at UMA 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 MS in Trauma-Informed Emergency Management on April 19, 2022.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 22-23, 2022 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee, and approves the Master of Science in Trauma-Informed Emergency Management at the University of Maine at Augusta.

4/21/2022



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

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

Date: April 19, 2022

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

From: Robert Placido, VCAA

RAP

Regarding: UMA Program Proposal: M.S. in Trauma-Informed Emergency Management

The University of Maine

University of Maine
at Augusta

University of Maine
at Farmington

University of Maine
at Fort Kent

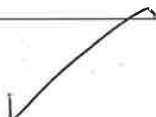
University of Maine
at Machias


University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached program proposal from the University of Maine at Augusta (UMA) to offer the M.S. in Trauma-Informed Emergency Management. The attached material includes documentation of university level support including approval from Interim President and Provost Joseph Szakas as well as the full program proposal.

The proposed addition of the M.S. in Trauma-Informed Emergency Management was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on April 7, 2022. I also recommend this program for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
			Approve the program request for the MS in Trauma-Informed Emergency Management


Chancellor Dannel Malloy

4.19.22
Date



OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

207.621.3360 *office* / 207.621.3293 *fax*

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

3.1

MEMORANDUM

TO: Robert Placido
Vice Chancellor for Academic Affairs

FROM: Joseph Szakas, Interim President
Interim President and Vice President for Academic Affairs/Provost

DATE: February 16, 2022

SUBJECT: Submission of Program Proposal (Step 2): Master's Degree in Trauma-Informed Emergency Management

The University of Maine at Augusta's College of Arts & Sciences proposes a Master's Degree in Trauma-Informed Emergency Management.

Rationale

UMA currently offers a Graduate certificate in TEM. The Master of Science in Trauma-Informed Emergency Management curriculum is designed such that the graduate certificate is achieved as part of the degree pathway. This is an interdisciplinary program that is offered with the support of faculty across the System. Students matriculate through UMA, though courses are taught by faculty from sister institutions. The program is dedicated to educating both aspiring and existing disaster and emergency management professionals, as well as professionals in a wide variety of fields who also function as leaders during times of crisis. A review of FEMA higher education programming indicates it is the only program in the country that is rooted in a trauma-informed perspective. A Master's degree in T-IEM will be a strongly positive addition to the State of Maine and University of Maine System.

This proposal has received all appropriate campus reviews and approvals. As UMA's Interim President, I fully support the proposal for a Master's Degree in Trauma-Informed Emergency Management.

APL X-P.1 "Academic Program Approval," Section I. "Approval of Undergraduate Majors, graduate degree programs, and advances certificates of study, Step 2: submission of program proposal" is the relevant section of the University of Maine System Administrative Practice Letters. The policy indicates that, "Upon approval of a program request from the Provost and the VCAA office, a Program Proposal must be prepared and evaluated through the originating university's normal curricular process(es). Program proposals must be submitted within six months after which time the request must be renewed."

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

I. Full Program Title: Master of Science in Trauma-Informed Emergency Management

II. Program Objectives

A. Narrative Description of Program Rationale

UMA is proposing to launch an online Master of Science in Trauma-Informed Emergency Management (TEM) degree in Fall 2022. UMA currently offers a Graduate Certificate in TEM, launched in Fall 2021. This is an interdisciplinary program that is offered with the support of faculty across the University of Maine System. Students matriculate through UMA, though courses are taught by faculty from our sister universities. The proposed curriculum, and the interest of each campus to offer selected courses has been largely developed with the graduate certificate. Indeed, the Master's degree curriculum is designed such that the graduate certificate is achieved as part of the degree pathway. A rotational system assures that every institution involved who wishes to participate can.

This program is dedicated to educating both aspiring and existing disaster and emergency management professionals, as well as professionals in a wide variety of fields who also function as leaders during times of crisis (e.g., educators, counselors, and public, private, and not-for-profit professionals). The program explores the theoretical foundations of disaster and emergency management as a growing field of practice and study. The program emphasizes an integrated approach to disaster and emergency management built on the understanding that disasters are more than hazards, and are products of the inter-relationship and mutual construction of the environmental, social, economic, and political spheres.

Due to the interdisciplinary nature of the field of emergency management, the TEM program holds a dual emphasis on specialized and generalized knowledge through shared core courses, followed by discipline-specific coursework in the Community Resilience, Data Analytics, Emergency Management and Preparedness, and Mental Health Concentrations. In this way, the TEM program cultivates professionals who can lead in their field and effectively collaborate with the complex network of emergency management stakeholders. Furthermore, this program integrates a trauma-informed perspective to better serve individuals and communities and to better support front-line professionals. This approach supports the notion that disaster and emergency management processes and practices can and should contribute to risk reduction, community resilience, and sustainable communities.

Graduate study in disaster studies or emergency management is now a common qualification sought by employers when hiring emergency management professionals. Students with advanced university education in disaster studies and emergency management could work for: Federal Government agencies (such as the Federal Emergency Management Agency (FEMA), Public Health departments and Homeland Security), State Agencies (state Emergency Management agencies, state public health organizations, and emergency response teams), County Emergency Management, the private sector (telecommunications and energy sector companies), non-governmental

organizations such as the American Red Cross, and traditional Emergency Services (fire and police departments). This graduate program is also appropriate for crisis workers, town planners, not-for-profit and community-based organizations, educators, school board members and administration, data managers, counselors, and others in private and public sectors who seek to increase their organization's or community's preparedness for emergencies.

The TEM program is the first graduate program in emergency management offered in the state of Maine. A review of FEMA higher education programming indicates that it is the only program in the country that is rooted in a trauma-informed perspective. A Master's degree in TEM will be a strongly positive addition to the state of Maine and the University of Maine System.

B. General Program Goals

The Trauma-Informed Emergency Management (TEM) program seeks to educate the next generation of multidisciplinary emergency managers and crisis workers, with an emphasis on 1) effectively managing all steps in the emergency preparedness and response cycle; 2) the psychological impacts of and responses to trauma; 3) creating resilient communities; and 4) processing and communicating data in emergency situations.

The TEM program will offer a Master of Science in Trauma-Informed Emergency Management degree, with concentrations in Community Resilience, Data Analytics, Emergency Management and Preparedness, and Mental Health. TEM students will receive an introduction to all topics and their interrelations before beginning their concentration coursework, thus preparing students to effectively work in a field that spans government, industry, and population needs.

C. Specific Student Outcomes

Master of Science in Trauma-Informed Emergency Management

Upon completion of this degree, students will be able to:

- Effectively communicate the perspectives, values, vocabulary, and priorities of different types of providers active in emergency and trauma response
- Articulate and apply community-oriented, trauma-informed practice, including differences in experience, diagnoses, and different types of trauma inherent to emergency situations
- Effectively apply the Emergency Response Cycle within the context of natural disasters and other emergency situations
- Use crisis communication to interface and build connections with emergency planners and responders across disciplines and institutional settings
- Demonstrate data literacy in emergency management

Concentration-specific Learning Outcomes:

Community Resilience Concentration

- Engage with communities, including learning local ways and building rapport and trust
- Demonstrate cultural responsiveness to exacerbated vulnerabilities in a disaster setting, particularly with marginalized, minority, and/or vulnerable populations including consideration of intersectionality
- Articulate psychological responses common to emergency, disaster, and climate change, including social and political norms and perspectives
- Articulate methods to increase resilience and make recommendations for building resilience for individuals, communities, cities and infrastructure, industries, and first responders
- Identify and integrate the perspectives, values, and priorities of communities in emergency situations, with specific consideration of marginalized, minority, and/or vulnerable populations, and engage with cultural humility and responsiveness

Data Analytics Concentration

- Use geospatial tools and best practices to understand and communicate about hazards and risks, build scenarios, and plan responses
- Apply data science with consideration of the scale in planning and response, including city, town, rural, remote, and island populations
- Demonstrate participatory mapping techniques in GIS such as asset mapping, scenario building and assembling priorities
- Demonstrate GIS and modeling proficiency for emergency situations

Emergency Management and Preparedness Concentration

- Demonstrate knowledge of the structure and organization of crisis intervention services in Maine and how to access those services
- Navigate the policies, hierarchies, and pragmatics of working with homeland security, national incident management systems, and FEMA hierarchy works, in an emergency
- Create emergency plans, near term and long term, with consideration of pre-emergency response, transportation/access/mobility issues, community resources, mitigation and adaptation for resilience
- Develop operational responses for emergency scenarios
- Identify and demonstrate ability to write grants for public agencies for emergency planning, response, and recovery

Mental Health Concentration

- Articulate and apply crisis theory and practice
- Practice trauma-informed interventions, including Psychological First Aid, suicide prevention, substance abuse and recovery, and deescalation
- Assess trauma in emergencies, including vicarious trauma, with consideration for subpopulations that may have increased vulnerability, such as children, veterans,

people with disabilities or mental health diagnoses, refugees, ethnic minority groups, etc.

- Demonstrate knowledge of the cognitions inherent in traumatic experiences, including impacts to cognitive functioning for responders and the affected population
- Demonstrate assessment skills specific to conducting a crisis assessment, including mental status, affective/cognitive/behavioral components, and stages of intervention, and mini mental status exams

III. Evidence of Program Need

A. Existence of Educational, Economic, and Social Needs

The University of Maine System can play a significant role in mitigating the consequences of floods, major fires, terrorist threats, pandemics, and other unexpected emergencies by serving its core mission of addressing state needs and educating Maine people, in this case, for careers in emergency response and recovery. The successful launch of the Trauma-Informed Emergency Management Graduate Certificate offers a firm foundation on which to expand to a Master of Science degree to meet these needs.

Graduate study in disaster studies or emergency management is now a common qualification sought by employers when hiring emergency management professionals. Moreover, the skillset, knowledge, and competencies of professionals with a graduate degree in emergency management is becoming increasingly relevant and indeed essential at the organizational, town, state, and federal levels. The trauma-informed perspective adds further relevance to this program as the emergency management field increasingly considers the need to prepare for and respond to the traumatic impacts of emergencies on individuals, communities, and the emergency managers themselves. Accordingly, we see an opportunity to develop a master's degree that focuses on community-based preparedness, response and recovery, one that should be developed with the needs of our state and the particular dynamics of rural communities in mind. The master's program will integrate trauma recovery with community support.

The kinds of emergencies the proposed program would address would be of significant size and impact to require a coordinated response and recovery effort involving experts in community mental health, social wellbeing, and material recovery. The program would train students to assist in organizing emergency response efforts, engage in assessment and planning operations as well as impact mitigation, and to facilitate community resiliency and recovery. The program will further seek to provide students with hands-on experiences and activities with community partners, including members of the TEM Advisory Council who come from the Maine Emergency Management Agency (MEMA), county EMAs, the American Red Cross, Disaster Behavioral Health, and Jackson Laboratory. This will include internships, tabletop exercises, and other field opportunities. Program outcomes would support and align with local, state, and federal recovery protocols.

Currently available programs recognized by FEMA include MPAs, MAs, MSs, MPHs, and advanced certificates. Most are 30 credit programs, some offer multiple tracks, and a few are available online. Additionally, given our diverse Concentrations in Data Analytics,

Community Resilience, Emergency Management and Preparedness, and Mental Health, undergraduate pipelines could come from multiple disciplines including political science, data science, public administration, psychology, sociology, management, and healthcare fields.

B. For 2 year Programs

Not applicable.

C. Existing Similar Programs

Similar programs within the University of Maine System

This is the only Emergency Management Graduate Program offered by the University of Maine System.

Similar programs within Maine

This is the only Emergency Management Graduate Program offered in Maine.

D. Enrollment Projections for Five Years

We expect to recruit and enroll an initial cohort of 19 students (both full time and part time and including student transfers from the current Certificate Program) and then grow that number to annual cohorts of 25 students each year. By the fifth year of the degree, we expect to have a total of 65 matriculated degree students per year (see Table 1) based on job growth projections in relevant fields (see Table 2) and either sustain or grow that number over time.

Table 1. Total MS in TEM Degree Enrollment Projection

	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027
New full time students/yr	5	10	10	10	10
New part time students/yr	5	10	10	10	10
Returning full time students/yr (assuming full time students complete the program in 2 yrs)	2	5	10	10	10
Returning part time students/yr (assuming part time students complete the program in 4 yrs)	5	10	20	25	30
Out of state/international full time students	2	4	5	5	5
Total Students (includes returning and new full time and part time	19	39	55	60	65

National Employment Data

Table 2. Details of projected growth of occupations, per U.S. Bureau of Labor Statistics

Occupation	Number of Jobs in 2020	Job outlook 2020-30	Employment Change, 2020-2030	Median Pay Annual	Median Pay Hourly
Social and Community Service Managers	174,200	15% (Faster than average)	26,400	\$69,600	\$33.46
Public Safety Telecommunicators	95,400	8% (As fast as average)	7,800	\$43,290	\$20.82
Emergency Management Directors	10,500	6% (As fast as average)	700	\$76,250	\$36.66
Education Specialists and Community Health Workers	125,200	17% (Much faster than average)	21,100	\$48,140	\$23.15
Medical and Health Services Managers	429,800	32% (Much faster than average)	139,600	\$104,280	\$50.13

IV. Program Content

The Master of Science in Trauma-Informed Emergency Management was developed as a joint endeavor with the other UMS campuses. Faculty teach courses from their home campus, with a cross-listed section at UMA where students are matriculated; all tuition and fees are then remitted to the faculty's home institution. All courses were developed or adapted from undergraduate courses for this program of study, utilizing faculty expertise from across the system.

Admission requirements

- The UMA Graduate Application
- Resume or CV
- A brief (2-4 pages) essay including a short autobiography, the applicant's reasons for pursuing this degree, professional goals, and how this degree will contribute to these goals. Additionally, the applicant should identify a preferred concentration and potential capstone advisors from among the TEM faculty.
- Transcripts from all colleges or universities attended, excluding the seven campuses of the University of Maine System (Follow instructions on application)
- Interview with Program Coordinator or Faculty

Graduate Certificate

The Master's in TEM program curriculum was developed with intentionality to integrate with the Graduate Certificate in TEM. Students who are pursuing their Graduate Certificate may choose to apply to the Master's program knowing that their courses will seamlessly integrate to the Master of Science degree pathway. Additionally, students in the Master's program will achieve the Graduate Certificate at about the midpoint of their degree progress, which may prove beneficial to the students in terms of employment prospects and raises upon reaching this milestone in their continuing education.

Accelerated Programs

We intend to develop Accelerated Program agreements with undergraduate programs across UMS. Currently identified programs include UMA's Social Science, Public Administration, Mental Health and Human Services and Interdisciplinary Studies programs, which have significant enrollment and the best potential for disciplinary interest in an accelerated program (see Table 3 for current enrollment in these programs). Additional programs may include undergraduate programs across the system in psychology, mental health, data systems, geography, and public administration. Students would apply for provisional acceptance into the Master of Science in TEM program and take up to four of our graduate courses (12 credits) which would apply toward their undergraduate degrees. Students would then apply for full admission to the MS program for the academic year following their baccalaureate graduation, at which point these courses would transfer in to apply to the MS in TEM.

Table 3. Degree seeking students still active as of November 1, 2021 in Academic Programs of interest at UMA.

Academic Program	Headcount
BS - Mental Hlth & Human Serv	539
BA - Social Science	86
BS - Public Administration	56
BA - Interdisciplinary Studies	30
BS – Data Science	22
Post BS - Mental Hlth & Hum Ser	19
Post BS - Public Admin	8
Post BS – Data Science	3
CGS - Trauma Inf Emergency Mgt	4
Grand Total	742

General plan of study

The Master's degree carries a 30 credit course load, including 6 core courses (18 credits) required of all students, followed by an additional 4 courses (12 credits) in the student's Concentration: No Concentration, Community Resilience Concentration, Data Analytics Concentration, Emergency Management and Preparedness Concentration, and Mental

Health Concentration. One of the core courses is the TEM Capstone, in which the students complete a project which will suitably demonstrate academic and applied knowledge within the field.

A. Proposed Courses

TRAUMA-INFORMED EMERGENCY MANAGEMENT, MASTER OF SCIENCE

MASTERS DEGREE REQUIREMENTS:

- ☐ Minimum 30 Credit Hours
- ☐ Minimum Cumulative G.P.A.: 3.0

PROGRAM REQUIREMENTS (18 CREDIT HOURS):

- ☐ TEM 500 Introduction to Trauma-Informed Emergency Management (3)
- ☐ TEM/GEO/SSC 531 Natural Hazards and Human Risk Factors (3)
- ☐ TEM/COM 580: Crisis Communication (3)
- ☐ TEM 587 Research Issues and Data Literacy in Public Management (3)
- ☐ Complete one of the following courses (3)
 - TEM/PSA 512 Grant Writing (3)*
 - TEM/DSC 552 Data Visualization (3)*
- ☐ TEM 599 Capstone (3)

Select One of the Following Pathways/Concentrations:

No Concentration (12 credit hours):

- ☐ Complete 12 credits of TEM Courses (12)

Community Resilience Concentration (12 credit hours):

- ☐ Complete any 4 of the following TEM Courses (12):
 - TEM/PSY 533 Psychology of Disaster and Climate Change (3)*
 - TEM/SSC 516 Emergencies and Vulnerable Populations (3)*
 - TEM 527 Trauma and Resilience (3)*
 - TEM/PSA 512 Grant Writing (3)*
 - TEM/ANT 521 Geographic Information Systems I (3)*
 - TEM/PSA 515 Public Management (3)*
 - TEM/PSY 548 Suicide Prevention (3)*

Data Analytics Concentration (12 credit hours):

- ☐ Complete any 4 of the following TEM Courses (12):
 - TEM/ANT 521 Geographic Information Systems I (3)*
 - *Or SIE 510 GIS Applications (Orono, 3)*
 - TEM/DSC 550 Data Mining (3)*
 - TEM/DSC 561 Spatio-Temporal Information Science (3)*
 - TEM/DSC 552 Data Visualization (3)*
 - TEM 520 Remote Sensing and Image Analysis (3)*
 Additional options through University of Maine, Orono:
 - *SIE 555 Geosensor Networks (Orono, 3)*

Emergency Management and Preparedness Concentration (12 credit hours):

- ☐ Complete any 4 of the following TEM Courses (12):
 - TEM/PSA 512 Grant Writing (3)*
 - TEM/PSA 511 Homeland Security and Emergency Management (3)*

TEM/PSA 522 Terrorism (3)
TEM/PSA 515 Public Management (3)
TEM/SSC 516 Emergencies and Vulnerable Populations (3)

Mental Health Concentration (12 credit hours):

- ☐ Complete any 4 of the following TEM Courses (12):
- TEM 527 Trauma and Resilience (3)*
 - TEM 532 Theory & Practice of Crisis Intervention (3)*
 - TEM/PSY 548 Suicide Prevention (3)*
 - TEM 537 Disaster Mental Health and Psychological First Aid (3)*
 - TEM/PSY 558 Trauma Intervention for Youth and Families (3)*
 - TEM/SSC 516 Emergencies and Vulnerable Populations (3)*

Students are encouraged to contact their faculty advisor and the Advising Center for academic advising and support services throughout their stay at UMA.

B. Development of New Courses

All courses for this degree were previously developed and approved in the creation of the [TEM Graduate Certificate](#), save for TEM 599 Capstone in Trauma-Informed Emergency Management, approved November 2021. The core courses are being offered in AY22; the Concentration courses will be phased in as enrolled students progress through the program.

C. Applied Activity in Program Design

All students will complete a Capstone project in which they will have the opportunity to apply their learning in a meaningful way in the state of Maine. Students will also have the opportunity within their courses (and as students in the TEM program) to participate in internships, tabletop exercises, and other field opportunities so that they are able to develop hands-on experience throughout their course of study. These opportunities are supported by the TEM Advisory Council, made up of professionals in the field who are keen to provide our students meaningful opportunities to support our communities in Maine. For example, a partnership with MEMA and the county EMAs will allow students in the grant-writing course to write real grants for FEMA mitigation funds that will help our communities cultivate their preparedness. Our Advisory Council members are:

- Jake Emerson, Principal Scientific Software Engineer, The Jackson Laboratory
- William Guindon, Mass Care Coordinator, Maine Emergency Management Agency, American Red Cross
- Emily Kaster, Deputy Director, Cumberland County Emergency Management Agency
- Richard Lumb, Emeritus Associate Professor & Chair, Dept. Criminal Justice, SUNY Brockport
- Bradley Nuding, Director, Penobscot County Emergency Management Agency
- Samuel Roy, Natural Hazards Planner, Maine Emergency Management Agency
- Megan Salois, Coordinator, Maine Disaster Behavioral Health
- Kathleen Wescott, Former Coordinator (Retired), Maine Disaster Behavioral Health

D. Impact of Program on Existing Programs on Campus

This program has the potential for positive impacts on other UMA programs, and programs across our sister institutions. A Master of Science in TEM will enable students from across UMS to further their education, and will help provide professional and personal direction for undergraduate students who are seeking examples for meaningful application of a variety of baccalaureate degrees. Additionally, the faculty in the TEM program are members of other programs at UMA and across UMS. Their participation in this program will support their ongoing professional development, increase collaboration across programs and campuses, and enable a sharing of resources and expertise with their peers and students.

V. Program Resources

A. Personnel

Faculty involved in the M.S. TEM program are listed below:

[Dr. Kati Corlew](#), UMA, Associate Professor of Psychology, TEM Program Coordinator
[Dr. Diane Lemay](#), UMA, Associate Professor of Mental Health and Human Services
[Dr. Matthew Dube](#), UMA, Assistant Professor of CIS
 Sharon Ross, UMA, Adjunct Professor, Grant Writing
[Dr. Valerie Rubinsky](#), UMA, Assistant Professor of Communications
[Dr. Jesse Minor](#), UMF, Geography and Environmental Planning
[Dr. Jennifer Blossom](#), UMF, Assistant Professor Psychology
[Marilyn Epp](#), UMF, Assistant Professor of Criminal Justice and Public Safety
 Dr. Brooke Saucier, UMF, Adjunct Professor, Public Policy & Administration
[Dr. Lori Schnieders](#), UMM, Assistant Professor of Psychology, MHRT/C and Counseling
[Dr. Tora Johnson](#), UMM, Environmental and Biological Sciences
[Dr. Adele Baruch](#), USM, Associate Professor, Counselor Education Graduate Program
[Dr. Nikki Correa](#), USM, Assistant Professor, Counselor Education
[Dr. Erika Zeller](#), USM, Assistant Professor of Public Health

1. Specific effect on existing programs of faculty assignments in new program

Each faculty member's course offering(s) fit within their existing programmatic discipline. As such, TEM courses may be cross-listed to fit into their regular teaching assignments. Alternatively, the workload of faculty will be adjusted to reach the teaching needs of both graduate and undergraduate programs at each institution.

B. Current Library Acquisitions Available for New Program

A search of journal holdings through UMA Libraries indicated access to 373 titles in emergency management. In addition to journals, UMA students have access to

Interlibrary Loan services. Library staff are exceedingly fast at processing electronic requests for materials.

C. New Equipment Necessary for New Program and Plan for its Acquisition and Implementation

No new equipment is necessary for the launch of this program.

D. Additional Space Requirements

No additional space is required for the launch of this program, as these classes will be taught 100% online.

E. Extent of Cooperation with other Programs, both on the Initiating Campus and Other Campuses

This program exists in cooperation with all of the UMS schools. The Trauma-Informed Emergency Management program was developed in a years-long process that featured the input and collaboration of our sister schools. Faculty come from across the system to lend their expertise to the courses and concentrations of this program. This program has the potential for positive impacts on all of the UMS campuses. UMA and our smaller sister institutions are developing their graduate capacities with this program, and all campuses participating in this program will receive tuition and fees for students who take courses at their respective campuses.

VI. Total Financial Consideration

A. Estimate of Anticipated Cost and Anticipated Income of the Program for Five Years

The MS in TEM degree is expected to draw new students to UMA, as well as be of interest to UMA undergraduate students in programs that align with the accelerated masters program as well as those TEM Graduate Certificate students interested in continuing their education by completing the master's degree. Table 3 summarizes information about expected tuition revenue for the new degree based on the current graduate tuition rate of \$432 per credit for in-state students and \$554 per credit for out-of-state students. It is difficult to estimate how many undergraduate students will take classes as part of their undergraduate degree. In the first year of the Graduate Certificate program, we had 8 students. Nonetheless, predictions are based on an estimated 19 new MS degree students (including transfers from the Certificate) taking an average of 15 credits per year for full time or 9 credits per year for part time, can be calculated. These data show that in the first year of the program (2022-2023), with 19 students, \$100,860.00 of tuition would be generated. We plan to increase enrollment to 25 new students in each cohort. Once there are students enrolled in all program stages (2024-2025), estimated tuition revenue would be \$326,670.00 that year and thereafter.

Most courses will be taught by UMA faculty, with an average of one to two courses taught by faculty from our sister universities per year according to our current course rotation

schedule and current pool of affiliated faculty. Table 4 below shows the projected credit hour and tuition revenue distribution among UMA, UMF, UMFK, UMM/UM, UMPI, and USM. Please note that at this time we do not have any UMPI-affiliated faculty, but anticipate this will change in the coming years. Projections are based on our current faculty and course rotation.

Table 4. Projected student enrollment, credit hour distribution, and Tuition Revenue from the Master of Science in Trauma Informed Emergency Management, 2022-2027

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Total Students (see Table 1, above)	19	39	55	60	65
Total anticipated credit hours	225	465	645	690	735
Anticipated UMA credit hours	150	270	480	480	570
Anticipated UMF credit hours	45	90	45	90	45
Anticipated UMFK credit hours	15	45	90	45	90
Anticipated UMM/UMO credit hours	15	15	30	30	30
Anticipated UMPI credit hours	0	0	0	0	0
Anticipated USM credit hours	0	45	0	45	0
Total anticipated revenue	\$100,860.00	\$208,790.00	\$287,790.00	\$307,230.00	\$326,670.00
Anticipated UMA revenue	\$68,460.00	\$124,550.00	\$216,510.00	\$216,510.00	\$255,390.00
Anticipated UMF revenue	\$19,440.00	\$38,880.00	\$19,440.00	\$38,880.00	\$19,440.00
Anticipated UMFK revenue	\$6,480.00	\$19,440.00	\$38,880.00	\$19,440.00	\$38,880.00
Anticipated UMM/UMO revenue	\$6,480.00	\$6,480.00	\$12,960.00	\$12,960.00	\$12,960.00
Anticipated UMPI revenue	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Anticipated USM revenue	\$0.00	\$19,440.00	\$0.00	\$19,440.00	\$0.00

B. Detailed Information on First-Year Costs, Including:

1. New Personnel requirements (including employee benefits):

No additional faculty lines are requested in year 1.

2. First year revenue and identify source

First year revenue will come from tuition and fees. Most students probably will be Maine residents and thus will pay in-state tuition rates. For 2022-2023, UMA graduate tuition rate is \$432 per credit hour. Tuition follows the faculty's home institution.

3. New operational costs are to be absorbed into the current campus operating budgets over a five-year period.

We do not anticipate additional operating costs not covered by current campus operating budgets.

4. What additional funding is required to support the program (identify the source)?

No additional funding is requested at this time.

5. Life time of outside or independent funding and plan for how and when program becomes part of the E&G budget.

At this time, we do not expect to rely on outside or independent funding to support the graduate program during the first 5 years.

VII. Program Evaluation

All UMA programs are required to submit an annual report to the respective Vice President of Academic Affairs, including course offerings, enrollments, number of matriculated students, and number of graduates. All courses offered each semester are subject to student evaluations. In addition, all programs periodically prepare a program review, which is then reviewed by external experts.

The purpose of program review is to gain new perspectives and improve the quality of academic programs. The review provides information, analysis, and evaluation that will help the University identify program strengths, suggest areas for improvement, and make recommendations and commendations. External program review requirements are aligned with NEASC and UMS program review expectations as well as to the goals within UMA's Strategic Plans. Per University of Maine System policies, initial review of the new graduate program will occur after 2 years, with results reported to the Vice Chancellor for Academic Affairs. Subsequent reviews take place every 5 years.

UMA Program Review Procedures:

1. The program forwards their completed internal self-study report to the dean of the college and the provost. This report is supported by an archive of primary data.
2. Program faculty, consulting with their college dean, prepare for the provost both a schedule and a list of two – four external professionals, which includes faculty from other universities and colleges in and out of Maine, as potential consultants to lead the external review team and prepare the team's report.
3. The provost in consultation with the dean selects one or two consultants from this list for the review. As of November 12, UMA will commit to each program review \$1,000.

The Provost will pay \$500 and the college and program will commit to the balance. This is a minimum commitment and can be negotiated between the dean and provost.

4. The consultant(s) will be part of an external review team. Each team will consist of at least three members. Program faculty will nominate to their dean at least two other members (from two of the different options that follow) of the review team from: practicing professionals in a related field; employers of alumni who graduated from the program in the past three years; recent graduates (not employed by the consultant) who are working in a related field, or; secondary (with a rationale) and post-secondary educators in the field.

5. The dean contacts the consultant(s) and the other members of the team, and makes arrangements for a 1-day site visit. The dean sends the completed self-study to the consultant(s) and other members of the team.

6. A one-day site visit takes place, hosted by the dean with oversight for the program under review. The college office will ensure that logistical issues are addressed as well as the needs of the reviewer(s). The day will include at minimum the external review team interviewing the program's students, faculty, college dean, and the provost.

7. The external review team confers, and prepares an outline that the consultant(s) will use in preparing a written evaluation of the program under review. The consultant(s) submits within two weeks the written evaluation to the other members of the external review team for their review and comment. They are to respond with any concerns to the consultant within one week. The consultant then has a week to make any final edits.

8. The consultant(s) submits the final edit of the external review to the dean. The dean immediately forwards copies to the program coordinator and the provost.

9. Within four weeks, the program prepares a written response to the consultants' evaluation and forwards copies of the response to the college dean and the provost.

10. Within two weeks following the faculty's response to the external review, the dean will convene a meeting with the faculty to develop a work plan to address any needed/desired changes that have evolved from the review process.

11. Once the work plan is completed, it will be presented to the provost and Senate's Academic Planning and Priorities Committee (as appropriate).

12. The provost writes a program evaluation in consultation with the dean based upon the self-study, external review, faculty response to the external review and the work plan developed by the faculty and dean.



UNIVERSITY of MAINE at AUGUSTA

College of Professional Studies – Department of Computer Information Systems

3.1

December 24, 2021

Members of the Board of Trustees and Chief Academic Officers Council,

It is with great enthusiasm that I write on behalf of the data science faculty from the Department of Computer Information Systems at the University of Maine at Augusta in support of the **Masters of Science in Trauma-Informed Emergency Management** at the University of Maine at Augusta. We are pleased to engage in an accelerated pathway with the program as emergency management benefits greatly from data science.

Students in the Data Science program at UMA demonstrate the foundational skills present in the Data Analytics concentration of the proposed program. In the course of finishing their degrees, students take coursework in data mining, data visualization, data literacy, and have the potential to complete coursework in geographic information systems. Pairing their undergraduate training with this program creates great opportunities to see the human side of their work.

In a spirit of reciprocity, we offer our upper level coursework (as deemed necessary) to their students.

Respectfully,

Matthew P. Dube

Dr. Matthew P. Dube

Assistant Professor of Computer Information Systems and Data Science, University of Maine at Augusta

Cumberland County Emergency Management Agency

22 High Street, Unit 1, Windham, Maine 04062

207-892-6785 • cumberlandcounty.org/ema

Matthew Mahar, Director

Emily Kaster, Deputy Director



3.1

January 11, 2022

Board of Trustees

University of Maine System

15 Estabrooke Drive, Orono, ME 04469

Dear Board of Trustees,

I am pleased to provide this letter of support for the creation of the Master of Science Degree in Trauma-Informed Emergency Management at the University of Maine at Augusta. For several months now, I have had the honor of serving on the Advisory Committee at the direction of Dr. Kati Corlew. I have full confidence in her abilities to develop this degree into a premier program.

I hold a Master's Degree in Homeland Security and an undergraduate degree in Emergency Management, and 4.5 years of experience serving in county emergency management in Maine. I recently completed a thesis assessing the degree of professionalization of public sector emergency management in Maine, and concluded the next generation of practitioners will need additional supports (such as higher education) in the face of tomorrow's stronger and more frequent disasters. I believe the addition of this program at the University of Maine will not only enhance practice and research in emergency management and interdisciplinary fields, but also increase Maine's resilience as a community.

Please do not hesitate to contact me at 207-329-3638 or kaster@cumberlandcounty.org with any questions.

Respectfully,

Emily Kaster

CCEMA Deputy Director

STATE OF MAINE



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FARNHAM
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DEPARTMENT OF DEFENSE, VETERANS AND
EMERGENCY MANAGEMENT
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72 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0072
PHONE: 207-624-4400/800-452-8735
FAX: 207-287-3178



PETER J. ROGERS
DIRECTOR

12/30/2021

Kate Corlew, Ph.D.
Associate Professor of Psychology, Social Sciences Faculty
University of Maine at Augusta
Bangor Campus
223 Lewiston Hall
65 Texas Avenue
Bangor, ME 04401

Re: Trauma-Informed Emergency Management Master's Program

Dear Dr. Corlew:

This letter is to support your efforts to establish the Trauma-Informed Emergency Management (TEM) Master's Program at the University of Maine at Augusta.

Careers in emergency management are expected to grow by 6% in the next ten years¹. This trend coincides with a growing frequency of major disastrous events, including hurricanes, floods, wildfires, and persisting impacts of the COVID-19 pandemic. With the establishment of the TEM Master's Program, the University of Maine at Augusta will be positioned as a leader in training the next generation of emergency managers and developing modern standards for the profession. The Maine Emergency Management Agency sees this program as crucial for advancing professionalism in emergency management at all scales of emergency planning and response, with untold benefits for community preparedness and resilience.

Sincerely,

Samuel J. Roy

Sam Roy
Natural Hazards Planner
Maine Emergency Management Agency

¹ U.S. Bureau of Labor Statistics 2020 Occupational Outlook Handbook: www.bls.gov/ooh/management/emergency-management-directors.htm



American Red Cross
Northern New England Region

December 27, 2021

University of Maine
Board of Trustees
15 Estabrooke Drive, Office 251
Orono, Maine 04469

Dear University of Maine Board of Trustees,

It is my privilege to support the University of Maine Augusta, Trauma Emergency Management, Master's of Science Degree Program. As the Disaster State Relations Liaison/Mass Coordinator for the Emergency Management Agency and the American Red Cross Northern New England Region, I see tremendous value in a Graduate Level Degree program focused on Emergency Management.

As our communities experience an increasingly high number of emergencies and disasters, the stakes are high to save lives. Emergency managers must adequately prepare today to meet current and future challenges and opportunities to mitigate, plan, respond, and recover from Natural or Human-Caused Disasters or Pandemics. Those entering the Emergency Management field now more than ever must be educated and trained at the highest level. A Graduate Level Degree program at the University of Maine Augusta will provide a venue for those entering or currently serving in the Emergency Management field an opportunity to properly prepare to face future challenges and needs of communities in Maine.

Thank you in advance for your consideration.

Sincerely,

William Guindon

Disaster State Relations Liaison/Mass Care Coordinator
Maine Emergency Management Agency
American Red Cross Northern New England Region
45 Commerce Center Drive
Augusta, Maine 04330

UNIVERSITY of MAINE at AUGUSTA



*College of Arts & Sciences
Social Science Program*

December 30, 2021

To Whom it May Concern:

I am writing as Program Coordinator of UMA's Social Science baccalaureate degree program, in support of the development of the Master of Science in Trauma-Informed Emergency Management.

Our program is very interested in an Accelerated Program partnership with the TEM M.S., wherein our undergraduate students take a handful of TEM credits that count towards their SSC B.A. and which can also count towards the M.S. in TEM.

Please do not hesitate to contact me if you have further questions. Thank you for your time and consideration.

Respectfully,

A handwritten signature in black ink, appearing to read 'Lorien Lake-Corral'.

Dr. Lorien Lake-Corral
Associate Professor of Sociology
Coordinator, Social Sciences Program
lorien.lakecorral at maine dot edu
207.621.3481 (vm)





UNIVERSITY OF MAINE AT AUGUSTA

46 University Drive, Augusta, Maine 04330-9488
www.uma.edu | 1.877.UMA.1234

3.1

January 3, 2022

Dear UMaine System BOT:

I am writing this letter in support of the Master of Science in Trauma-Informed Emergency Management that is being proposed by UMA and the Accelerated Program option that we hope to make available to undergraduate students.

I am the coordinator of the Interdisciplinary Studies program and we would like to form a partnership with TEM. Since the establishment of the TEM certificate program in the fall of 2021, there has been interest from several Interdisciplinary Studies majors who would benefit from the Accelerated Program.

If you have any questions, please do not hesitate to contact me at sarah.hentges@maine.edu.

Sincerely,
Sarah Hentges
Associate Professor of American Studies
Coordinator of Interdisciplinary Studies

Adele Baruch

25 Tanglewood Dr., Gorham, ME. 04038
 (207) 780-5317
 Cell: 607-592-4575
 Email: adele.baruchrunyon@maine.edu
 Fax: 207-780-5043

Education

Syracuse University, Counseling and Human Services, Ph.D. August 2005. Dissertation title: An Examination of the Integration of Differing Traditions in Counseling Practice.

Syracuse University School of Social Work, Syracuse, NY. M.S.W., December 1990.

Lesley College, Cambridge, MA. M.A. in Expressive Arts Therapies, 1981.

William Smith College, Geneva, NY. B.A. cum laude in 1977. Major: Anthropology.

Teaching and Supervisory Experience

- **University of Southern Maine, ME. Chair, Counseling (January 2013-January 2014; May 2017-December 2018; June 2019-Current).** With graduate students, developed peer support groups for Counselor Education students. Developed half time field coordinator position. CACREP reaccreditation liaison. Developed family systems are of expertise with associated field sites. Collaborated with USM Student Success and Residential Life to develop university field sites. Served on Provost's Leadership Council and Dean's Leadership Team. Counselor Education Program Coordinator (September 2012-May 2014).
- **University of Southern Maine, ME. Associate Professor of Counselor Education (May 2011-Current). Assistant Professor (2005-2011).** Developed and taught courses in Diagnosis and Treatment Planning, Counseling Skills, Individual Practicum, Group Practicum, and Family Systems, Mind/Body, Expressive Arts in Counseling and Internship. Worked with faculty to revise practicum field experience and supervision. Initiated pilot and follow-up projects of small learning groups for entry year students. Initiated collaborative project on Moral Courage with the Lewiston/Auburn School District.
- **University of Maine, Graduate School.** Served on dissertation committee for Melissa Rosenberg, 2012-2013.
- **Syracuse University, Syracuse, NY. (Summer 2003 – Summer 2005).** Full-time Instructor, Interim Coordinator of a CACREP-accredited Community Counseling Program. Developed and taught courses in Social and Cultural Dimensions of Counseling, Practicum in Counseling, Introduction to Group Work, Foundations of Mental Health Counseling, and Advanced Group Work (doctoral level). Academic advising for graduate students. Served as Clinical Coordinator for the Community Counseling Program, developing and maintaining field placement sites.
- **Syracuse University, Syracuse, NY. (Fall 2002 – Spring 2003).** Graduate Assistant in Counseling and Human Services. Supervising field experience of Master's level students for their practicum. Weekly supervisory meetings with reviews of counseling tapes and notes.

- **Broome Community College, Binghamton, NY. (Fall 1999–Spring 2000).** Instructor, Introduction to Psychology. Teaching introductory course in psychological theory and its applications, a required course for students in Human Services and Psychology.
- **Cazenovia College, Cazenovia, NY. (Spring 1999–Spring 2001).** Instructor, Counseling and Sociology, Dept. of Continuing Education. Taught course for college credit to Carrier employees, many of whom were returning to school after many years of working. Taught additional introductory and seminar courses to continuing Cazenovia College students at Cazenovia College.
- **Binghamton University, Binghamton, NY. (Fall 1999–Fall 2000).** Instructor of Chi Gong for university wellness program. Facilitated courses for students and faculty on the basic principles of Chi Gong techniques, with some examination of its historical roots in Traditional Chinese Medicine.
- **Complementary Medicine and Healing Arts, United Health Services, Vestal, NY. (January 1999–Spring 1999).** Instructor. Led workshops in Chi Gong and energy development for public and UHA employees. Helped organize women's talking circle.
- **Onondaga Pastoral Counseling Center, Syracuse, NY.** Clinical training consultant. Hired to develop training program for clinicians working with high-risk adolescents. Conducted two day-long workshops. Also helped to design group for adolescents at risk of violent behavior. January–April 1993.
- **Bridgewater State College, Division of Continuing Education, Bridgewater, MA. (1981).** Instructor: Creativity and Everyday Life. Using various exercises involving the creative arts, students were encouraged to expand their creative potential and to integrate this creativity into ways of dealing with everyday conflicts and problems.

Counseling Experience

- **Fall Creek Counseling Services, Ithaca, NY. (January 2002–July 2004).** Private Practice. Worked with individuals, couples, and families. Both therapeutic and educational groups offered. Training and consultation services for therapists, educators, and human service providers. October 1993–June 1998. Reopened.
- **Onondaga Pastoral Counseling Center, Syracuse, NY. (Winter 2000–Winter 2001).** Staff therapist. Worked predominantly with families, although some individual and group work also done. Initiated time-limited adolescent psychodrama group, winter–spring 1991. Continued work begun during prior internship on parenting grant, in conjunction with the Department of Family Medicine at SUNY Health Science Center. 1990–January 1993. Rejoined staff in the winter of 2000 to serve as a psychotherapist, to explore additional satellite potential in the Southern Tier, and to develop a grant for victims of domestic violence.
- **Susquehanna Wellness Center for Personal and Career Counseling, Owego, NY. (June 1999–November 2001).** Counseling and educational center which approaches individual, family, and career development from a holistic perspective. Workshops by area practitioners on mind/body, workplace, and family health issues offered throughout the year.
- **Family and Children's Services, Ithaca, NY. (October 1993–Summer 1995).** Adjunct therapist in Family Mental Health Program. Worked with adults and adolescents. Attended biweekly clinical team meetings.

- **Onondaga Pastoral Counseling Center, Syracuse, NY. (1988–89).** Student Intern. Worked with individual couples and families. Worked on grant to bring parenting education and networking to low income communities.
- **Meachem Elementary School, Syracuse, NY. (1987–88).** Student Intern. Worked with individuals and small groups around emotional and behavioral problems interfering with school work and/or effective social interaction. Also worked with families around assessment and ongoing intervention. Facilitated movement group and psychodrama group.
- **Brockton Multi-Service Center, Adult Day Treatment Center, Brockton, MA. (1981–83).** Expressive Therapist. Advocated for individual clients in day treatment center. Ran groups, including movement, goal group, psychodrama, and poetry. Facilitated community meetings. Wrote client progress and final reports. Designed in-service workshops for staff. Participated in ongoing, weekly psychiatric staffing for clients. Supervised expressive therapy student intern.
- **Brockton Multi-Service Center, Adult Day Treatment Center. (1980–81).** Intern in Expressive Therapies. Organized and led expressive therapy groups. Assisted at community meetings. Conducted individual dance therapy sessions.
- **Brookline Therapeutic Preschool, Brookline, MA. (1980–81).** Intern in Expressive Therapy. Worked in therapeutic classroom. Led movement groups and worked with individual children. Participated in once weekly, day long psychiatric staffing.

Publications

- Atkinson, R, Baruch, A, & Harris, L. (2019 a). *Learning altruism through stories and action*. Narrative Works: Issues, Investigations & Interactions, 9 (1). 119-126
- Baruch, A. Atkinson, R., & Khiehl, H., Editors. (2019). Listening to stories of courage and moral choice: Creating conversations about inclusive care in our school and communities. [Special Issue] Narrative Works: Issues, Investigations & Interventions, 9 (1). (published in a book format, 2020)
- Baruch, A. (2019 b). *Preface*. Narrative Works Issues, Investigations & Interventions, 9 (1) 2-10
- Baruch, A. (2019 c). *The courage and moral choice project: Maine, phase 1*. Narrative Works: Issues, Investigations & Interventions, 9 (1). 11-30
- Baruch, A. (2019 d). *The courage and moral choice project: Maine, phase 2*. Narrative Works: Issues, Investigations & Interventions, 9 (1). 31-42
- Baruch, A. & Creek, D. (2019 e). *Stories of helping in the aftermath of katrina*. Narrative Works, Issues, Investigations & Interventions, 9 (1) 43-64
- Baruch, A. (2019 f). *Stories of networks of help during the holocaust*. Narrative Works, Issues, Investigations & Interventions, 9 (1) 65-92
- Baruch, A. (2019 g). *Appendices*. Narrative Works, Issues, Investigations, & Interventions, 9 (1) 127-135
- Baruch, A. (2019). The complementary bidirectionality of attachment repair: Healing attachment wounds by being cared for and caring for others. (In Submission) Counseling Today.

- Baruch, A. (2016). The paradoxical nature of growth in groups. In M.L. Luke & K.M. Goodrich (Eds.) *Group work experts share their favorite activities for supervision*. ACA Press.
- Published Letters to the Editor: Baruch, A. (2016, May 7). Underrepresented. [Letter to the editor]. *New York Times*
- Baruch, A. (2013, April 15). Collaboration encourages focus on compassion in action. *Portland Press Herald*. p. A7
- Baruch-Runyon, A., Champlin, D., Gorgas-Goulding, H., Harrison, W. (2010). *An entry level course: Explorations in creative and research activities*. *CUR Quarterly*. 30(2), p. 45.
- Baruch-Runyon, A. (2009). *The integration of diverse perspectives in counseling practice*. *Studies in Learning, Evaluation, Innovation, and Development*. 6(3), pp. 25-44.
- Baruch-Runyon, A. (2009). [Review of the book, *Musicophilia*]. *The LLI Review* 3.
- Baruch-Runyon, A., VanZandt, Z., Campbell, S., Elliot, A. (2009). *Forging connections to new student engagement*. *NACADA Journal*. 29(1), pp. 31-42.
- Baruch-Runyon, A., Hong J. Y., Potaczala, C. (2008). *The Integrative Journal: Combining a dialogue approach with a structured conceptually based approach to journal assignments*. *Studies in Learning Evaluation, Innovation, and Development*. 5(4), pp. 42-51.
- Baruch-Runyon, A. (2008) [Review of the book *Living in the Shadow of the Freud Family*] *The LLI Review*, 2.
- Baruch-Runyon, A. (2005, Fall/Winter). *A collaborative program to meet the mental health needs of Spanish-speaking clients*. *NARACES News*, 25, 9-10.

Presentations

- Baruch, A. Yasui, N., Shaw, J. & Madden, C. (Submitted and accepted for 2020 conference, postponed to conference 2021). *Voices of courage and moral choice*. Poster Session. American Counseling Association Annual Conference, Orlando, FL.
- Baruch, A. (Submitted and accepted for 2020 conference, postponed to conference 2021). *Listening to Stories of Moral Courage and Moral Choice*. Narrative Matters, Conference, Atlanta, GA.
- Baruch, A., Khiel, H. (2018). *The Moral Courage Project: Group Experiences with Narratives of Active Care*. Association for Specialists in Group Work Conference, Savannah.
- Baruch, A., Harris, L. (2016) *Residential Staff as the First Line of Defense for College Students in Distress: Psychoeducation and Counseling Group for Residential Staff*. Association for Specialists in Group Work Conference, Virginia.
- Baruch, A. (2013). *Authentic Expression through the Expressive Arts*. North Atlantic Region Association for Counselor Education and Supervision. Regional Woman's Wellness Retreat.
- Baruch, A., Duffy, M. (2012). *Moral Courage Project Presentation of Action Research related to project in the Auburn community*. Brought stories of active care to high school students and community members. Worked with teacher and administrators to develop

associated student projects. Conducted research interviewing students, teachers, and community members about their experiences with stories of active care. Students and teachers participated in conference presentations. Life stories of helping in a challenging environment.

- Baruch, A., Champlin, D., Gargas-Goulding, H. (2011). Explorations in Creative Research Activity. American Creativity Association. Lewiston-Auburn campus.
- Baruch-Runyon, A. (2010). *The application of expressive arts modalities in group counseling supervision: A new model for group leadership training*. Association for Specialists in Group Work Conference, New Orleans, LA.
- Baruch-Runyon, A., Champlin, D., Gargas-Goulding, H. (2008). *Introduction to creative and research activities: A dialogue on a developing course*. USM Pineland Conference, New Gloucester, ME.
- Austin, J., Baruch, A., Higgins, B. (2007). Rights and Responsibilities Across the University Community. Panel Presentation, USM Convocation.
- Baruch-Runyon, A. (2006). *Movement and psychodrama interventions in play therapy with school age children*. MEAPT Annual conference, Gorham, ME.
- Baruch-Runyon, A. & Wright, S.H. (2006). *The distance interview live: A demonstration of counseling using video conferencing using the internet*. ACES Annual conference, Pittsburg, PA.
- Baruch-Runyon, A. (2004). *The integration of differing traditions in counseling practice: Implications for counseling theory and education*. Presentation at the North Atlantic Association of Counselor Education and Supervision Conference, Portland ME.
- Baruch-Runyon, A. & Sweeney, L. (2004). *Depression intervention strategies*. Presentation at the Counseling Update 2004 Conference, Syracuse, NY.

Service

- Strategic Planning Committee, SEHD 2018-2019
- Coordinator for Collaborative Spring Training for USM, Counselor Education, USM, Social Work, UNE Social Work, for students, faculty, and supervisors in Interpersonal Violence and Domestic Violence training. Delivered statewide, through zoom. (Spring 2020)
- CACREP accreditation liaison (2017-2019; current)
- Chair, conference committee for one day symposium on creating equitable and caring communities, with a panel discussion, a portrait and poster display, and performances by public school student and artist educators (Feb.– Oct. 2019)
- Chair, Libra Committee. USM (Spring 2011–Spring 2020).
- Student Success Committee (2005-2008).
- CEHD Admission and Retention Committee (2009-2010).
- Diversity Committee, Counselor Education (2006-Present).
- Multicultural Learning Collaborative (2007-2011).

- Editorial Board. The New Southern Maine Review (2013-2015).
- Chair, Conference Committee for proposed conference on Support for Students in Distress. Collaborative effort with SMCC to develop a regional support network for suicide prevention across area high schools, colleges, and universities. (December 2012 – Spring 2013).
- USM Faculty Senate. (Fall 2011 – Spring 2013).
- Chair, Conference committee for two-day conference, Active caring: Life stories of helping in a challenging environment (Sept 2011 – April 2012).

Grants

- Baruch, A., Yasui, N.I. (2019) Faculty Senate Grant. Voices of Courage and Moral Choice. Support for continued research on stories of courage and moral choice, with a focus on stories of New England elders, to become a resource for high school and university instructors.
- Baruch, A. (2015). The Moral Courage Project/Lewiston/Saco/Portland, Maine. Metropolitan University Mini-Grant
- Baruch, A. Champlin, D., Kilroy, W., and Gorgas-Goulding, H. (Sept 2012- May 2013). Curriculum Cluster Conversation Award for the curriculum project: The exploration and the Ethical Dimensions of Creative Research Activities.
- Baruch, A. (2011). Libra Grant. Support for the Life Story Conference, in Collaboration with Auburn Schools. Support for speakers, including student participants in Life Story conference. Fall 2013, support for speakers/facilitators. Support for Students in Distress.
- Baruch-Runyon, A. (2009). Faculty Senate Grant. Altruism *Under Duress*. Qualitative research on both the sustenance of altruism under duress and responses to hearing stories of altruism under duress. Linked to a collaborative teaching and writing project with the Lewiston/Auburn School District.
- Baruch-Runyon, A. (2009). Teaching Enhancement Grant. *Roundtable Dialogue on the Therapeutic and Educational Applications of Life Stories*. This grant will support a CEHD roundtable discussion of the therapeutic and educational applications of life stories, including presentations of work in progress. Colleagues from the University of Rochester working on Life Story applications are collaborating in our discussion, and possible planning for a conference on life stories for the Spring of 2012.
- Baruch-Runyon, A. (2008). Teaching Enhancement Grant. Grant funded on opportunity for HRD faculty to share foundational thinking around a specific case study. It was an effort both build community and to share the epistemological underpinnings of our teaching and scholarship.
- Melmac grant recipient (2007) for project and research proposals focusing on small groups for entry year students. The project grant initiates small groups to develop and practice communication and coping strategies. The research component focuses on students' stories of their entry year experience.
- College of Education and Human Development research grant (2007). For support of a pilot project focusing on entry-year students in a living/learning community. The project was linked to research involving student and residential life staff interviews.

Professional Memberships

American Counseling Association

North Atlantic Regional Association of Counselor Educators

Association for Specialists in Group Work

International Association of Marriage and Family Counselors

Workshop and Training Experience

- *Integration of Complementary and Conventional Care in a Dental Health Retreat*, Ithaca, NY. Organized and facilitated a daylong retreat for dentists and their staff on the integration of complementary and conventional practices in their professional practice. Presented research on the integration of differing perspectives in counseling practice with implications for medical practitioners. September 2000.
- *Creative Arts with Children in Clinical and Educational Settings*, School of Social Work, Continuing Education, Syracuse University, Syracuse, NY. Full-day workshop for educators and clinicians on integrating experiential approaches in their work settings. Fall 1996.
- *Positive Parenting*, Tompkins County BOCES, Ithaca, NY. Six-session class emphasizing positive approaches to parenting problems using role play and group discussion. Spring and Fall 1995.
- *Nonviolent Parenting*, Mental Health Association of Tompkins County, Ithaca, NY. Workshop with an emphasis on maintaining parental authority without hurting children's self-esteem. Fall/Spring 1994.
- *Women and Body Image*. Time limited group for women focusing on body image and sense of self, using both verbal processes and expressive arts therapies. Spring 1993 and Summer 1992.
- *Psychodrama Training for Clinicians*. Daylong workshop for clinicians on the use of psychodrama techniques within psychotherapeutic contexts. 1991 (Syracuse), 1992 and 1993 (Ithaca).
- *The Creative Partner: A Workshop for Couples*, The Humanistic Studies Center, Syracuse University, Syracuse, NY. Workshop using both verbal and Expressive Art Therapies techniques to enhance creativity and communication in couple relationships. Spring, 1990.
- *Expressive Therapies Workshop*, The School of Social Work, Syracuse, NY. Facilitated a one-day workshop for faculty and students in the Expressive Arts Therapies with special emphasis on movement, psychodrama, poetry, and art. Explored ways in which the Expressive Arts can be introduced in various therapeutic settings. 1988.
- *Movement and Support Group for Women*, Syracuse, NY. Organized and co-facilitated time limited group, using movement and psychodrama to expand awareness, especially around issues of women and body image. Summer 1985, 1987.
- *Creativity and Everyday Life*, St. Camillus, Syracuse, NY. Staff enrichment. Using Expressive Arts to expand creativity for problem solving and stress reduction. 1988.
- *Movement in Early Childhood Education*, Syracuse University, Syracuse, NY. Workshop for student teachers on the integration of movement in work with young children. 1988.

Other Work Experience

- *Carolyn Adams Elementary School*, Whitney Point, NY. Worked part-time in Family Resource Center with students, teachers and parents. Initiated and helped to develop Creative Arts Summer Program in collaboration with Family and Children's Services and Rural Health Network. January 2001–August 2002.
- *Eastlake Expressive Arts Camp*, Ithaca, NY. Co-director. Initiated, developed and co-directed summer arts camp which combined traditional camp activities with opportunities to participate in integrated arts activities for children aged 5 to 10 years. Spring 1994–Fall 1996.
- *Evergreen Manor Home for Adults*, Jamesville, NY. Activities Director (part time). Organized and coordinated activities for residents, including life history group, movement, and gardening group. Coordinated resident's newsletter. Facilitated resident council meetings. 1987.
- *Retired Senior Volunteer Program*, Ithaca, NY. VISTA Organizer. Organized and coordinated the RSVP VISTA program in Tompkins County. Identified handicapped elderly in the community who might benefit from the RSVP volunteer program. Established volunteer groups and individual volunteer positions which would suit the particular needs of clients. Participated in training workshops on needs of handicapped elderly through state-wide VISTA training office. 1978–79.
- *Economic Opportunity Corporation*, Ithaca, NY. School Nutrition Advocate. Organized a community advocacy group interested in expanding programs in nutrition education and food-related issues in elementary schools. Summer 1978.

Interests and Activities

- Chair, Advisory Board, Centers of Moral Courage, 2019–current.
- Served on the Site Based Committee at Newark Valley Middle School, 2000–2001. Initiated a community based service program for students.
- Participating member in the National Qigong Association.
- Served as Vice-President on the Board of Directors and as co-chair of the Education Committee for the Mental Health Association of Tompkins County.
- Participated in initiating the Syracuse Chapter of New Jewish Agenda.
- Organized the Bridgewater Area Group for Nuclear Disarmament, in Massachusetts.
- Participated in Child Study Workshops offered through the Prospect School in Vermont.
- Coordinating committee member of EcoJustice, Ithaca, NY.

Honors and Awards

Exemplary, Post Tenure Review, Scholarship and Service (2019)

Chi Sigma Iota 2005

Phi Beta Kappa 1977

Danforth Fellowship Honorable Mention 1977

Regents Scholarship 1972

Jennifer B. Blossom, PhD

University of Maine at Farmington • Division of Psychology and Human Development
 234 Main Street, Farmington, ME 04938 • 610-733-9529 • jennifer.blossom@maine.edu

Education & Training

2018-2020	Postdoctoral Research Fellowship Seattle Children's/University of Washington Department of Psychiatry and Behavioral Sciences Seattle, WA
2018	PhD in Clinical Child Psychology University of Kansas (APA-Accredited Doctoral Program) Lawrence, KS
2017-2018	Predoctoral Psychology Internship (Child Track) University of Washington School of Medicine Seattle Children's Hospital, Department of Psychiatry and Behavioral Sciences Seattle, WA
2011	MS in Clinical Psychology (Thesis Track) Loyola University Maryland Baltimore, MD
2008	BA in Psychology and History (Double Major) Dickinson College Carlisle, PA

Current Position

Aug 2020-present	Assistant Professor Division of Psychology and Human Development University of Maine at Farmington Trauma-Informed Emergency Management Program University of Maine System Courses taught: Undergraduate - <i>Abnormal Psychology, Crisis Intervention & Stabilization</i> Graduate – <i>Research Methods, Crisis Intervention & Stabilization</i>
Nov 2021-present	Graduate Faculty Member Department of Psychology University of Maine

Professional Experience*Research Experience*

2021-present	Principal Investigator First Approach Skills Training-Safety (FAST-S) Development Project Co-Is: Molly Adrian, PhD, Elizabeth McCauley, PhD, Nat Jungbluth, PhD, Erin Schoenfelder Gonzalez, PhD, Eileen Twohy, PhD
2021-present	Principal Investigator Clinical Child and Adolescent Research Lab University of Maine at Farmington
2021-present	Principal Investigator First Approach Skills Training (FAST) Collaborative Care Evaluation University of Maine at Farmington Co-Is: Erin Gonzalez, PhD; Nat Jungbluth, PhD; Kendra L. Read, PhD; Mary Ann Woodruff, MD; Wendy Pringle, LMHC; Joseph LeRoy, LICSW

- 2020-present Principal Investigator**
Child, Family, & Community Research Network
University of Maine at Farmington
PI: Spencer C. Evans, PhD
- 2020-present Principal Investigator**
Program Evaluation of *Cool Little Kids* adapted for Telehealth Group Delivery for Spanish-Speaking Families
Co-PI: Cindy Ola, PhD; Co-I: Laura Black, MD
- 2020-present Principal Investigator**
Caregiver and Youth Psychological Response to COVID-19 (CAYPR-C) Study
Seattle Children's/University of Washington School of Medicine
Co-Is: Kendra L. Read, PhD, Jessica Flannery, MS
- 2019-present Principal Investigator**
First Approach Skills Training – Anxiety (FAST-A): User Centered Design & Evaluation Study
Seattle Children's/University of Washington School of Medicine
Co-Is: Kendra L. Read, PhD, Nat Jungbluth, PhD
- 2018-present Co-Investigator**
Anxiety Program Evaluation and Research
Seattle Children's Hospital
PI: Kendra L. Read, PhD
- 2018-2020 Psychology Research Postdoctoral Fellow**
Seattle Children's/University of Washington School of Medicine
PIs: Molly Adrian, PhD, Elizabeth McCauley, PhD
- 2018-2020 Postdoctoral Fellow**
Center for Child Health, Behavior, and Development (CCHBD)
Seattle Children's Research Institute
- 2018-2020 Affiliated Postdoctoral Fellow**
School Mental Health Assessment, Research, and Training (SMART) Center
University of Washington School of Medicine
- 2015-2017 Graduate Research Assistant**
Kansas City Center for Anxiety Treatment
PIs: Lisa Hale, PhD, Kathryn Kriegshauser, PhD
- 2014-2017 Graduate Research Assistant**
ICD-11 Mental and Behavioural Disorders Field Studies
World Health Organization
PIs: Geoffrey Reed, PhD, Michael C. Roberts, PhD, ABPP
- 2014-2017 Research Associate**
Abdominal Pain Team
Children's Mercy Hospital
PIs: Jennifer Schurman, PhD, ABPP, Christopher Cushing, PhD
- 2013-2017 Graduate Research Assistant & Study Coordinator**
Clinical Child Psychology Program
University of Kansas
PIs: Paula Fite, PhD, Michael C. Roberts, PhD, ABPP

- 2010-2013 Research Specialist**
Center for Healthcare Delivery Science
Nemours Children's Clinics/Thomas Jefferson University Hospital
PI: Tim Wysocki, PhD, ABPP
- 2009-2010 Research Extern, Child Anxiety Prevention Study**
Johns Hopkins University School of Medicine
PI: Golda Ginsburg, PhD
- 2008-2009 Graduate Research Assistant, Getting Along with Peers Project**
Loyola University Maryland
PIs: Alison Papadakis, PhD, Beth Kotchick, PhD

Teaching Experience

- 2020 Instructor**
Course: PSY 541 Approaches to Child Treatment
Clinical Child Psychology Program (Graduate Level; Spring Quarter)
University of Washington
- 2020 Guest Lecturer**
Topic: Suicide Prevention in Healthcare Settings (Undergraduate Level)
Course: PSYC 4160 Health Psychology
Seattle University
- 2020 Guest Lecturer**
Topic: Anxiety & Obsessive-Compulsive Disorders
Course: PSY 531 Developmental Psychopathology (Graduate Level)
University of Washington
- 2019 Guest Lecturer**
Topic: Anxiety & Obsessive-Compulsive Disorders
Course: PSY 531 Developmental Psychopathology (Graduate Level)
University of Washington
- 2017 Guest Lecturer**
Topic: Obsessive-Compulsive Disorder
Course: PSY 665 Differential Diagnosis of Mental Disorders (Graduate Level)
Avila University
- 2013-2014 Assistant Instructor**
Course: Developmental Psychopathology (Undergraduate Level)
University of Kansas

Clinical Experience

- 2020-present Expert Consultant**
First-Approach Skills Training Consultation Program
Seattle Children's/University of Washington School of Medicine
Seattle, WA
- 2020 (6 mos) Psychology Postdoctoral Fellow**
Emergency Department Extension Clinic
Seattle Children's Hospital, Seattle, WA
Supervisor: Molly Adrian, PhD

2019-2020	Psychology Postdoctoral Fellow Crisis Care Clinic Seattle Children's Hospital, Seattle, WA Supervisor: Molly Adrian, PhD
2018-2020	Psychology Postdoctoral Fellow Mood and Anxiety Program Seattle Children's Hospital, Seattle, WA Supervisor: Molly Adrian, PhD
2018 (3 mos)	Psychology Resident Psychiatry and Behavioral Medicine Unit (inpatient) Seattle Children's Hospital, Seattle, WA Supervisor: Kelly Schloredt, PhD
2018 (3 mos)	Psychology Resident Consultation and Liaison Service (inpatient) Seattle Children's Hospital, Seattle, WA Supervisor: Cynthia Flynn, PhD
2017 (6 mos)	Psychology Resident Neuropsychology Service Seattle Children's Hospital, Seattle, WA Supervisor: Jesse Bledsoe, PhD
2017 (6 mos)	Psychology Resident Mood and Anxiety Program/DBT Team, Outpatient Psychiatry Clinic Seattle Children's Hospital, Seattle, WA Supervisors: Molly Adrian, PhD, Kathy Melman, PhD, Gretchen Gudmundsen, PhD
2016-2017	Clinical Interviewer Juvenile Detention Douglas County Youth Services Department, Lawrence, KS Supervisor: Paula Fite, PhD
2015-2017	Clinical Practicum Student Kansas City Center for Anxiety Treatment, Overland Park, KS Supervisors: Lisa Hale, PhD, Kathryn Kriegshauser, PhD, Heather Smith, PhD
2013-2017	Clinic Associate University of Kansas Child and Family Services Clinic, Lawrence, KS Supervisors: Stephen Lassen, PhD, Eric Vernberg, PhD, ABPP, Ric Steele, PhD, ABPP Paula Fite, PhD, Julie Boydston, PhD
2015-2016	Clinical Practicum Student Developmental Neuropsychology Children's Mercy Hospital, Kansas City, MO Supervisor: Elizabeth Willen, PhD
2009-2010	Diagnostic Interviewer Child Anxiety Prevention Study Johns Hopkins University School of Medicine, Baltimore, MD Supervisor: Golda Ginsburg, PhD

2006 (3 mos) Rehabilitation Specialist
 Keystone Community Mental Health Services, Harrisburg, PA
 Supervisor: Ronda Kennedy-Rowe

Awards

2018 ABCT Child & Adolescent Depression SIG Exposition Poster Award
 2018 ABCT Annual Convention

2018 John E. Carr, Ph.D. Award for Outstanding Achievement in Empirically-Supported Psychotherapies
 University of Washington School of Medicine, Department of Psychiatry and Behavioral Sciences, Psychology Internship Program

2014 Jerry and Willie McNeal Student Award for Outstanding Teaching
 Clinical Child Psychology Program, University of Kansas

Research Funding & Support

2021 Center for Diversity and Health Equity Mentored Scholars Award
Increasing Access to Evidence-Based Anxiety Treatment for Latino Preschool Children
 Seattle Children's Research Institute
 Amount Awarded: \$50,000
 Role: Co-I
 PI: Cindy Ola, PhD

2021 Faculty Development Committee Funds Award
 University of Maine at Farmington
 Amount Awarded: \$550

2020 Faculty Development Committee Funds Award
 University of Maine at Farmington
 Amount Awarded: \$299

2020 Seattle Children's Hospital Psychiatry COVID Scientific & Programmatic Innovation Program
Using Ecological Momentary Assessment to Enhance Remote Assessment During the COVID-19 Pandemic
 Amount Awarded: \$10,000
 Role: Co-I
 PI: Cindy Ola, PhD

2020 Seattle Children's Hospital Psychiatry & Behavioral Sciences Seed Funds
Caregiver and Youth Psychological Response to COVID-19 (CAPYR-C)
 Amount Awarded: \$500
 Role: PI

2019-2021 National Institute of Mental Health Loan Repayment Program in Pediatric Research
Improving Intervention and Outcomes for Youth Internalizing Problems
 Amount Awarded: \$55,497.42
 Role: PI

2019-2020 American Foundation for Suicide Prevention (AFSP), LSRG-1-001-16
Assessment of suicide and self-injury to enhance school safety
 Role: Postdoctoral Fellow PIs: Molly Adrian, PhD, Aaron Lyon, PhD

- 2018-2020 Patient-Centered Outcomes Research Institute (PCORI), NCT03707158**
KIDS FACE FEARS: Face-to-face vs. Computer-enhanced formats pragmatic study of anxiety
 Amount Awarded: \$12,309,022
 Role: Postdoctoral Fellow PIs: Lisa Fortuna, MD, MPH, Donna Pincus, PhD
- 2016 Routh Research and Dissertation Grant**
 Society of Clinical Child and Adolescent Psychology, American Psychological Association
Pathways from peer victimization to anxiety: A longitudinal examination considering the role of intolerance of uncertainty
 Amount Awarded: \$2,500
 Role: PI
- 2015 Doctoral Student Research Fund Award**
 University of Kansas
Pathways from peer victimization to anxiety: A longitudinal examination considering the role of intolerance of uncertainty
 Amount Awarded: \$1,500
 Role: PI
- 2015 Pioneer Classes Dissertation Research Award**
 Clinical Child Psychology Program, University of Kansas
Pathways from peer victimization to anxiety: A longitudinal examination considering the role of intolerance of uncertainty
 Amount Awarded: \$1,000
 Role: PI

Peer-Reviewed Journal Articles

- Aldrich, J.,* **Blossom, J. B.**, Moss, A., Ward, T., Couckuyt, M., Ray, B., & Read, K. L. (in press). Effectiveness of an 8-week multidisciplinary selective mutism treatment group. *Evidence-Based Practice in Child and Adolescent Mental Health*.
- Adrian, M. C., **Blossom, J. B.**, Chu, P. V., McCauley, E., & Jobes, D. A. (2021). Collaborative assessment and management of suicidality for teens: A promising frontline intervention for addressing adolescent suicidality. *Practice Innovations*. Advance online publication. <http://dx.doi.org/10.1037/pri0000156>
- Jenness, J. L., Lambert, H. K., Bitrán, D., **Blossom, J. B.**, Nook, E. C., Sasse, S. F., Somerville, L. H., & McLaughlin, K. A. (2021). Developmental variation in the associations of attention bias to emotion with internalizing and externalizing psychopathology. *Research in Child and Adolescent Psychopathology*, 49(6), 711-726.
- Cooley, J. L., **Blossom, J. B.**, Tampke, E. C., & Fite, P. J. (2020). Emotion regulation attenuates the prospective links from peer victimization to internalizing symptoms during middle childhood. *Journal of Clinical Child and Adolescent Psychology*. Advance online publication. <https://doi.org/10.1080/15374416.2020.1731819>
- Adrian, M. C., Coifman, J., Pullman, M. D., **Blossom, J. B.**, Chandler, C., Coopersmith, G., & Lyon, A. R. (2020). Implementation determinants and outcomes for a technology-enabled service targeting suicide risk in high schools: Mixed methods study. *JMIR Mental Health* 7(7), e16338.
- Blossom, J. B.**, Adrian, M. C., Vander Stoep, A., & McCauley, E. (2020). Mechanisms of change in the prevention of depression: An indicated school-based prevention trial at the transition to high school. *Journal of the American Academy of Child and Adolescent Psychiatry*, 59 (4), 541-551. doi:10.1016/j.jaac.2019.05.031
- Evans, S. C., **Blossom, J. B.**, & Fite, P. J. (2020). Exploring longitudinal mechanisms of irritability in children: Implications for cognitive-behavioral intervention. *Behavior Therapy*, 51, 238-252.

- Evans, S. C., Cooley, J. L., **Blossom, J. B.**, Pederson, C. A., Tampke, E. & Fite, P. J. (2020). Examining ODD/ADHD symptom dimensions as predictors of social, emotional, and academic trajectories in middle childhood. *Journal of Clinical Child and Adolescent Psychology*, 49(6), 912-929. doi:10.1080/15374416.2019.1644645
- Cooley, L. J., Ritschel, L. A., Frazer, A. L., & **Blossom, J. B.** (2019). The influence of internalizing symptoms and emotion dysregulation on the association between witnessed community violence and aggression among urban adolescents. *Child Psychiatry & Human Development*, 50, 883-893.
- Cushing, C. C., Kichline, T., **Blossom, J. B.**, Friesen, C. A., & Schurman, J. V. (2019). Tailoring individualized evaluation of pediatric abdominal pain using ecological momentary assessment (EMA): A pilot study testing feasibility and acceptability. *Clinical Journal of Pain*, 35, 859-868.
- Evans, S. C., Frazer, A. L., **Blossom, J. B.**, & Fite, P. J. (2019). Forms and functions of aggression in early childhood. *Journal of Clinical Child and Adolescent Psychology*, 48, 790-798.
- Tampke, E. C.,* **Blossom, J. B.**, & Fite, P. J. (2019). The role of sleep quality in associations between peer victimization and internalizing symptoms. *Journal of Psychopathology and Behavioral Assessment*, 41, 25-35.
- Evans, S. C., Amaro, C. M., Herbert, R., **Blossom, J. B.**, & Roberts, M. C. (2018). Peer-reviewed publication outcomes of doctoral dissertations in psychology. *PLOS One*, 32(1), e0192219.
- Blossom, J. B.**, & Roberts, M. C. (2017). Assessment and intervention for anxiety in pediatric primary care: A systematic review. *Evidence-Based Practice in Child and Adolescent Mental Health*, 2, 69-81.
- Roberts, M. C., **Blossom, J. B.**, Evans, S. C., Kanine, R., & Amaro, C. (2017). Advancing the scientific foundation for evidence-based practice in clinical child and adolescent psychology. *Journal of Clinical Child and Adolescent Psychology*, 46, 915-928.
- Blossom, J. B.**, Fite, P. J., Frazer, A. L., Cooley, J. L., & Evans, S. C. (2016). Parental psychological control and aggression in youth: Moderating effect of emotion dysregulation. *Journal of Applied Developmental Psychology*, 44, 12-20.
- Evans, S. C., **Blossom, J. B.**, Canter, K. S., Poppert, K. M., Garcia, A. M., Kanine, R., & Roberts, M. C. (2016). Self-reported emotion reactivity among early-adolescent girls: Evidence for convergent and discriminant validity in an urban community sample. *Behavior Therapy*, 47, 299-311.
- Evans, S. C., Pederson, C. A., Fite, P. J., **Blossom, J. B.**, & Cooley, J. L. (2016). Teacher-reported irritable and defiant dimensions of oppositional defiant disorder: Social, behavioral, and academic correlates. *School Mental Health*, 8, 292-304.
- Roberts, M. C., Kanine, R. M., Amaro, C. M., Evans, S. C., **Blossom, J. B.**, & Garcia, A. M. (2016). International education and training in clinical child and adolescent psychology. *South African Journal of Psychology*, 46, 9-24.
- Evans, S. C., Roberts, M. C., Keeley, J. W., **Blossom, J. B.**, Amaro, C. M., Garcia, A. M., Odar Stough, C., Canter, K. S., Robles, R., & Reed, G. M. (2015). Vignette methodologies for studying clinicians' decision-making: Validity, utility, and application in ICD-11 field studies [Metodología basada en viñetas para el estudio de toma de decisiones clínicas: Validez, utilidad y aplicación en los estudios de campo de la CIE-11]. *International Journal of Clinical and Health Psychology*, 15, 160-170.
- Fite, P. J., Brown, S., Gabrielli, J., DiPierro, M., Pederson, C., **Blossom, J.**, Cooley, J., & Bortolato, M. (2015). The role of negative life events in comorbid reactive aggression and marijuana use among Latino adolescents. *Journal of Aggression, Maltreatment & Trauma*, 24, 552-568.

Blossom - 8

Blossom, J. B., Ginsburg, G. S., Birmaher, B., Walkup, J. T., Kendall, P. C., Keeton, C. P., Langley, A. K., Piacentini, J. C., Sakolsky, D., & Albano, A. M. (2013). Parental and family factors as predictors of threat bias in anxious youth. *Cognitive Therapy and Research*, 37, 812-819.

*Denotes mentored student/trainee author

Chapters & Encyclopedia Articles

Amaro, C. M., Roberts, M. C., Garcia, A. M., & **Blossom, J. B.** (2020). Pediatric psychology. In L. Cohen (Ed.), *The Encyclopedia of Health Psychology: Vol. IV. Special Issues in Health Psychology*. Wiley-Blackwell.

Roberts, M. C., **Blossom, J. B.**, Evans, S. C., Kanine, R., & Amaro, C. (2017). Advancing the scientific foundation for evidence-based practice in clinical child and adolescent psychology. In M. J. Prinstein (Ed.), *Future Work in Clinical Child and Adolescent Psychology: A Research Agenda*. New York: Taylor and Francis Group.

Schurman, J. V., Maddux, M. H., **Blossom, J. B.**, & Friesen, C. A. (2017). Abdominal pain-related gastrointestinal disorders: Irritable bowel syndrome and inflammatory bowel disease. In M. C. Roberts & R. G. Steele (Eds.), *Handbook of Pediatric Psychology, Fifth Edition*. New York, NY: Guilford Press.

Manuscripts

Under Review

Bitrán, D., Jenness, J. L., **Blossom, J. B.**, Gulley, L. D., McLaughlin, K. A., & Hankin, B. L. (under review). Childhood adversity exposure, attention biases, and internalizing psychopathology in youth: An eye-tracking study.

Blossom, J. B., Adrian, M. C., Anderson, A., & Jobes, D. (under review). A developmentally-informed approach to the Collaborative Assessment and Management of Suicide (CAMS) for Adolescents (CAMS-4Teens) and engaging parents in treatment.

Sexton, C. C., Kriegshauser, K., Bozsik, F., **Blossom, J. B.**, Wiese, A., Adams Larsen, M., & Hale, L. (under review). The feasibility of a family-focused CBT skills App: Anchors Away

In Preparation

Blossom, J. B., Kriegshauser, K. D., Chu, P. V.,* & Hale, L. R. (under revision). Emotion dysregulation and impairment in youth anxiety: Do parental accommodation behaviors and beliefs account for the link?

Blossom, J. B., Adrian, M. C., Susman, E.,* Schloredt, K. A., & McCauley, E. (in preparation). Detecting early response to behavioral activation for adolescent depression: Implications for measurement-based care.

Blossom, J. B., & Fite, P. J. (in preparation). Pathways from peer victimization to anxiety: A longitudinal examination considering the role of intolerance of uncertainty.

Blossom, J. B., Fite, P. J., & Pederson, C. A. (in preparation). Confirmatory factor analysis of the Intolerance of Uncertainty Scale Child Short Form in a community sample.

Blossom, J. B., Read, K. L., & Lee, K.* (in preparation). Measurement-based care in pediatric anxiety: Evidence-based assessment and developmental considerations.

Kriegshauser, K., Sexton, C. C., Wiese, A., **Blossom, J. B.**, Bozsik, F., Adams Larsen, M., & Hale, L. (in preparation). Anchors Away: Randomized control trial of a family-focused CBT skills app.

*Denotes mentored student author

Clinical Resources and Manuals

Jungbluth, N., Read, K. L., & **Blossom, J. B.** (2021). *First Approach Skills Training for Youth Anxiety (FAST-A): Needle Phobia Handout*. Seattle Children's Hospital.

Jungbluth, N., Read, K. L., & **Blossom, J. B.** (2021). *First Approach Skills Training for Youth Anxiety (FAST-A): Workbook, Caregiver Edition*. Seattle Children's Hospital.

Jungbluth, N., Read, K. L., & **Blossom, J. B.** (2021). *First Approach Skills Training for Youth Anxiety (FAST-A): Workbook, Child Edition*. Seattle Children's Hospital.

Jungbluth, N., Read, K. L., & **Blossom, J. B.** (2021). *First Approach Skills Training for Youth Anxiety (FAST-A): Workbook, Teen Edition*. Seattle Children's Hospital.

Read, K. L., & **Blossom, J. B.** (2019). *Seattle Children's Anxiety Group Manuals*. Seattle Children's Hospital.

Conference Presentations

Blossom, J. B. (chair). (2020, November). Leveraging systems to improve accessibility in child and adolescent mental health. Symposium Presentation: 2020 Association for Behavioral and Cognitive Therapies Annual Convention, Virtual Convention.

Blossom, J. B., Read, K. L., Chu, P. V., Sullivan, G., & Voelpel, A. (2020, November). Implementing stepped care services to enhance access to evidence-based pediatric anxiety treatment. Symposium Presentation: 2020 Association for Behavioral and Cognitive Therapies Annual Convention, Virtual Convention.

Twohy, E., Adrian, M., Gurtovenko, K., Babeva, K., **Blossom, J. B.,** King, S., Erickson, L., & McCauley, E. (2020, November). The Crisis Care Clinic: Evaluation of a brief co-treatment model for youth and caregivers in suicidal crisis. Symposium Presentation: 2020 Association for Behavioral and Cognitive Therapies Annual Convention, Virtual Convention.

Twohy, E., Adrian, M., Babeva, K., Gurtovenko, K., King, S., **Blossom, J.,** & McCauley, E. (2020 October). Crisis care for youth presenting with acute behavioral health needs. 2020 American Academy of Child and Adolescent Psychiatry, Virtual Convention.

Blossom, J. B. (discussant), Comer, J., Ollendick, T., & Sanchez, A. (2020, March). Improving the public health impact of pediatric anxiety intervention: Novel models of care. Roundtable Discussion: 2020 Anxiety and Depression Association of America Annual Conference, San Antonio, TX.^a

Read, K. L., & **Blossom, J. B.** (2020, February). Anxiety assessment and intervention in pediatric primary care. Practical Pediatrics: Seattle Children's Hospital, Seattle, WA.

Adrian, M. & **Blossom, J. B. (co-chair).** (2019, November). Response to treatment for adolescent depression: Pathways to efficient and personalized psychotherapy. Symposium Presentation: 2019 Association for Behavioral and Cognitive Therapies Annual Convention, Atlanta, GA.

Blossom, J. B., Adrian, M., Schloredt, K. A., Gudmundsen, G. R., & McCauley, E. (2019, November). Detecting early response to behavioral activation for adolescent depression: Implications for measurement-based care. Symposium Presentation: 2019 Association for Behavioral and Cognitive Therapies Annual Convention, Atlanta, GA.

Blossom, J. B. (chair), Cullinan, C., Hoff, A., & Jungbluth, N. (2019, November). Anxiety assessment and intervention in primary care settings. Panel Discussion: 2019 Association for Behavioral and Cognitive Therapies Annual Convention, Child & Adolescent Anxiety SIG Pre-Conference, Atlanta, GA.

Read, K. L. & **Blossom, J. B.** (2019, June). Anxiety disorders in youth: Evidence-based assessment and treatment. Workshop: 2019 Washington Behavioral Healthcare Conference, Vancouver, WA.

Adrian, M. & **Blossom, J. B.** (2019, February). Suicide prevention in schools Part 1: Screening and linking to community providers. Conference Presentation: 2019 Northwest Positive Behavioral Interventions and Supports (NWPBIS) Conference, Portland, OR.

- Schurman, J. V., Cushing, C. C., Kichline, T., **Blossom, J. B.**, & Friesen, C. (2018, April). Feasibility and acceptability of a personalized assessment of chronic abdominal pain triggers. Symposium Presentation: Society of Pediatric Psychology Annual Conference, Orlando, FL.
- Blossom, J. B.**, Evans, S. C., & Roberts, M. C. (2017, November). The role of negative self-statements in the link between emotion reactivity and internalizing symptoms. Symposium Presentation: 2017 Association for Behavioral and Cognitive Therapies Annual Convention, San Diego, CA.
- Evans, S. C., **Blossom, J. B.**, & Fite, P. J. (2017, November). Emotional and cognitive mechanisms of irritability in children: Implications for prevention and intervention. Symposium Presentation: 2017 Association for Behavioral and Cognitive Therapies Annual Convention, San Diego, CA.
- Hambrick, E. P., Cho, B., **Blossom, J.B.**, Brawner, T., & Vernberg, E. M. (2017, April). Discovering links between parent-child talk about trauma and child posttraumatic stress. Paper Presentation: 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Schurman, J. V., Cushing, C. C., **Blossom, J. B.**, & Friesen, C. (2016, October). Precision medicine in functional GI disorders. Conference Presentation: World Congress of Pediatric Gastroenterology, Hepatology and Nutrition, Montréal, Canada.
- Wysocki, T., **Blossom, J.**, Hassink, S., Roy, P., Vigilante, V., & Sharif, I. (2012, March). Observational study of shared medical decision making in pediatric chronic conditions: Platform Presentation (presenting author): Eastern Society for Pediatric Research Annual Meeting, Philadelphia, PA.

^aAccepted presentation not presented due to conference cancellation due to COVID-19 pandemic

Trainings & Seminars

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- Blossom, J. B.**, & Read, K. L. (2021, November). Supporting students with anxiety in the classroom. *Managing Anxiety & the Return to School Webinar Series*. Mental Health Technology Transfer Center Network: Northwest Region (HHS Region 10). University of Washington School of Medicine, Seattle, WA.
- Blossom, J. B.** (2021, October). Inhibitory learning theory of exposure. Fellowship Learning Series Didactic. Child and Adolescent Psychiatry Training Program. University of Washington School of Medicine, Seattle, WA.
- Blossom, J. B.** (2021, February). Helping kids cope: Managing anxiety during COVID-19. Lunch Education Seminar. School Nurse Association of Washington.
- Blossom, J. B.** (2021, January). CAMH continued: Adolescent suicide prevention. Family Medicine Resident Didactics. Central Maine Medicine Center, Lewiston, ME.
- Blossom, J. B.** (2021, January). CAMH continued: Adolescent depression assessment & brief intervention. Family Medicine Resident Didactics. Central Maine Medicine Center, Lewiston, ME.
- Blossom, J. B.** (2020, December). Child and adolescent mental health (CAMH): Anxiety as an exemplar. Family Medicine Resident Didactics. Central Maine Medicine Center, Lewiston, ME.
- Blossom, J. B.**, Stepney, C., & Read, K. L. (2020, December). Anxiety & school: Answering your questions. *Managing Anxiety & the Return to School Webinar Series*. Mental Health Technology Transfer Center Network: Northwest Region (HHS Region 10). University of Washington School of Medicine, Seattle, WA.
- Blossom, J. B.** (2020, November). Managing anxiety and school: Identifying anxiety and what to do about it. *Maine State Department of Education Positive Behavioral Interventions and Supports (PBIS) Training*. PBIS Maine. University of Maine at Farmington, Farmington, ME.

Blossom, J. B. & Read, K. L. (2020, October). Part 2: Anxiety in the Classroom – Managing Anxiety During COVID. *Managing Anxiety & the Return to School Webinar Series*. Mental Health Technology Transfer Center Network: Northwest Region (HHS Region 10). University of Washington School of Medicine, Seattle, WA.

Blossom, J. B. (2020, September). Helping kids cope: Managing anxiety during COVID-19. Seattle Children's Nursing Grand Rounds. Seattle Children's Hospital, Seattle, WA.

Read, K. L., & **Blossom, J. B.** (2020, September). Part 1: Identifying anxiety and what to do about it. *Managing Anxiety & the Return to School Webinar Series*. Mental Health Technology Transfer Center Network: Northwest Region (HHS Region 10). University of Washington School of Medicine, Seattle, WA.

Blossom, J. B. (2020, April). Inhibitory learning theory of exposure. Fellowship Learning Series Didactic. Child and Adolescent Psychiatry Training Program. University of Washington School of Medicine, Seattle, WA.

Read, K. L., & **Blossom, J. B.** (2020, February). Anxiety assessment and intervention in pediatric primary care: Workshop. Practical Pediatrics: Seattle Children's Hospital, Seattle, WA.

Read, K. L., & **Blossom, J. B.** (2019, October). Anxiety disorders in youth: Evidence-based assessment and treatment. EduDesign Special Education Continuing Education Workshop: University of Washington, Seattle, WA.

Blossom, J. B., Brewer, S., Cook, H., Gaias, L., & Kiche, S. (2019, July). Getting Schooled: Preparing for and Succeeding in Graduate School. SMARTer Seminar. SMART Center, University of Washington School of Medicine, Seattle, WA.

Read, K. L., & **Blossom, J. B.** (2019, July). Evidence-based assessment for pediatric anxiety: From differential diagnosis to measurement-based care. Monthly Departmental Training. Department of Psychiatry and Behavioral Medicine, Seattle Children's Hospital, Seattle, WA.

Blossom, J. B. (2019, March). What to implement? An overview of intervention design and research. SMARTer Seminar. SMART Center, University of Washington School of Medicine, Seattle, WA.

Popular Press

Cooper, H. (2020, June). Supporting kids and teens coping with anxiety during this pandemic. *Laurelhurst & Windermere Living*. Seattle, WA: N2 Publishing.

Cooper, H. (2020, March 5). Helping children and teens cope with anxiety about COVID-19. [Web log post]. Retrieved from: <https://pulse.seattlechildrens.org/helping-children-and-teens-cope-with-anxiety-covid-19/>

Poster Presentations

Ghosh, S., Moss, A., Kawamura, J., Read, K. L., **Blossom, J. B.**, & Patten, J. We all need a little help coping: A pilot group intervention for pediatric needle procedures. Poster Presentation: 2020 Society of Pediatric Psychology Annual Conference, March 2020, Virtual Conference.

Aldrich, J. T.,* **Blossom, J. B.**, Ray, B., Couckuyt, M., & Read, K. L. Evaluating change in verbal and nonverbal communication using observational data across an 8-week multidisciplinary treatment for selective mutism. Poster Presentation: 2019 Selective Mutism Association Annual Conference, October 2019, Las Vegas, NV.

Blossom, J. B., Adrian, C. M., Vander Stoep, A., & McCauley, E. Mechanisms of change in the prevention of depression: An indicated school-based prevention trial at the transition to high school. Poster Presentation: Association of Behavioral and Cognitive Therapies Annual Convention, November 2018, Washington, DC.

Cooley, J. L., **Blossom, J. B.**, Tampke, E. C., & Fite, P. J. The protective role of emotion regulation in the prospective associations between peer victimization and internalizing symptoms during middle childhood. Poster to be Presented: National Conference in Clinical Child and Adolescent Psychology, October 2018, Kansas City, MO.

- Blossom, J. B.,** Kriegshauser, K., & Hale, L. Baseline predictors of quality of life in a sample of treatment-seeking anxious youth. Poster Presentation: Association of Behavioral and Cognitive Therapies Annual Convention, November 2017, San Diego, CA.
- Diaz, K. I., Fite, P. J., Cooley, J. L., & **Blossom, J. B.** Cyber victimization: Trends from elementary school to high school. Poster Presentation: Association of Behavioral and Cognitive Therapies Annual Convention, November 2017, San Diego, CA.
- Blossom, J. B.,** Kriegshauser, K., & Hale, L. Emotion dysregulation and disability in pediatric anxiety: Does parental accommodation account for the link? Poster Presentation: Anxiety and Depression Association of American Conference, April 2017, San Francisco, CA.
- Blossom, J. B.,** Kriegshauser, K., & Hale, L. Quality of life in pediatric anxiety disorders: A qualitative examination. Poster Presentation: Anxiety and Depression Association of American Conference, April 2017, San Francisco, CA.
- Kichline, T., Cushing, C. C., Schurman, J. V., **Blossom, J.,** & Friesen, C. F. Using ecological momentary assessment to examine relationships between pain fear, pain avoidance, and pain intensity in children with functional gastrointestinal disorders. Poster Presentation: Society for Pediatric Psychology Annual Conference, March 2017, Portland, OR.
- Schurman, J. V., Cushing, C. C., **Blossom, J. B.,** Kichline, T., & Friesen, C. F. Precision medicine in pediatric functional gastrointestinal disorders: Individualized assessment for tailored treatment. Poster Presentation: Society of Pediatric Psychology Annual Conference, March 2017, Portland, OR.
- Tampke, E.,* **Blossom, J.,** & Fite, P. Sleep quality moderates the link between peer victimization and depressive symptoms. Poster Presentation: National Conference in Clinical Child and Adolescent Psychology, September 2016, Lawrence, KS.
- Amaro, C. M., Roberts, M. C., **Blossom, J. B.,** Canter, K. S., Evans, S. C., Garcia, A. M., Odar Stough, C., & Strunk, N. Identifying search strategies used in systematic reviews and meta-analyses. Poster Presentation: American Psychological Association Convention, August 2016, Denver, CO.
- Blossom, J. B.,** Cushing C. C., Karazsia, B. T., & Schurman, J. V. Individualized assessment of functional disability in pediatric abdominal pain: Developing a responsive daily measure of functional disability. Poster Presentation: Society of Pediatric Psychology Annual Conference, April 2016, Atlanta, GA.
- Blossom, J. B.,** Deacy, A. D., & Schurman, J. V. Associations among parental behaviors, child pain acceptance and quality of life in pediatric chronic abdominal pain. Poster Presentation: Society of Pediatric Psychology Annual Conference, April 2015, San Diego, CA.
- Blossom, J. B.,** Fite, P. J., Frazer, A. L., Cooley, J. L., & Evans, S. C. Parental psychological control and aggression in youth: The moderating effect of emotion dysregulation. Poster Presentation: Society for Research in Child Development, March 2015, Philadelphia, PA.
- Evans, S. E., Fite, P. J., Cooley, J., **Blossom, J. B.,** & Pederson, C. A. Further examination of the irritable and defiant dimensions of oppositionality: Correlates and characteristics in the school context. Poster Presentation: Society for Research in Child Development, March 2015, Philadelphia, PA.
- Bejarano, C., Buckloh, L. M., Hossain, J., Argueta-Ortiz, F., **Blossom, J. B.,** Sharif, I., Hassink, S., & Wysocki, T. Treatment alliance and BMI in obesity-specific pediatric health care visits. Poster Presentation: National Conference in Clinical Child and Adolescent Psychology, October 2014, Lawrence, KS.

- Buckloh, L. M., Bejarano, C., Wysocki, T., Hossain, J., Argueta-Ortiz, F., **Blossom, J.**, Hassink, S., & Sharif, I. How are shared medical decision making and communication during health care visits related to BMI, treatment adherence, and quality of life in youth with obesity? Poster Presentation: National Conference in Clinical Child and Adolescent Psychology, October 2014, Lawrence, KS.
- Blossom, J. B.**, Evans, S. C., Amaro, C. M., & Roberts, M. C. Associations between emotion reactivity, internalizing symptoms and reactive aggression among at-risk girls. Poster Presentation: National Conference in Clinical Child and Adolescent Psychology, October 2014, Lawrence, KS.
- Evans, S. E., **Blossom, J.**, Canter, K., Poppert, K., & Roberts, M. C. Emotion reactivity and suicidality among at-risk, early-adolescent females. Poster Presentation: National Conference in Clinical Child and Adolescent Psychology, October 2014, Lawrence, KS.
- Blossom, J. B.**, Evans, S. C., Poppert, K., & Roberts, M. C. Moderation between life events and psychopathology in at risk youth. Poster Presentation: American Psychological Association Convention, August 2014, Washington, D.C.
- Blossom, J. B.**, Wysocki, T., & Ross, J. L. Clinical communication during pediatric diabetes visits: Relations with quality of life, parenting stress and HbA1c. Poster Presentation: American Diabetes Association 73rd Annual Scientific Sessions, June 2013, Chicago, IL.
- Wysocki, T., Hossain, M. J., Ross, J. L., Antal, H., Buckloh, L., Taylor, A., & **Blossom, J.** Associations of demographic variables with directly observed communication at pediatric visits for Type 1 diabetes. Poster Presentation: American Diabetes Association 73rd Annual Scientific Sessions, June 2013, Chicago, IL.
- Blossom, J. B.**, Wysocki, T., Sharif, I., & Hassink, S. Direct observation of clinician communication during pediatric weight management visits: Correlations with adherence and self-efficacy outcomes. Poster Presentation: The National Conference in Pediatric Psychology, April 2013, New Orleans, LA.
- Wysocki, T., Sharif, I., Hossain, M. J., Ross, J., Antal, H., Roy, P., & **Blossom, J.** Associations of demographic characteristics of patients and parents with directly observed communication behavior of pediatric subspecialty care providers. Poster Presentation: The National Conference in Pediatric Psychology, April 2013, New Orleans, LA.
- Buckloh, L. M., **Blossom, J.**, Antal, H., Vigilante, V., Gavin, L., & Wysocki, T. Global affect, satisfaction, self-efficacy, and health outcomes at pediatric health care visits. Poster Presentation: American Psychological Association Convention, August 2012, Orlando, FL.
- Wysocki, T., **Blossom, J.**, Hassink, S., Roy, P., Vigilante, V., & Sharif, I. Observational study of shared medical decision making in pediatric chronic conditions. Poster Presentation: Pediatric Academic Societies Annual Meeting, April 2012, Boston, MA.

*Denotes mentored student/trainee author

Editorial Experience

Ad-Hoc Reviewer

Behavioural and Cognitive Psychotherapy

BMJ Open

Child & Youth Care Forum

Counselling Psychology Quarterly

Development and Psychopathology

Handbook of Pediatric Psychology (5th edition)

Research on Child and Adolescent Psychopathology (formerly: Journal of Abnormal Child Psychology)

Stress & Health

Training and Education in Professional Psychology

Mentored Reviewer (2015-2017)*Journal of Pediatric Psychology*

Mentored by Jennifer V. Schurman, PhD, ABPP

Service & Leadership Activities

2021-present	Committee Member Institutional Review Board (IRB) University of Maine at Farmington
2021-present	Committee Member Sabbaticals and Scholarships Committee University of Maine at Farmington
2020-present	Committee Member Trauma-Informed Emergency Management Program University of Maine at Farmington
2020-2021	Search Committee Member Division of Psychology and Human Development University of Maine at Farmington
2021-present	Immediate Past Leader Child & Adolescent Anxiety Special Interest Group Association for Behavioral and Cognitive Therapies
2019-2021	Leader Child & Adolescent Anxiety Special Interest Group Association for Behavioral and Cognitive Therapies
2018-2019	Leader-Elect Child & Adolescent Anxiety Special Interest Group Association for Behavioral and Cognitive Therapies
2018	Guest Speaker (Volunteer) “Anxiety Disorders in Youth.” Bellevue School District PTA Meeting Clyde Hill Elementary School
2014-2016	Student Advisory Board Member Society of Clinical Child and Adolescent Psychology American Psychological Association
2016	Guest Speaker (Volunteer) “Understanding Depression and Anxiety: Guide for Counselors, Teachers, and Parents” University of Kansas, Clinical Child Psychology Program
2016	Volunteer Kids’ Behavioral Wellness Fair University of Kansas, Clinical Child Psychology Program
2014	Treasurer Graduate Student Organization University of Kansas, Clinical Child Psychology Program

Research Mentorship

Student Awards & Theses:

Gabrielle Beaudoin, Psychology, 2021, University of Maine at Farmington. Wilson Scholars Fellowship Awardee: *Shame, psychoeducation, and service use: Overcoming parent barriers to child mental healthcare.*

Research Mentees & Subsequent Placements:

2021-	U/R	Brandon Martin
2021-	U	Gabrielle Beaudoin
2019-2021	R	Phuonguyen Chu; Clinical PhD Program, Case Western Reserve University
2019-2020	R	Kristine Lee; Clinical PhD Program, Boston University
2018-2020	G	Jaclyn Aldrich; Nationwide Children's Hospital

**Mentored or co-mentored in the development of a substantive research contribution. G=Graduate trainee; R=Research coordinator; U=Undergraduate research assistant*

Professional Development

2021	NSF ADVANCE Affinity Cohort Member SUNY Geneseo Geneseo, NY
2021	Experiential-Global Education Training University of Maine at Farmington Farmington, ME
2020	Confronting Anti-Black Racism on College Campuses A 2-Day Professional Development Training for Educators Host: Dr. Aletha M. Harven California State University, Stanislaus
2019	Safety Planning Intervention World Suicide Prevention Day Conference 2019 Presenters: Gregory K. Brown, PhD, Kelly L. Green, PhD, Barbara H. Stanley, PhD Seattle, WA
2019	Responsive Teaching and Social Justice University of Washington Center for Teaching and Learning Presenter: Amy D. Robertson, PhD Seattle, WA
2018	Decision-Making Statistics for Researchers and Clinicians: We Are Ready to ROC! Association for Behavioral and Cognitive Therapies Annual Convention 2018 Presenter: Eric Youngstrom, PhD Washington, DC
2018	Behavioral Activation in Adolescents Department of Psychiatry and Behavioral Sciences, University of Washington School of Medicine Presenters: Elizabeth McCauley, PhD, Kelly Schloredt, PhD, Jessica Jenness, PhD Seattle, WA

- 2017-2018 Grantsmanship Seminar**
Center for the Study of Health & Risk Behaviors, University of Washington School of Medicine
Faculty Supervisors: Mary Larimer, PhD, Joan Romano, PhD, Ty Lostutter, PhD
Seattle, WA
- 2017-2018 Dialectical Behavior Therapy Seminar and Clinical Training**
Psychiatry Department, University of Washington School of Medicine
Faculty Supervisors: Kate Comtois, PhD, Freda Liu, PhD
Seattle, WA
- 2016 Evidence-Based Practice with Diverse Children and Adolescents: Considerations for Engagement, Assessment, and Treatment**
The National Conference in Clinical Child & Adolescent Psychology: University of Kansas
Presenter: Omar G. Gudino, PhD
Lawrence, KS
- 2016 Child and Adolescent Psychopharmacology Workshop**
University of Kansas
Presenter: Nicholas Evangelidis, MD
Lawrence, KS
- 2014 From the Trenches: Everything You Need to Know to Deliver Effective Exposures for the Treatment of Childhood Anxiety and OCD**
The National Conference in Clinical Child & Adolescent Psychology: University of Kansas
Presenters: Anne Marie Albano, PhD, ABPP, John Piacentini, PhD, ABPP
Lawrence, KS
- 2014 Foundations of Meta-Analysis**
Stats Camp: Institute for Measurement, Methodology, Analysis & Policy, Texas Tech University
Instructor: Noel A. Card, PhD
Lawrence, KS
- 2014 Clinical Workshop in Motivational Interviewing**
Presenter: Timothy Apodaca, PhD
University of Kansas
Lawrence, KS
- 2013 Designing a Course for Student Engagement**
Center for Teaching Excellence: University of Kansas
Lawrence, KS
- 2013 NIH F31/F32 Fellowship Workshop**
University of Kansas
Lawrence, KS

Professional Affiliations

American Psychological Association

Division 2: Society for the Teaching of Psychology

Division 37: Society for Child and Family Policy and Practice

Division 53: Society of Clinical Child and Adolescent Psychology

Division 54: Society of Pediatric Psychology

Association for Behavioral and Cognitive Therapies New Professional Member

Anxiety Disorders Special Interest Group

Child & Adolescent Anxiety Special Interest Group (2018-2019 Leader-Elect)

Child & Adolescent Depression Special Interest Group

Clinical Psychology at Liberal Arts Colleges Special Interest Group
Clinical Research Methods and Statistics Special Interest Group
Dissemination & Implementation Science (DIS) Special Interest Group
International OCD Foundation
National Association for Rural Mental Health
Society for Implementation Research Collaboration
Society for a Science of Clinical Psychology

Nikki C. Correa, Ph.D., NCC
nikki.correa@maine.edu | (702) 768-1473

EDUCATION

Ph.D., Counselor Education and Supervision Oregon State University <i>Dissertation:</i> Understanding the Secondary School Counselor Experience of Conducting Suicide Screenings and Assessments	2020
Non-Profit Management Certificate, Public Administration University of Nevada, Las Vegas	2015
Master of Education, Counseling University of Nevada, Las Vegas	2011
Bachelor of Arts, Psychology, Family Studies University of Nevada, Las Vegas	2009

LICENSURE/CERTIFICATES

National Certified Counselor (NCC)
Licensed School Counselor – State of Nevada (2013 – Present)
School Counselor Certification – State of Maine (2020 – Present)

PROFESSIONAL EXPERIENCE

Assistant Professor <i>University of Southern Maine</i> <ul style="list-style-type: none"> • Tenure-track faculty member with responsibilities in teaching, advising, and service in the Counselor Education Department • Responsible for the coordination of the Master of Education program in School Counseling 	09/2019 – Present Gorham, ME
High School Counselor <i>Clark County School District</i> <ul style="list-style-type: none"> • Provide individual and group counseling to promote academic achievement, social/emotional support, and career development to caseload of 9th-12th grade students in alignment with ASCA National Model • Suicide prevention and awareness coordinator • Responsible for administering school-wide a college and scholarship program • Monitor student data on academic performance, attendance, and behavior while facilitating evidence-based interventions 	08/2014 – 06/2019 Las Vegas, NV
College Counselor <i>Fulfillment Fund, Las Vegas 501(c)(3)</i> <ul style="list-style-type: none"> • Responsible for the coordination and implementation of college counseling program to support low income, first-generation students 	07/2013 – 08/2014 Las Vegas, NV

- Participate in obtaining grants to support the organization and development of scholarship program
- Help students develop individualized plans to high school graduation and post-secondary pursuit
- Liaison for community resources

Academic Advising Counselor**11/2012 – 05/2013***Notre Dame of Maryland University*

Baltimore, MD

- Counsel and monitor students in School of Arts and Sciences for Women's College and Adult College
- Maintain student data and provide progress reports to senior leadership regarding retention
- Manage intervention programs for at-risk and probationary students
- Assist in coordination and delivery of tutoring, workshops, and other academic support services

Senior Financial Aid Counselor**06/2011 – 11/2012***University of Maryland, Baltimore County*

Baltimore, MD

- Counsel approximately 20% of students receiving financial aid
- Awarding and reconciliation of institutional, federal, and state aid
- Provide educational presentations on financial literacy and maintaining aid eligibility
- Liaison for state program and departmental scholarships

TEACHING EXPERIENCE

University of Southern Maine

- HCE 604 Career Development (Spring, 2020; Spring, 2021; Summer 2021; Spring 2022)
- HCE 609 The Practice of School Counseling (Spring 2020; Spring 2021; Spring 2022)
- HCE 607 School Counseling Programs and Services (Fall 2019; Fall 2020; Fall 2021)
- HCE 690 Individual Counseling Practicum Seminar (Fall 2020; Fall 2021)
- HCE 686 Internship in Counselor Education (Fall 2019; Spring 2020, Fall 2020; Spring 2021; Fall 2021; Spring 2022)

Oregon State University

- COUN 441 Intro to Professional Counseling (Fall 2017; Winter, 2018; Spring, 2018)

SUPERVISION EXPERIENCE

University of Southern Maine

2019 – Present

- Provide clinical supervision for master's level counseling internship and practicum students

Clark County School District

2016 – 2019

- Provided on-site supervision for local master's level counseling internship students

Oregon State University

2016 – 2017

- Provided clinical supervision for master's level counseling practicum students

PROFESSIONALLY REFEREED PRESENTATIONS

Correa, N., Barbour, L., & Sallee, E. (2018). Responding to Students Engaging in Non-Suicidal Self-Injury. *American School Counselor Association Annual Conference*. Los Angeles, CA.

- Correa, N., & Lazzareschi, N. (2019). Preparing School Counselors to Work with Suicidality. *NV School Counselor Association Annual Conference*. Las Vegas, NV.
- Lazzareschi, N., & Correa, N. (2019). Utilizing a Male Sensitive Approach to Counseling Adolescent Boys. *NV School Counselor Association Annual Conference*. Las Vegas, NV

PUBICATIONS

Barbour, L., **Correa, N.**, & Sallee, E. (2021). Non-Suicidal Self-Injury (NSSI): What school counselors need to know to support students. *Journal of School Counseling*.

Accepted (in revision process)

Correa, Nikki. Understanding the school counselor experience of conducting suicide screenings and assessments experience.

Correa, Nikki & First, Jennifer. Examining the Mental Health Impacts of COVID-19 on K-12 students, teachers, and mental health providers.

In Review

Correa, Nikki. Working with parents during suicide screenings and assessments: The school counselor's experience.

PROFESSIONAL SERVICE AND COMMITTEES

Journal of Trauma Studies in Education Proposal Reviewer	2021 – Present
Reach Higher Maine Committee Member	2020 – Present
Centers of Moral Courage Advisory Board Member	2020 – Present
MESCA Government Relations & Ethics Committee Member	2020 – Present
Maine School Counselor Association (MESCA) Appointed Board Member	2019 – Present
USM Professional Education Council Committee Member	2019 – Present
2022 ASCA Annual Conference Planning Committee Member	2021
2021 ACES Annual Conference Proposal Reviewer	2021
2021 ASCA Annual Conference Planning Committee Member	2020
MESCA Annual Conference Committee Member	2020
WACES Emerging Leader	2017
High School Counselor Mentorship Cadre, CCSD	2017 – 2018
High School Counselor Leadership Cadre, CCSD	2016 – 2017
Prevent Child Abuse Nevada Advisory Board Member	2014 – 2015
Downtown Achieves, City of Las Vegas Education Liaison	2014 – 2015

PROFESSIONAL MEMBERSHIPS

American School Counselor Association (ASCA)
 American Counseling Association (ACA)
 Association for Counselor Education and Supervision (ACES)
 Northern Atlantic Region Association for Counselor Education and Supervision (NARACES)
 Maine School Counselor Association (MESCA)

Laura Kate “Kati” Corlew, Ph.D.

Curriculum Vitae

Personal Details

Address	UMA, Bangor Campus 65 Texas Avenue Lewiston Hall 223 Bangor, ME 04401	Phone	(w) 207-262-7752
		Email	kate.corlew@maine.edu
		Web	http://www.uma.edu

Current Profession

Assistant Professor of Psychology

University of Maine at Augusta, Bangor Campus

Co-Coordinator, Office of Civic Engagement

University of Maine at Augusta

Education

2010-2012	<i>Ph.D. in Community and Cultural Psychology</i> Department of Psychology, University of Hawai'i, Mānoa
2009-2011	<i>Graduate Certificate in Disaster Management and Humanitarian Assistance</i> Department of Urban and Regional Planning, University of Hawai'i, Mānoa
2007-2009	<i>M.A. in Community and Cultural Psychology</i> Department of Psychology, University of Hawai'i, Mānoa
2008	<i>Quentin Burdick Rural Health Practicum</i> East Hawaii Community Mental Health Center – Honoka'a Clinic
1997-2002	<i>B.S. in Psychology</i> Department of Psychology, Middle Tennessee State University Minors: Spanish, Speech Communication

Professional Development, Training, and Certification

2021	23rd Annual Emergency Management Higher Education Symposium <i>FEMA Higher Education Program</i>
2019	Implementing Project Management University of Maine Hutchinson Center
2019	Master Gardener Volunteer Program University of Maine Cooperative Extension
2019	Building Rubrics Faculty Development Center
2019	Course Development Camp Faculty Development Center
2015	Wabanaki REACH Ally Workshop Maine Wabanaki REACH
2013	CPR Certification American Heart Association
2012	Social Network Analysis University of Michigan via Coursera
2011	Coastal Community Resilience Certification National Disaster Preparedness Training Center
2011	Social Media for Natural Disaster Response and Recovery National Disaster Preparedness Training Center
2011	Tsunami Awareness Certification National Disaster Preparedness Training Center
2010	Community Emergency Response Team (CERT) Certification Federal Emergency Management Agency (FEMA)
2008	Universal Design for Learning (UDL) Center on Disability Studies (CDS)
2006	Food Sanitation Certification for Chicago, IL City of Chicago, IL
2004	English as a Second Language (ESL) Instructor Certification Loyola University, Chicago
2003	Advancing Youth Development Certification Chicago Area Project, Department of Strategic Initiatives
2003	HIV Prevention Education Instructor Certification American Red Cross
2003	American Red Cross Fundamentals Certification American Red Cross

Professional Experience

2020-present	Associate Professor of Psychology
2015-present	Co-Coordinator, Office of Civic Engagement <i>University of Maine at Augusta, Bangor Campus</i> (see Teaching Experience, below)
2014-2020	Assistant Professor of Psychology <i>University of Maine at Augusta, Bangor Campus</i>

Kati Corlew: CV

December 2021

2012-2015**Research Fellow***East-West Center, Pacific Regional Integrated Sciences and Assessments (Pacific RISA) Program, Honolulu, HI*

Design, implement, analyze, and report empirically-driven social network analysis of climate change professionals in Hawai'i and the U.S.-Affiliated Pacific Islands; Develop dissemination products; Grant writing, management, and administrative duties as required.

2014**Lecturer***Kapi'olani Community College*

(see Teaching Experience, below)

2010-2012**Project Assistant***East-West Center, Pacific Regional Integrated Sciences and Assessments (Pacific RISA) Program, Honolulu, HI*

Conduct culturally responsive qualitative and quantitative research regarding climate change planning and adaptation; Build local collaborations in Hawai'i and the U.S.-Affiliated Pacific Islands; Develop innovative dissemination materials; Data analyses; Social network analysis; Program evaluation.

2010-2011**Lecturer***University of Hawai'i, Mānoa*

(see Teaching Experience, below)

2008-2010**Research Assistant***Center on Disability Studies, Culturally Responsive Response to Intervention Project, Honolulu, HI*

Conduct culturally responsive research, development, implementation, evaluation, and dissemination to reduce education outcome disparities for Native Hawaiian students; Facilitate and Instruct professional development series for Hawai'i Public Schools teachers; Write research reports and other relevant dissemination materials; Develop teacher's handbook for culturally responsive strategies.

2007-2008**Graduate Assistant***University of Hawai'i Department of Psychology, Mānoa, Honolulu, HI*

Assist the Department Chair with publications and information management.

2003-2007**Full Time Volunteer***Claretian Volunteers Program, Chicago, IL*

Live in solidarity with the poor and work full time with the Claretian Volunteers Program in inner-city Chicago, providing bilingual (Spanish) outreach and services to gangs and impoverished communities:

Gang Outreach, HIV Prevention Educator, and Mentor for Gang Affiliated Youth at *Holy Cross-IHM Parish*; Director of Youth Programming at *St. Paul Parish*; Social Services Assistant with *Casa Catalina Food Pantry*; Manager of *Mothers and Children (MAC)*

Kati Corlew: CV

December 2021

3.1

Program; Youth Outreach with Central American Martyrs Center/Su Casa Catholic Worker Center; Administrative Assistant with Claretian Volunteer Program Office.

2002-2003**Case Manager, Interim Director**

Reach: Enrichment, Afterschool and Community Health (R.E.A.C.H.) Program, Woodbury, TN

Work with low income, at-risk youth age 6 to 12 in rural Tennessee; Conduct home and school visits; maintain files on all children; Refer children and families to available resources; Teach Second Step classes at local elementary schools; Lead the Art Enrichment Program.

2001-2002**Instructor**

Rutherford County Adult Activity Center, Murfreesboro, TN

Work one-on-one with intellectually disabled adults; Provide assistance (eating, hygiene, daily activity) to these individuals.

2001**Resident Counselor**

Cedar Grove Rehabilitation Facility, Murfreesboro, TN

Resident Counselor for juvenile sex offenders in a second-degree lock down rehabilitation facility; Monitor resident behavior; Assist residents with treatment and education.

Teaching Experience

<i>Fall 2021 -- present</i>	TEM 500 Introduction to Trauma-Informed Emergency Management
<i>Fall 2020 -- present</i>	SSC 100 Introduction to the Social Sciences
<i>Fall 2018 -- present</i>	SSC 320 Advanced Research Methods
<i>Spring 2018 -- present</i>	PSY 377 Community Psychology
	SSC 220 Introduction to Research Methods
<i>Fall 2017</i>	SOC 201 Social Problems
<i>Fall 2016 -- present</i>	SSC 360 Qualitative Research Methods
	PSY 355 Social Psychology
<i>Spring 2016 -- present</i>	SSC 334 Cultivating Community: The Garden Seminar
<i>Spring 2016 -- 2017</i>	HON/INT 188 Interdisciplinary Seminar
<i>Fall 2015 -- present</i>	PSY 333 Psychology of Disaster and Climate Change
<i>Fall 2014 -- present</i>	PSY 100 Introduction to Psychology
	PSY 308 Psychology of Lifespan Development
	Assistant Professor, Social Sciences Program, University of Maine at Augusta
<i>Spring 2014</i>	Psychology of Adjustment
	Statistical Analysis for Social Sciences
	Lecturer, Social Sciences Department, Kapi'olani Community College
<i>Fall 2011</i>	Introduction to Community Psychology
	Lecturer, Department of Psychology, University of Hawai'i, Mānoa
<i>Fall 2011</i>	Cultural and Community Psychology and Global Climate Change (Online Undergraduate Course)

Kati Corlew: CV

December 2021

Spring 2011	Lecturer, Outreach College, University of Hawai'i, Mānoa Introduction to Community Psychology
Fall 2010 - Spring 2011	Lecturer, Outreach College, University of Hawai'i, Mānoa Civic Engagement, Volunteerism, and Community Service (Service Learning)
Summer 2010	Lecturer, Honors Department, University of Hawai'i, Mānoa Cultural and Community Psychology and Global Climate Change
2009-2010	Lecturer, Department of Psychology, University of Hawai'i, Mānoa Culturally Responsive Response to Intervention Strategies
2003-2007	Co-Instructor, Professional Development Series, Center on Disability Studies HIV Prevention Education Instructor, American Red Cross

Publications – Articles (peer-reviewed)

*denotes student co-author

- Hebert-Dufresne, L., Waring, T. M., St-Onge, G., Niles, M. T., **Corlew, L. K.**, Dube, M. P., Miller, S. J., Gotelli, N., & McGill, B. J. (in review). Source-sink cooperation dynamics constrain institutional evolution in a group-structured society. *Royal Society Open Science*.
- Corlew, L. K.**, Moseley, K.*, Brennan, N.*, MacDonald, C., & DaSilva, D*. (in review). Things to come: COVID-19 and climate change.
- Corlew, L. K.** (in press). The psychology of climate change in emergency management education. *Journal of Security, Intelligence, and Resilience Education*.
- Corlew, L. K.**, Keener, V., Finucane, M. L., Brewington, L., & Nunn, R. (2015). Using social network analysis to assess communications and develop networking tools among climate change professionals across the Pacific Islands Region. *Psychosocial Interventions*, 24(3), 133-146. Available online at <http://www.sciencedirect.com/science/article/pii/S1132055915000320>.
- Cardazone, G. M., Sy, A., Chik, I., & **Corlew, L. K.** (2014). Mapping One Strong 'Ohana: Using network analysis and GIS to enhance the effectiveness of a statewide coalition to prevent child abuse and neglect. *American Journal of Community Psychology*, 53(3-4), 346-356.
- Finucane, M. L., Miller, R., **Corlew, L. K.**, Keener, V. W., Burkett, M., & Grecni, Z. (2013). Understanding the climate-sensitive decisions and information needs of fresh water resource managers in Hawai'i. *Weather, Climate, and Society*, 5(4), 293-308.
- Corlew, L. K.**, & Johnson-Hakim, S. M. (2013). Community and cultural responsiveness: Climate change research in Tuvalu. *Global Journal of Community Psychology*, 4(3). Available online at <http://www.gjcpp.org/en/resource.php?issue=15&resource=177>.

Publications – Chapters (peer-reviewed)

- Gleason, K. & **Corlew, L. K.** (2019). Qualitative methods for the advancement of peace research. In M. G. C. Njoku, L. A. Jason, & Johnson, B. (Eds.) (2019). *The Psychology of Peace Promotion*. NY: Springer.
- Corlew, L. K.** (2017). Psychological impact of climate change on marginalized groups. In A. Czopp (Ed.) *Social issues in living color: Challenges and solutions from the perspective of ethnic minority psychology*. Santa Barbara, CA: Praeger Books.

Kati Corlew: CV

December 2021

Corlew, L. K. (2014). Homicide during childhood. In T. Gullotta & M. Bloom (Eds.) *The Encyclopedia of Primary Prevention and Health Promotion, 2nd Edition* (pp. 743-751). New York: Springer.

Publications – Books (peer-reviewed)

- Corlew, L. K.** (2012). *The cultural impacts of climate change: Sense of place and sense of community in Tuvalu, a country threatened by sea level rise*. (Doctoral Dissertation). ProQuest Dissertations & Theses. (UMI Number 3520677).
- Corlew, L. K.** (2010). *Understanding community activism in protest of the Superferry in Lihue, Kauai*. (Master's thesis). ProQuest Dissertations & Theses. (UMI Number 1481650).

Research Products (Handbooks, White Papers)

- Cook, J. M., & **Corlew, L. K.** (2019). UMA Community Gardens Annual Report 2018.
- Cook, J. M., & **Corlew, L. K.** (2017). UMA Community Gardens Annual Report 2017.
- Corlew, L. K.** (2015). *Disaster and climate change preparedness in American Samoa: A handbook for communities*. CreateSpace.
- Corlew, L. K.** (2015). *Disaster and climate change preparedness in Maui: A handbook for communities*. CreateSpace.
- Corlew, L. K.** (2015). *Sauniuniga Mo Puapuaga Ma Suiga O Le Tau I Amerika Sāmoa*. CreateSpace.
- Corlew, L. K.** (2013). Assessing Risks, Vulnerabilities, and Capacities Related to the Sustainability of Ground Water Resources in Pacific Island Settings: Pacific RISA Year 1 Project Evaluation. White paper.
- Takahashi, K., Lopez, L. A., **Corlew, L. K.**, Picklesimer, T., & Stodden, R. (2010). Culturally Responsive Response to Intervention: A handbook for teachers. Honolulu: Center on Disability Studies Media Center.

Research Products (Online Tools)

- Corlew, L. K.** (2014). Network Maps of Climate Change Professionals in Hawai'i and the U.S.-Affiliated Pacific Islands, by sector and region. *Mapping the Flow of Climate and Water Resource Information in the Pacific Islands*. Online tools, available at www.pacificrisa.org/social-network-analysis/.
- Corlew, L. K.** (2012). Capability Map: Capacities by Stakeholder Organization. *Assessing Risks, Vulnerabilities, and Capacities Related to the Sustainability of Ground Water Resources in Pacific Island Settings*. Online tool, available at www.pacificrisa.org/water/assessment-activities/.
- Corlew, L. K.** (2012). Capability Map: Information and Support Needs by Sector. *Assessing Risks, Vulnerabilities, and Capacities Related to the Sustainability of Ground Water Resources in Pacific Island Settings*. Online tool, available at www.pacificrisa.org/water/assessment-activities/.

Publications – Articles, Essays, Poetry (non-peer-reviewed)

- Corlew, L. K.** (2018). Consent by proxy (poem). *HYSTERIA*.
- Corlew, L. K.** (2016). Cutting down the volume of household trash begins at the grocery store. *Portland Press-Herald*, October 23, 2016. Retrieved from <https://www.pressherald.com/2016/10/23/cutting-down-the-volume-of-household-trash-begins-at-the-grocery-store/>, 3/15/18.

Kati Corlew: CV

December 2021

- Corlew, L. K.** & Lukens, M. (2016). Wabanaki women deserve the protection and justice of tribal courts. *Bangor Daily News, Opinion*, September 8, 2016. Retrieved from <https://bangordailynews.com/2016/09/08/opinion/contributors/wabanaki-women-deserve-the-protection-and-justice-of-tribal-courts/?noMobile=1> 3/15/18.
- Hernandez, S. G., & **Corlew, L. K.** (2016). Community psychologists in community gardens: A fertile ground for ecological inquiry. *The Community Psychologist*, 49(3). Available online at http://www.scra27.org/publications/tcp/tcp-past-issues/tcpsummer2016/environment_justice/.
- Corlew, L. K.** (2016). The story of a sketchy road and two men I met, neither of whom raped me. *Her Story Blog*. <http://herstoryblg.com/blog/2016/8/8/the-story-of-a-sketchy-road-and-two-men-i-met-neither-of-whom-raped-me>
- Corlew, L. K.** (2013). How to connect with us: Report from the Livelihood and Culture break-out sessions of the Pacific Island Climate Services Forum. *The Community Psychologist*, 46(4), 14-16.
- Corlew, L. K.** (2011). Creating a collaborative proposal for climate change research in Tuvalu. *The Community Psychologist*, 44(2), 29-32.
- Corlew, L. K.** (2011). From Egypt to Wisconsin: Real Democracy is disorderly, uncomfortable, and pretty remarkable. *Centerings*, XXXVII(3), 1.
- Corlew, L. K.** (2011). Book review. The Church of 80% Sincerity. *The Review of Disability Studies*, VII(2), 59.
- Corlew, L. K.** (2011). Book review. Doctors of Deception: What they don't want you to know about shock treatment. *The Review of Disability Studies*, VI(4), 62.
- Corlew, L. K.** (2007). Feminism, In Waves. *Centerings*, Volume XXXIII(4), 8-9.
- Corlew, L. K.** (2006). Another World is Possible. *Centerings*, Volume XXXII(4), 3.

Publications – Books (non-peer-reviewed)

- Corlew, L. K.** (submitted for publication). *One of many. A book of poems*.
- Corlew, L. K.** (2016). *Finally, a song from silence: Poetry from when I was young*. Atlanta, GA: No Cube Press.
- Corlew, L. K.** (2016) *Hermesdorfers: The Story of Us*. CreateSpace.
- Corlew, L. K., & Waugh, C.** (Eds.) (2014). *Psychology: A Literary Introduction*. South China, Maine: Sam Teddy Publishing.

Presentations—National and International

- Corlew, L. K.** (2019). Strengths and challenges of civic engagement and service learning in a non-traditional, distance learning, and commuter university setting. *Eastern Region Campus Compact Annual Meeting, "Education for Democracy: Innovating in Complex Times,"* March 25 to 27, 2019, Providence, RI.
- Corlew, L. K.** (2018). Climate change in Latin America: Social, psychological, and political. *Ecumenical Advocacy Days 2018, "A World Uprooted: Responding to Migrants, Refugees and Displaced People,"* April 20 to April 23, 2018, Washington, DC.
- Corlew, L. K., & Cook, J. M.** (2018). Cultivating community: Using action research to develop and sustain campus community gardens. *Eastern Psychological Association Annual Meeting*, March 1 to March 4, 2018, Philadelphia, PA. (cancelled due to weather)
- Corlew, L. K.** (2017). What do you say? Or not say? And why? Exploring the minefield that is talking about climate change. *GROUNDWORK V*, November 10 to November 12, 2017, South Harbor, Maine.
- Corlew, L. K.** (2017). Climate change preparedness and action in the state of Maine. *16th Biennial Conference for the Society for Community Research and Action*, June 21 to June 24, 2017, Ottawa, Canada.

Kati Corlew: CV

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- Corlew, L. K., & Cook, J. M.** (2017). Cultivating community: Applying the principles of community engagement to the practice of community gardening. *Eastern Psychological Association Annual Meeting*, March 16 to March 18, 2017, Boston, MA.
- Clayton, S., & **Corlew, L. K.** (2015). Community resilience in the face of global climate change. *American Psychological Association Convention*, August 6 to August 9, 2015, Toronto, ON, Canada.
- Corlew, L. K.** (2015). Professional and Lay Mental Models of Disaster and Climate Change Risk and Psychological Recovery. *American Psychological Association Convention*, August 6 to August 9, 2015, Toronto, ON, Canada.
- Corlew, L. K.** (2015). Innovative Network Analysis Methodology: Identifying Interdisciplinary and International Connections. *15th Biennial Conference for the Society for Community Research and Action*, June 25 to 28, 2015, Lowell, MA.
- Corlew, L. K.** (2015). Experience and Education: Mental Models of Disaster and Climate Change Risk and Psychology Recovery. *15th Biennial Conference for the Society for Community Research and Action*, June 25 to 28, 2015, Lowell, MA.
- Corlew, L. K., Keener, V. W., & Finucane, M. L.** (2013). Network Analysis of Climate Change Professionals in Hawai'i and the U.S.-Affiliated Pacific Islands. *American Psychological Association Convention*, July 31 to August 4, 2013, Honolulu, HI.
- Corlew, L. K., Anglin, A. E., & Cardazone, G. M.** (2013). Reflections on Photovoice Methodology: How Participant Context and Culture Transform the Process. *American Psychological Association Convention*, July 31 to August 4, 2013, Honolulu, HI.
- Corlew, L. K.** (2013). Human Dimensions of Climate Change in the Pacific. *Environmental Education Symposium*, July 15, 2013, Honolulu, HI.
- Corlew, L. K., Felkley, C., & Heim, R.** (2013). The PEAC Center: Bringing Drought Monitoring to the Pacific. *United States Drought Monitor Forum*, April 18, 2013, West Palm Beach, FL.
- Corlew, L. K.** (2012). To Stay Here and Die Here for My Country: Climate Change Perceptions and Projections of Tuvaluans. *Northwest Community Research and Action Conference*, October 12, 2012, paper presentation, Portland, OR.
- Corlew, L. K.** (2011). Examining the Intersection of Sense of Community and Sense of Place within an Indigenous Community. *13th Biennial Conference of the Society for Community Research and Action*, June 16-19, 2011, presentation, Chicago, IL.
- Corlew, L. K.** (2011). Land Under Sea: Climate Change and the New Displacement of Indigenous Peoples. *13th Biennial Conference of the Society for Community Research and Action*, June 16-19, 2011, presentation, Chicago, IL.
- Corlew, L. K.** (2011). Culture in place: The threat of global climate change in Tuvalu. *Space, Place and the Production of Knowledge Conference*, April 8-9, 2011, presentation in Honolulu, HI.
- Corlew, L. K.** (2010). Creating a Collaborative Process in a Foreign Culture: Sea Level Rise Research in Tuvalu. *5th Annual Northwest ECO Conference*, October 15, 2010, Portland, Oregon.
- Corlew, L. K.** (2010). Majority Rule and Minority Voices: Values and Activism. *3rd International Conference on Community Psychology*, June 3-5, 2010, Puebla, Mexico.
- Takahashi, K., **Corlew, L. K.**, Lopez, L. A., & Pickelsimer, T. (2010). Innovative Approaches to Preparing Schools and Teachers to Implementing Culturally Responsive Response to Intervention (RTI): A Hands-on Workshop for Administrators, Specialists, and Teachers. *2010 Pacific Rim International Conference on Disabilities*, half-day workshop Honolulu, HI.
- Corlew, L. K., & Takahashi, K.** (2009). Culturally Responsive RTI Strategies. *2009 Pacific Rim International Conference on Disabilities*, presentation, Honolulu, HI.
- Takahashi, K., & **Corlew, L. K.** (2009). Disability Mentoring Day Hawai'i, 2008. *2009 Pacific Rim International Conference on Disabilities*, poster session, Honolulu, HI.

Corlew, L. K. (2008). From Majority Rules to Outsider Discrimination: Tips for Mainstream Researchers Who Work With Marginalized Populations. *Southeast ECO Conference*, Asheville, NC.

Presentations—Academic Seminars

Corlew, L. K. (2021) Psychology of Climate Change: Cultural Impacts in Tuvalu and Mental Models in Maine. Guest lecturer, *Confronting Climate Change*, Seattle University. May 26, 2021.

Corlew, L. K., Flowers, S., Ludders, J., & Surrence, T. (2021). Using intentional design principles to construct accessible, inclusive, and equitable learning experiences. *University of Maine System Faculty Institute*. May 14, 2021, online.

Corlew, L. K. (2019). Self care at university. *TRiO Scholars Student Orientation*. August 28, 2019, Bangor, ME.

Corlew, L. K. (2018). Self care at university. *TRiO Scholars Student Orientation*. August 29, 2018, Bangor, ME.

Hentges, S., Treat, B., Sychterz, J., & **Corlew, L. K.** (2017). Hamilton and American Truths. *Academic Theme panel discussion*, October 12, 2017, Bangor, ME.

Corlew, L. K., et al. (2017). How to talk to professors. *Student Success Lunch & Learn*, September 18, 2017, Bangor ME.

Corlew, L. K. (2017). Psychology of Climate Change. *Presentation series for 2016-2017 Academic Theme: Climate Change*, March 2, 2017, Bangor, ME.

Corlew, L. K. (2017). Psychology of Climate Change. *Presentation series for 2016-2017 Academic Theme: Climate Change*, March 6, 2017, Bangor, ME.

Corlew, L. K. (2016). Meditation and wellness. *Invited speaker, AME 306 American Fitness: Culture, Community, and Transformation class*, Dr. Sarah Hentges, October 13, 2016, Bangor, ME.

Corlew, L. K., & Cook, J. M. (2016). SSC 334 Cultivating Community: The Garden Seminar. *Lunch & Learn*, October 4, 2016, Bangor, ME.

Corlew, L. K. (2016). Psychology of Climate Change. *Presentation series for 2016-2017 Academic Theme: Climate Change*, October 3, 2016, Bangor, ME.

Corlew, L. K. (2016). Finally, a Song from Silence: Poetry from When I Was Young. *Invited speaker, COM 102 Interpersonal Communications*, Nicole Cloud, September 22, 2016, Bangor, ME.

Corlew, L. K. (2016). Finally, a Song from Silence: Poetry from When I Was Young. *Book reading, Katz Library*, September 22, 2016, Augusta, ME.

Corlew, L. K. (2016). Finally, a Song from Silence: Poetry from When I Was Young. *Book reading, Nottage Library*, September 20, 2016, Bangor, ME.

Corlew, L. K. (2016). Overcoming math anxiety. *Invited speaker, Math Brush-Up, TRiO*, June 28, 2016.

Corlew, L. K. (2016) Test anxiety is real. *Student Success Seminar*, March 7, 2016

Cloud, N., Treat, B., **Corlew, L. K.,** & Bishop, J. (2016). How to ask for help. *Student Success Seminar*, February 2, 2016.

Corlew, L. K., & Cook, J. M. (2015). SSC 334 Cultivating Community: The Garden Seminar. *Lunch & Learn*, November 18, 2015, Augusta, ME.

Corlew, L. K. (2015). Devil-worshipping with Harry Potter, and also, don't say climate change. *Censorship Series for Banned Books Week at Nottage Library*, September 28, 2015, Bangor, ME.

Corlew, L. K. (2015). Interdisciplinarity in climate change research. *UMA 2015 Convocation*, September 18, 2015, Augusta, ME.

Corlew, L. K. (2015). Research on psychological recovery from disasters in Maui and American Sāmoa. *American Psychological Foundation 2015 Friends of the Foundation Reception*, August 7, 2015, Toronto, ON, Canada.

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- Corlew, L. K.** (2015). Indigenous impacts of climate change. *UCLA Pacific Islands History Seminar*, March 4, 2015, Los Angeles, CA.
- Corlew, L. K.** (2014). Climate change and justice. *Research and Pedagogy in the UMA Bangor Nottage Library*, December 4, 2014, Bangor, ME.
- Corlew, L. K., Hentges, S., & Lane, K.** (2014). Women who run with words. *Research and Pedagogy in the UMA Bangor Nottage Library*, October 23, 2014, Bangor, ME.
- Corlew, L. K.** (2014). To stay here and die here for my country: Climate change in Tuvalu. *Research and Pedagogy in the UMA Katz Library*, October 3, 2014, Augusta, ME.
- Keener, V. W., **Corlew, L. K.**, Brewington, L., Nunn, R., Jasper, K., McIntosh, D. (2013). Interdisciplinary climate change research with the Pacific Regional Integrated Sciences and Assessments (Pacific RISA) Program. *Asia Pacific Leadership Program (APLP)*, December 10, 2013, Honolulu, HI.
- Corlew, L. K.** (2013). Tuvalu Mo Te Atua: Human Dimensions of Climate Change in the Pacific. *UCLA Pacific Islands History Seminar*, June 5, 2013, Los Angeles, CA.
- Corlew, L. K.** (2013). Tuvalu Mo Te Atua: Human Dimensions of Climate Change in the Pacific. *PLAN 671: Disaster Management: Understanding the Nature of Disasters Graduate Seminar*, Spring 2013, guest lecturer, University of Hawai'i at Mānoa, Honolulu, HI.
- Corlew, L. K.** (2013). Human Dimensions of Climate Change in the Pacific. *NYU Faculty Resource Network Winter Professional Enrichment Seminar*, January 17, 2013, Honolulu, HI.
- Corlew, L. K.** (2011). Climate Change: A Global Issue with Disparate Local Causes and Consequences. *PLAN 671: Disaster Management: Understanding the Nature of Disasters Graduate Seminar*, Spring 2011, guest lecturer, University of Hawai'i at Mānoa.
- Corlew, L. K.** (2010). Vulnerable Populations in Disaster Management: Gender, SES, Developing Nations, and Minority Status. *PLAN 670: Disaster Management and Humanitarian Assistance Graduate Seminar*, Fall 2010, guest lecturer, University of Hawai'i at Mānoa with video conferencing to eight international universities spanning eleven time zones.
- Corlew, L. K.** (2010). Collaborative Research in a Foreign Culture. *Psychology 680: Community Psychology Foundations Graduate Seminar*, Fall 2010, guest lecturer, University of Hawai'i at Mānoa.
- Corlew, L. K.** (2009). Long-term Volunteering. *Honors 303: Civic Engagement, Volunteerism and Community Service*, Fall 2009, guest lecturer, University of Hawai'i at Mānoa.
- Corlew, L. K.** (2008). From Majority Rules to Outsider Discrimination: Tips for Mainstream Researchers Who Work With Marginalized Populations. *Brislin Intercultural Seminar*, Fall 2008, Honolulu, HI.

Presentations—Community (including television and radio)

- Corlew, L. K.** (2021). Climate change in Tuvalu. *Tuvalife podcast*, November 29th, 2021.
- Corlew, L. K.** (2018). Power, empowerment, and depowering oneself in leadership development. *Food AND Medicine Leadership Seminar*, April 18, 2018, Brewer, ME.
- Corlew, L. K., Chunn, C., Dickson-Smith, S., Mortimer, C., & Watson, J.** (2017). Protecting Water in a decolonizing framework. *Maine-Wabanaki REACH Annual Convening*, May 15, 2017, Orono, ME.
- Corlew, L. K.** (2017). Environmental Justice IS Social Justice: Climate Change in the Islands of Tuvalu. *Earth Day community presentation at the Unitarian Universalist Church*, April 23, 2017, Bangor, ME.
- Corlew, L. K.** (2016). Zero Waste Challenge at UMA. *Interview on Blunt Youth Radio Project, WMPG-FM, Southern Maine*, December 12, 2016, Portland, ME.
- Corlew, L. K.** (2016). Food Insecurity and Wages. *Community panel discussion, Food AND Medicine, Faith Linking and Action*, October 19, 2016, Bangor, ME.

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- Corlew, L. K.** (2015). APF Visionary Grant Research. *Interview with the American Psychological Foundation*, video, August 8, 2015, Toronto, ON, Canada.
- Corlew, L. K.** (2013). The Cultural Impacts of Climate Change: Sense of Place and Sense of Community in Tuvalu, a Country Threatened by Sea Level Rise. *KTUH Radio interview*, April 12, 2013, Honolulu, HI.
- Corlew, L. K.** (2013). Islands and Culture: The Impacts of Climate Change in the Pacific. *Mission 4/1 Earth Gathering*, April 11, 2013, Honolulu, HI. *Broadcast on 'Olelo Community Television*, available at http://olelo.granicus.com/MediaPlayer.php?view_id=30&clip_id=34783.
- Corlew, L. K.** (2013). Climate Change Justice, Faith and Action. *Hawai'i Interfaith Power and Light Valentine's Day Preach-In on Global Warming and Climate Change*, February 10, 2013, Honolulu, HI.
- Corlew, L. K.** (2009). Bilingual Experiences in Community Service. *Kapi'olani Community College Spanish Club*, Fall 2009, guest speaker, Honolulu, HI.
- Corlew, L. K.** (2008). Community Service and Social Justice. *Immaculate Conception High School*, October 2008, guest speaker, Memphis, TN.

Workshops

*denotes student co-author

- Corlew, L. K.,** Brennan, N. (2019-2020). Climate and social change in Maine. *Community focus groups*, September 2019-January 2020.
- Corlew, L. K.,** Matthews, A., Kitchin, B. J., Baker, S., Cook, J., Sawyer, S. & Surrette, T. (2019). Connect Learning in Community Knowledge (CLICK). *Civic Engagement Professional Development*, October 3, 2019.
- Corlew, L. K.** (2017-present). Climate Change Preparedness and Action in Maine. *Community workshop series in the State of Maine*.
- Corlew, L. K.** (2015-present). Disaster Preparedness in Maine. *Community workshop series in the State of Maine*.
- Corlew, L. K.,** et al. (2015-present). Safe Zone Trainings, Level 1 and Level 2 at UMA. *University professional development series*.
- Corlew, L. K.** (2014-present). Meditation and Anxiety Workshop Series: Test Anxiety, Math Anxiety, General Relaxation. *Student workshop series at University of Maine at Augusta*.
- Corlew, L. K.** (2014). Disaster Preparedness in American Samoa. *Community Workshop at the Department of Marine and Wildlife Resources*, July 2, 2014, Pago Pago, American Samoa.
- Corlew, L. K.** (2014). Disaster Preparedness in Maui. *Community Workshop at the Wailuku Public Library*, May 22, 2014, Maui, HI.

Awards

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|-------------|---|
| 2018 | University of Maine at Augusta Distinguished Scholar Award
University of Maine at Augusta
Award for Distinguished Research and Scholarship |
| 2017 | Donald Harward Faculty Award for Service-Learning Excellence
Maine Campus Compact
Award for Teaching Excellence |

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2013 ***Finalist, Best Dissertation on a Topic Relevant to Community Psychology***

Society for Community Research and Action (SCRA)

2010 ***Finalist, Outstanding Thesis Award***

University of Hawai'i, Mānoa

Grants

2020-2024 ***NSF EPSCoR Track-2***

"Harnessing Spatiotemporal Data Science to Predict Responses of Biodiversity and Rural Communities Under Climate Change"

\$3,995,366.00

PI Brian McGill (UM); Co-PI Matthew Dube (UMA); Co-PI Timothy Waring (UM); Co-PI Meredith Niles (CC); Co-PI Nicholas Gotelli (UVM); SKP Laura Kate Corlew (UMA); SKP Laurent Hebert-Dufresne (UVM); SKP Narine Hall (CC).

National Science Foundation

2020 ***2020-2021 President's Research Grant***

Psychology in Context Lab, AY 21

\$12,000.00

University of Maine at Augusta

2019 ***2019-2020 Trustee Professorship***

"Change: Exploring Mental Models of Climate and Social Changes"

~\$15,000.00

University of Maine System

2019 ***2019-2020 President's Research Grant***

"Change: Exploring Mental Models of Climate and Social Changes"

\$6,000.00

University of Maine at Augusta

2017 ***Fund for Positive Engagement Research Award*** (co-PIs with James Cook)

"The Garden as a Space to Ameliorate Social and Ideological Division in a Higher Educational Setting"

\$5,000.00

Campus Compact

2017 ***2017-2018 Presidential Mini-Grant*** (Haley Brown lead author)

"UMA Community Seed Libraries at Nottage Library and Katz Library"

\$600.00

University of Maine at Augusta

2017 ***Maine Hunger Dialogue Project 2016 Mini-Grant***

"Seeds of Change, Augusta Campus"

\$500.00

University of Maine Cooperative Extension

2017 ***Maine Hunger Dialogue Project 2016 Mini-Grant***

"Seeds of Change, Bangor Campus"

\$500.00

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2015-2016	University of Maine Cooperative Extension 2015-2016 Presidential Mini-Grant "We ARE Maine" \$2,000.00
2015-2016	University of Maine at Augusta 2015-2016 President's Research Grant "Disaster and climate change in Maine" \$15,455.28
2014-2015	University of Maine at Augusta, President's Strategic Development Fund 2014-2015 Presidential Mini-Grant "Social Science Student Research Conference: Celebrating Student Research" \$1,140.00
2014-2015	University of Maine at Augusta 2014-2015 Presidential Mini-Grant "SNAP Cooking: Feeding Success on a Student Budget" \$2,000.00
2013	University of Maine at Augusta American Psychological Foundation Visionary Grant "Relating the psychological recovery from recent disasters to climate change risk perception and preparedness in Hawai'i and American Samoa" \$19,972
2011-2012	American Psychological Foundation Community Mini-Grant
2011-2012	SCRA Community Practice Council Gartley Research Award
2011-2012	Department of Psychology, University of Hawai'i, Mānoa Merit Scholarship
2011-2012	Department of Psychology, University of Hawai'i, Mānoa Mānoa Opportunity Grant
2011	University of Hawai'i, Mānoa Biennial Student Travel Award
2010-2011	Society for Community Research and Action (SCRA) Merit Scholarship
2010-2011	Department of Psychology, University of Hawai'i, Mānoa Mānoa Opportunity Grant
2010	University of Hawai'i, Mānoa ECO Student Travel Award
2010	Society for Community Research and Action (SCRA) Arts and Sciences Student Research Award
2010	College of Arts and Sciences, University of Hawai'i, Mānoa Travel Grant
2009-2010	Graduate Student Organization, University of Hawai'i, Mānoa Mānoa Opportunity Grant
2009	University of Hawai'i, Mānoa Karen Cooper Memorial Scholarship Mensa Education and Research Foundation

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2008	<i>Travel Grant</i> Graduate Student Organization, University of Hawai'i, Mānoa
1997-2002	<i>Presidential Scholarship</i> Middle Tennessee State University

University Service

2021-present	Secretary, UMA Bangor Assembly
2020-present	Coordinator, Trauma-Informed Emergency Management Graduate Program
2019-present	SSC Program's Programs of the Future project team
2018-2020	Trauma and Emergency Response and Recovery Graduate Program Development Committee
2018-2019	SSC Search Committee, Chair (Psychology)
2017-2018	Faculty lead, Vision 2.0 Civic Engagement team
2017-present	Social Justice Certificate Development Committee
2017-present	UMS Emergency Planning Project
2017-2020	UMA Intercollegiate Council
2017-2018	Social Science Search Committee (Sociology)
2016-2018	Program Integration, Psychology
2016-present	Member, Diversity
2016-2019	Advisor, UMA First Nations Student Circle (Bangor)
2016-present	Social Science Program Adjunct Evaluation Process Revision
2016-present	Maine Hunger Dialogue
2016-2018	Advisor, UMA Garden Club (Augusta)
2016-2017	UMA Zero Waste Project
2016	Developed Libra Award Nomination for Dr. Kristen Gleason, 2017-2018
2016	CIS Search Committee
2015-present	Academic Theme Committee
2015-present	Co-Coordinator, UMA Office of Civic Engagement
2015-2017	Wellness Committee
2015-2016	Member, Dean's Salon
2014-present	UMA Food Security Coalition
2014-present	Member, Women in Curriculum and Cultural Diversity committee (WICCD)
2014-present	Presenter/facilitator, Safe Zone UMA
2014-present	Social Science Program Curriculum Mapping
2014-2017	Member and sub-committee chair, Advocating Wicked Scholarship in Maine (AWSIM)
2014-2017	Organizer, Research and Pedagogy (RaP) Colloquium Series

Community Service and Professional Activities

2019-present	Qualitative Research Expert, Technical Working Group on Strengthening Communities Research and Evaluation Planning for AmeriCorps NCCC
2019-2020	Food AND Medicine, Board President
2017-present	Food AND Medicine, Board member
2017-present	Maine Scholars Strategy Network, Member
2017-present	Indivisible Bangor
2017-present	SCRA Policy Committee Rapid Response Team, ad hoc
2016-2019	Maine-Wabanaki REACH Bangor Allies group, member
2016-2019	Water protector solidarity actions with Penobscot Nation, multiple events
2016-2018	Penobscot Nation Third Friday Community Supper, food preparation
2016-2017	Bangor Area Climate Action Team (CAT), member
2016	Ray Nason Memorial Fundraiser, Hampden VFW Hall, food preparation
2015-2017	Maine Wabanaki REACH Decolonization Workshop Co-Facilitator; 10/12/15 Bangor; 11/7/15 Ellsworth; 3/11/16 UMA Bangor Campus; 4/16/16 Rockland; 6/18/16 Damariscotta; 2/4/17 Farmington; 3/27/17 Camden
2015-2017	"Environment and Justice" column, <i>The Community Psychologist</i> , Editor
2015-present	Maine Campus Compact Advisory Committee
2014-2017	APA Inter-divisional Task Force on Climate Change and Policy, Member
2013-2016	SCRA Community Practice Council Mini Grant Program, Reviewer
2012-present	SCRA Community Practice Council, Member
2011-present	SCRA Environment and Justice Interest Group, Member
2007-present	American Psychological Association (APA), Member
2007-present	APA Division 27, Society for Community Research and Action (SCRA), Member
2006-present	Mensa, Member
2013-2015	SCRA Environment and Justice Interest Group, Chair
2013-2015	LaborFest Hawai'i, Board Member
2015	SCRA 15 th Biennial Conference, Panel Chair
2013-2014	American Geophysical Union (AGU), Member
2011-2014	SCRA Membership Committee, Member
2007-2014	National Novel Writing Month, Participant
2013	Panel Chair, American Psychological Association Convention
2011	Panel Chair, SCRA 13 th Biennial Conference
2011	Volunteer, Hawaiian Humane Society
2009-2011	Executive Council, Graduate Student Organization, University of Hawai'i, Mānoa
2010	Panel Chair, 3 rd International Conference on Community Psychology of the SCRA and the European Community Psychology Association (ECPA), Puebla, Mexico
2009-2010	Assembly Representative, Psychology, Graduate Student Organization, University of Hawai'i, Mānoa
2009-2010	Rapporteur, Pacific Rim International Forum of the Center on Disability Studies (CDS), Honolulu, HI
2009	Volunteer, Pacific Rim Conference on Disabilities of the CDS, Honolulu, HI
2008-2009	Organizer and Mentor, Disability Mentoring Day of the CDS, Honolulu, HI

Kati Corlew: CV

December 2021

2007-2009	Founding member, Producer, and Video editor, Guild for the Promotion and Enhancement of Creative Writing and Other Stuff in Hawai'i (G.P.E.C.W.A.O.S.H.)
2008	Note-taker, Near- roadway and on-road exposures to air pollution: Risk communication and decision making, pre-conference workshop for the Better Air Quality—Asia Conference in Bangkok
2006-2007	Committee Member and Advocate, Anti-Hunger Action Committee, Illinois Hunger Coalition
2006-2007	Council Member and Advocate, Community Quality Council, Back of the Yards and Englewood Neighborhoods
2005-2007	Committee Member, Women in Church and Society Committee, 8 th Day Center for Justice
2003-2007	Full-Time Volunteer, Various positions (see Employment History), Claretian Volunteers
2003-2007	Member and Advocate, Coalition for Adolescent Risk Reduction, Chicago
2006	Reader, Recording for the Blind and Dyslexic
2006	Participant, AIDS Marathoners of Chicago
2005-2006	Organizer, Pilsen Via Crucis
2005	Member, Pilsen Alliance Fiesta del Sol "Sol Team"
2004	Participant, Lakeshore Marathon, Chicago
2002-2003	Member, Solidarity
2001-2003	Member, Student Environmental Association
2000-2003	Storyteller, Middle Tennessee Storytellers Guild
2002	Volunteer and Organizer, Dr. Jonathan Farley Green Party Congressional Campaign
1998-2001	Editor, Assistant Editor, Public Relations, and Contributor, Scribbling Mob Egalitarian Feminist Art and Literature Magazine
1997-1998	Member, Citizens for Action
1997-1998	Member, Food Not Bombs

Reviewer

Arabian Journal of Geosciences
 Journal of Geoscience Communication
 Journal of Humanistic Psychology
 Weather, Climate, and Society

Matthew P. Dube

Assistant Professor of Computer Information Systems, University of Maine at Augusta
 Cooperating Graduate Faculty, Graduate School of Biological Sciences and Engineering, University of Maine
 Cooperating Faculty, Division of Environmental and Biological Sciences, University of Maine at Machias
 External Graduate Faculty, School of Computing and Information Science, University of Maine
 230 Randall Student Center, Augusta, ME 04330
 matthew.dube@maine.edu
<http://www.uma.edu/directory/staff/matthew-p-dube>

EDUCATION**The University of Maine**

Ph.D., Spatial Information Science and Engineering
May 2016
 Thesis: Algebraic Refinements of Direction Relations through Topological Augmentation
 Advisor: Max J. Egenhofer

The University of Maine

Graduate IGERT Certificate in Sensor Science, Engineering, and Informatics
May 2011
 Supervisor: Dr. Kate Beard

The University of Maine

M.S., Spatial Information Science and Engineering
May 2009
 Thesis: An Embedding Graph for 9-Intersection Topological Spatial Relations
 Advisor: Max J. Egenhofer

The University of Maine

BA in Mathematics and Statistics
August 2007
 Focus on Mathematical Statistics

EMPLOYMENT**Assistant Professor of Computer Information Systems and Data Science**

University of Maine at Augusta College of Professional Studies, Augusta, ME

August 2016 - Present

- Develop courses from scratch in Database Design, Database Management, Data Science, Data Visualization, Data Mining, R, SQL, Algorithms and Data Structures, Visual Basic, Microsoft Office, Java, Software Engineering, Interdisciplinary Studies, and Geography
- Construct a new data science baccalaureate degree for the University of Maine System
- Conduct research in spatial data science, equine data science, and electoral data science
- Participate in the Maine Geospatial Institute and Emergency Management Committee
- Serve on the research and scholarship faculty committee
- Serve and chair the assessment faculty committee and the curriculum committee
- Serve on the civic engagement steering committee
- Serve on the intercollegiate and honors council

-
- Serve on the faculty senate as Secretary
 - Served on three faculty hiring committees (Cybersecurity, Communications, Computer Information Systems)

Adjunct Professor of Biology, Geography, and Computer Science

University of Maine, Orono, ME

June 2018 - Present

- Instruct aspirations courses for Upward Bound students
- Instruct graduate courses for Graduate School of Biomedical Sciences and Engineering

Mathematics Instructor, Presentation Skills Instructor, Research Mentor

Upward Bound Math-Science Program, Orono, ME

June 2011 – Present

- Developed from scratch six-week intensive curricula for calculus, pre-calculus, statistics, geometry, and presentation skills courses
- Developed aspirations courses in data visualization (2018) and sensors (2019)
- Authored instruction manuals for calculus, pre-calculus, and statistics
- Mentored 3-5 students per program year through collegiate research experiences
- Trained fellow co-workers in statistical methodology to assist their research mentees, including experimental design, proper statistical test diagnosis, and statistical interpretation

Teaching and Research Assistant

University of Maine School of Computing and Information Science, Orono, ME

May 2008 – May 2016

- Instructed service courses in Microsoft Excel
- Lectured for classes in engineering databases, discrete structures, information systems, experimental design, and spatial reasoning
- Graded assignments ranging from conceptual schema design, coding, to SQL
- Developed real-world application lab assignments for concepts covered in courses
- Mentored research for junior graduate students
- Responded to student questions and needs for further clarification

Teaching Assistant

University of Maine Department of Mathematics and Statistics, Orono, ME

January 2014 – May 2014

- Provided recitation material for three Calculus II sections
- Provided homework guidance for struggling students
- Developed examples of concepts applied in real world phenomena

IGERT Fellow

University of Maine Sensor Science, Engineering, and Informatics IGERT, Orono, ME

September 2009 – May 2011

- Developed client-motivated sensor solutions for indoor navigation in low-vision environments
 - Participated in interdisciplinary coursework in sensor technologies
 - Facilitated laboratory course for following cohort
-

-
- Advised following cohort through their client project: formaldehyde monitoring system

Assistant Training/Security Coordinator

University of Maine Office of Student Records

September 2007 – May 2009

- Developed and delivered training materials for system-wide implementation of MaineStreet academic management software
 - Instituted standing SQL queries for academic personnel needs
 - Developed out-of-system solutions for administrative staff needs in academic management
 - Debugged and experimented with role combinations and modules within the new system
-

INSTRUCTED COURSES (INCLUDING AS TA)

University of Maine at Augusta (Assistant Professor)

Spring 2022 (scheduled)

CIS 100 – Introduction to Data Science (Online) Enrolled: 21

CIS 218 – Introduction to SQL (Online) Enrolled: 11

CIS/DSC 255 – Database Design (Online) Enrolled: 14

CIS/DSC/INT 352/DSC/TEM 552 – Data Visualization (Online) Enrolled: 10

CIS 353 – Human-Computer Interaction and User Design (Online) Enrolled: 5

POS 487/TEM 587 – Data and Research Literacy for Public Management (Online) Enrolled: 10

Fall 2021

BUA/CIS/DSC/MAT 450/DSC/TEM 550 – Data Mining (Live/Online) Enrolled: 14

CIS 100 – Introduction to Computer Applications (Live/Online) Enrolled: 26

CIS 150 – Introduction to Data Science (Online) Enrolled: 29

CIS 212 – Introduction to Visual Basic (Online) Enrolled: 19

CIS/DSC 255 – Database Design (Online) Enrolled: 29

GEO 101 – Introduction to Geography (Online) Enrolled: 17

Summer 2021

CIS 355 – Introduction to Sensors (Online) Enrolled: 13

CIS 449 – R Programming and Package Development (Online) Enrolled: 16

MAT 115 – Elementary Statistics I (Online) Enrolled: 11

Spring 2021

CIS 100 – Introduction to Computer Applications (Live/Online) Enrolled: 17

CIS 218 – Introduction to SQL (Online) Enrolled: 18

CIS/DSC 255 – Database Design (Online) Enrolled: 11

CIS/DSC/INT 352 – Data Visualization (Online) Enrolled: 12

CIS 353 – Human Computer Interaction and User Design (Online) Enrolled: 10

POS 487 – Data and Research Literacy for Public Management (Online) Enrolled: 10

Fall 2020

BUA/CIS/DSC/MAT 450 – Data Mining (Online) Enrolled: 10

CIS 100 – Introduction to Computer Applications (Live/Online) Enrolled: 25

CIS 150 – Introduction to Data Science (Online) Enrolled: 16

CIS 212 – Introduction to Visual Basic (Online) Enrolled: 20

CIS/DSC 255 – Database Design (Live/Online) Enrolled: 47

GEO 101 – Introduction to Geography (Online) Enrolled: 27

Summer 2020

CIS 410 – Software Engineering (Online) Enrolled: 15
 CIS 449 – R Programming and Package Development (Online) Enrolled: 25
 SSC 389 – Redistricting and the U.S. Census (Online) Enrolled: 2

Spring 2020

CIS 218 – Introduction to SQL (Online) Enrolled: 23
 CIS 255 – Database Design (Live/Online) Enrolled: 42
 CIS 352 – Data Visualization (Online) Enrolled: 17
 CIS 353 – Human Computer Interaction and User Design (Live/Online) Enrolled: 13
 CIS 354 – Algorithms and Data Structures (Online) Enrolled: 9

Fall 2019

BUA/CIS 450 – Data Mining (Live/Online) Enrolled: 10
 CIS 100 – Introduction to Computer Applications (Live) Enrolled: 20
 CIS 150 – Introduction to Data Science (Online) Enrolled: 10
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 20
 CIS 218 – Introduction to SQL (Online) Enrolled: 1 (Directed Study)
 CIS 255 – Database Design (Live/Online) Enrolled: 35
 CIS 410 – Software Engineering (Online) Enrolled: 1 (Directed Study)
 GEO 101 – Introduction to Geography (Live/Online) Enrolled: 20

Summer 2019

CIS 355 – Introduction to Sensation and Measurement Theory (Online) Enrolled: 11
 CIS 449 – R Programming and Package Development (Online) Enrolled: 12

Spring 2019

CIS 100 – Introduction to Computer Applications (Live) Enrolled: 24
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 2 (Directed Study)
 CIS 218 – Introduction to SQL (Online) Enrolled: 26
 CIS 255 – Database Design (Live/Online) Enrolled: 24
 CIS 312 – Advanced Visual Basic (Online) Enrolled: 1 (Directed Study)
 CIS 352 – Data Visualization (Online) Enrolled: 9
 CIS 353 – Human Computer Interaction and User Design (Live/Online) Enrolled: 9
 CIS 354 – Algorithms and Data Structures (Online) Enrolled: 9
 CIS 449 – R Programming and Package Development (Online) Enrolled: 1 (Directed Study)

Fall 2018

BUA/CIS 450 – Data Mining (Live/Online) Enrolled: 8
 CIS 150 – Introduction to Data Science (Online) Enrolled: 5
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 24
 CIS 255 – Database Design (Live/Online) Enrolled: 47
 CIS 353 – Human Computer Interaction and User Design (Online) Enrolled: 2 (Directed Study)
 CIS 410 – Introduction to Software Engineering (Online) Enrolled: 3
 INT 208 – Introduction to Interdisciplinary Studies (Live/Online) Enrolled: 10

Summer 2018

CIS 352 – Data Visualization (Online) Enrolled: 3 (Directed Study)
 CIS 353 – Human Computer Interaction and User Design (Online) Enrolled: 13
 CIS 380/480 – Internship (Online) Enrolled: 6 (Directed Study)

Spring 2018

CIS 100 – Introduction to Computer Applications (Live) Enrolled: 22
 CIS 255 – Database Design (Live/Online) Enrolled: 45
 CIS 312 – Advanced Visual Basic (Online) Enrolled: 4
 CIS 314 – Advanced Java (Live/Online) Enrolled: 8
 CIS 352 – Data Visualization (Online) Enrolled: 19
 CIS 354 – Algorithms and Data Structures (Online) Enrolled: 1 (Directed Study)
 CIS 449 – R Programming and Package Development (Online) Enrolled: 12

Fall 2017

BUA/CIS 450 – Data Mining (Live/Online) Enrolled: 11
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 15
 CIS 255 – Database Design (Live/Online) Enrolled: 59
 CIS 350 – Database Management (Live/Online) Enrolled: 9
 CIS 354 – Algorithms and Data Structures (Live/Online) Enrolled: 13

Summer 2017

CIS 135 – Introduction to Information Systems (Online) Enrolled: 24
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 1 (Directed Study)
 CIS 255 – Database Design (Online) Enrolled: 1 (Directed Study)

Spring 2017

CIS 100 (2 sections) – Introduction to Computer Applications (Live) Enrolled: 24 (Online)
 Enrolled: 33
 CIS 255 – Database Design (Live/Online) Enrolled: 44
 CIS 312 – Advanced Visual Basic (Online) Enrolled: 12
 CIS 352 – Data Visualization (Online) Enrolled: 2 (Directed Study)

Fall 2016

CIS 100 – Introduction to Computer Applications (Live) Enrolled: 22
 CIS 212 – Introduction to Visual Basic (Online) Enrolled: 16
 CIS 350 – Database Management (Live/Online) Enrolled: 28

University of Maine (Adjunct Professor, Teaching Assistant)

Fall 2021

BMS 625 – Foundations of Biostatistics and Computational Biology (Instructor of Record) Enrolled: 33

Fall 2020

BMS 625 – Foundations of Biostatistics and Computational Biology (Instructor of Record) Enrolled: 27

Summer 2020

GEO 100 – World Geography (Instructor of Record) Enrolled: 7

Fall 2019

BMS 625 – Foundations of Biostatistics and Computational Biology (Instructor of Record) Enrolled: 19

Summer 2019

COS 120 – Introduction to Computer Programming (Instructor of Record) Enrolled: 11

Summer 2018

COS 198 – Data Visualization (Instructor of Record) Enrolled: 18

Spring 2016

COS 213 – Advanced Excel Spreadsheet Design (Instructor of Record) Enrolled: 98

Fall 2015

COS 213 – Advanced Excel Spreadsheet Design (Instructor of Record) Enrolled: 93

COS 250 – Discrete Structures (TA) (Dr. Torsten Hahmann)

Spring 2014

MAT 127 – Calculus II (TA) (Paula Drewnany)

SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Summer 2013

POS 498 – Mathematics of Redistricting (TA) (Dr. Richard Powell)

Fall 2013

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Spring 2013

SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Fall 2012

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Spring 2012

SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Fall 2011

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Spring 2011

ECO 493 – Calculus for Economics (TA) (Dr. George Criner)

INT 598 – Sensor Testbed (Advisor) (Dr. Kate Beard)

SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Fall 2010

INT 598 – Sensor Foundations (Lab Instructor) (Dr. Kate Beard)

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Spring 2010

BUA 490 – Leadership for the Future (TA) (Dr. Scott Anchors)

SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Fall 2009

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Spring 2009SIE 554 – Spatial Reasoning (TA) (Dr. Max Egenhofer)

Fall 2008

SIE 550 – Engineering Databases and Information Systems (TA) (Dr. Max Egenhofer)

Upward Bound Math-Science

Bridge Seminar – 2016, 2017, 2018, 2019, 2020

Calculus – 2012, 2013, 2014

Computer Programming – 2019

Data Visualization – 2018

Geography – 2020

Geometry – 2014

Pre-Calculus – 2011

Presentation Seminar – 2013, 2014, 2015

Statistics – 2013, 2014, 2015, 2021

PUBLICATIONS*Journal Articles***Dube, M.** (2021) “Deriving Topological Relations from Topologically Augmented Direction Relation Matrices.” *Journal of Spatial Information Science* (in press)**Dube, M., J. Clark, & R. Powell.** (2021) “Graphical Metrics for Analyzing District Maps.” *Journal of Computational Social Science* (in press).Gleason, K., **M. Dube**, E. Bernier, & J. Martin. (2021) “Using Geographic Information Systems to Assess Community-Level Vulnerability to Housing Insecurity in Rural Areas.” *Journal of Community Psychology* (in press).Powell, R., J. Clark, & **M. Dube.** (2020) “Partisan Gerrymandering, Clustering, or Both? A New Approach to a Persistent Question.” *Election Law Journal* 19(1): 1-22.**Dube, M.** & M. Egenhofer. (2020) “Binary Topological Relations on the Digital Sphere.” *International Journal of Approximate Reasoning* 116(1): 62-83.**Dube, M.,** M. Egenhofer, J. Barrett, & N. Simpson. (2019) “Beyond the Digital Jordan Curve: Unconstrained Simple Pixel-Based Raster Relations.” *Journal of Computer Languages* 54(1): 100906Poulin, A., M. Hutchinson, **M. Dube**, M. Stokes, S. Mitchell, A. Edwards, K. Harvey, A. Myer, & R. Causey (2018). “Abatement of Streptococcus Equi in Soiled Equine Bedding and Compost.” *Journal of Equine Veterinary Science* 70(1): 117-122.**Dube, M.,** D. Pacciamonti, L. Underhill, & R. Causey (2018). “Differences in Foaling Rates of Thoroughbred Mares with Different Histories.” *International Symposium on Equine Reproduction* July 2018.**Dube, M.** (2017) “Topological Augmentation: A Step Forward for Qualitative Spatial Partition Reasoning.” *Journal of Spatial Information Science* 14(1): 1-29.*Book Chapters*Clark, J., **M. Dube**, & R. Powell. (2020) “Stemming the Tide: The Impact of Redistricting on the 2018 Midterm Election.” In: *The Unforeseen Impacts of the 2018 Midterms*. T.S. Sisco, J.C. Lucas, & C.J. Galdieri (eds.), Palgrave Pivot, 7-40.**Dube, M.** (2016) “Beyond Homeomorphic Deformations: Neighborhoods of Topological Change.” *Advancing Geographic Information Science: The Past and Next Twenty Years*, H. Onsrud & W. Kuhn (eds.), GSDI Association Press, 137-152.

Fully Refereed Conference Proceedings

- Dube, M.,** J. Barrett, & M. Egenhofer. (2015) "From Metric to Topology: Determining Relations in Discrete Space." *Conference on Spatial Information Theory*, Santa Fe, NM. S. Fabrikant, M. Raubal, M. Bertolotto, C. Davis, S. Bell, & S. Freundschuh (eds.), *Lecture Notes in Computer Science 9368* 151-171.
- Dube, M.,** M. Egenhofer, J. Lewis, S. Stephen, & M. Plummer. (2015) "Swiss Canton Regions: A Model for Complex Regions in Geographic Partitions." *Conference on Spatial Information Theory*, Santa Fe, NM. S. Fabrikant, M. Raubal, M. Bertolotto, C. Davis, S. Bell, & S. Freundschuh (eds.), *Lecture Notes in Computer Science 9368* 309-330.
- Dube, M.** & M. Egenhofer. (2014) "Surrounds in Partitions." *22nd ACM SIGSPATIAL 2014 GIS*, Dallas, TX. Y. Huang, M. Schneider, M. Gertz, J. Krumm, & J. Sankaranarayanan (eds.), *ACM Press*, 233-242.
- Lewis, J., **M. Dube,** & M. Egenhofer. (2013) "The Topology of Spatial Scenes in \mathbb{R}^2 ." *Conference on Spatial Information Theory*, Scarborough, United Kingdom. A. Galton, B. Bennett, T. Tenbrink, & Z. Wood (eds.), *Lecture Notes in Computer Science 8116*, 495-515.
- Dube, M.** & M. Egenhofer. (2012) "An Ordering of Convex Topological Relations." *GIScience 2012*, Columbus, OH. N. Xiao, M. Kwan, M. Goodchild, & S. Shekhar (eds.), *Lecture Notes in Computer Science 7478*, 72-86.
- Egenhofer, M. & **M. Dube.** (2009) "Topological Relations from Metric Refinements." *17th ACM SIGSPATIAL 2009 GIS*, Seattle, WA. D. Agrawal, W. Aref, C. Lu, M. Mokbel, P. Scheuermann, C. Shahabi, & O. Wolfson (eds.), *ACM Press*, 158-167.
- Dube, M.** & M. Egenhofer. (2009) "Establishing Similarity Across Multi-Granular Topological-Spatial Relation Ontologies." *QuaCon 2009 – First International Workshop on Quality of Context*, Stuttgart, Germany. D. Fritsch & K. Rothermel (eds.), *Lecture Notes in Computer Science 5786*, 98-108.

Abstract-Refereed Conference Presentations

- Clark, J., R. Powell, & **M. Dube.** (2022) "Gerrymandering, Redistricting, and Public Opinion Aggregation." *Midwest Political Science Association*, Chicago, IL, April 2022.
- Powell, R., **M. Dube,** & J. Clark. (2022) "The Partisan Impact of Redistricting in Elections for the U.S. House of Representatives." *Midwest Political Science Association*, Chicago, IL, April 2022.
- Dube, M.** & N. Gotelli. (2021) "Extra-Disciplinary Data Science Boot Camp." *National Data Science Education Workshop*, Berkeley, CA, June 2021.
- Gleason, K. & **M. Dube.** (2019) "Geographic Needs Assessment for Rural Homeless Services in Maine." *Society for Community Research and Action 2019 Biennial*, Chicago, IL, June 2019.
- Honda, H., T. Surette, & **M. Dube.** (2018). "Assessing and Improving Vocational Relevance in Professional Studies." *New England Educational Assessment Network Fall Forum*, Worcester, MA, November 2018.
- Powell, R., J. Clark, & **M. Dube.** (2017) "Assessing the Causes of District Homogeneity in U.S. House Elections." *American Political Science Association*, San Francisco, CA, August, 2017.
- Powell, R., **M. Dube,** & J. Clark. (2017) "Mathematical Characteristics of District Boundary Lines as Indicators of Partisan Gerrymandering in U.S. House Elections." *Midwest Political Science Association Conference*, Chicago, IL, April, 2017.
- Dube, M.** & J. Clark. (2016) "Beyond the Circle: Measuring District Compactness Using Graph Theory." *Northeast Political Science Association Conference*, Boston, MA, November, 2016.
- Powell, R., J. Clark, & **M. Dube.** (2015) "Determining an Expected House Majority through Pattern Analysis." *Northeast Political Science Association Conference*, Philadelphia, PA, November, 2015.
- Dube, M.** (2014) "Partitions to Improve Spatial Reasoning." *1st ACM SIGSPATIAL Ph.D. Symposium*, Dallas, TX, November, 2014.
-

RESEARCH SUPERVISED

University of Maine

- University of Maine Doctoral Dissertation Committee Member – Colin Bosma (Ph.D. Clinical Psychology) (January 2019 – present)
- Determining an Expected House Majority Using Pattern Analysis* – Jesse Clark (Honors Thesis Co-Advisor, 2015-2016) – *Massachusetts Institute of Technology Ph.D. Program in Political Science*
- The Effects of Racing Surface and Turn Radius on the Occurrence of Front Limb Injuries in Thoroughbred Race Horses from 2009-2012** – Chelbie Aube (Animal and Veterinary Science Capstone, 2014-2015)
- The Effects of Racing Surface on the Occurrence of Hind Limb Injuries in Thoroughbred Race Horses from 2009-2012 – Jordanne Woodbury** (Animal and Veterinary Science Capstone, 2014-2015)

Upward Bound Math-Science

- Predicting the Redistricting of 2020 and 2030 – Garrett Caruso (2019) – *attending the University of Maine for B.S. Computer Science*
- The Correlation between the Period of Sound Waves and Galvanic Skin Response (GSR) Readings – William Curtis (2019) – *Senior at Mattanawcook Academy*
- A Study on the Behaviors Exhibited by the Composition Operator in Context of Topological-Spatial Relations between Lines and Regions – Cody Norris (2019) – *attending the University of Maine for B.S. Computer Science*
- Spectral Interference? Optimal Light Settings for Colour Sensor Calibration – Nickolas Millett (2019) – *attending the University of Maine for B.S. Computer Science*
- The Impact of a Horse's Age and Sex on Start Lag Intervals – Lauren Underhill (2018) – *attending the University of Maine at Augusta for B.S. Veterinary Technology*
- Confirming the Efficacy of Even Swing through the Use of Election Data – Kyle Watson (2018) – *attending Princeton University for B.S. Engineering*
- Man vs. Machine: Who is Better at Making Competitive Congressional Districts? – Cody Hall (2017) – *attended Husson University for B.S. Entertainment Production*
- Relative Strength of Shape, Size, Color, Saturation, and Motion as Visual Preattentive Attributes in Adolescents – Jarek Munson (2017) – *attended Nokomis Regional High*
- The Effect of Age and Breeding History on Thoroughbred Foaling*** – Lauren Underhill (2017) – *attending the University of Maine at Augusta for B.S. Veterinary Technology*
- Perception of Rotational Motion: The Influence of Control and Goal on Angular Accuracy – Cody Hall (2016) – *attended Husson University for B.S. Entertainment Production*
- Perception Bias in Interpersonal Relationships based on Personality Types – Krystina Martinez (2016) – *attended Nokomis Regional High*
- The Impact of Social Heterogeneity on Workplace Performance – Maryan Mukhtar (2016) – *attended Southern Maine Community College*
- A Graph Theory and Statistics Approach to Gerrymander Identification – Garrett Rudge (2016) – *attended the University of Maine for B.A. Mathematics and Statistics*
- Human Preference and its Influence on Canine Adoption Rates – Joseph Buzzell (2015) – *attending Atlantic Veterinary College for DVM*
- Determining Missing Letters through Sequential Analysis – Jason Lewis (2015) – *attended Thomas College for B.S. in Computer Science*
-

* Accepted to *Northeast Political Science Association Conference*

** Submitted to journal

*** Accepted to *International Symposium on Equine Reproduction (ISER)*

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- Determining Effectiveness of a National Election Prediction Model – Maryan Mukhtar (2015) – *attending Southern Maine Community College*
- Correlations between StrengthsFinder Assessment Strengths in UBMS Population – Kaylynn Rice (2015) – *attended Nokomis Regional High*
- Raster Relations for Connected Regions**** – Noah Simpson (2015) – *attended the University of Maine for Pre-Engineering*
- Determining Topological Relations between Digital 3D Objects***** – Jordan Barrett (2014) – *attending University of Nebraska for Ph.D. in Mathematics*
- Partitioning New England to Represent Republican Populations – Justin Chan (2014) – *attended Northeastern University for B.A. Political Science*
- Discrimination of Equally Tempered Tones and Chords – Beverley Guay (2014) – *attended College of the Atlantic for B.S. Environmental Science*
- Raster Relations Revisited: Expanding Spatial Possibilities through Constraint Relaxation – Noah Simpson (2014) – *attended the University of Maine for Pre-Engineering*
- Solving Hydroelectricity’s Fish Problem – Marianna Angelo, Breanna Batchelder, Jonathan Haddad, Austin Nantkes, Joshua Wheeler, and Caleb Wursten (2013) – *attending/attended the University of Maine (B.S. Mechanical Engineering), Colby College (B.S. Computer Science), Husson University (B.S. Physical Therapy), Babson College (B.S. Business and Entrepreneurship)*
- Identifying Viable Symbols within 3D Qualitative Direction Partitions – Jordan Barrett (2013) – *attending University of Nebraska for Ph.D. in Mathematics*
- Merit of the Judging/Perceiving Pole – Courtney Burris (2013) – *attending University of Buffalo for Ph.D. Industrial Systems Engineering*
- Identifying Languages based on Conditional Probability and Frequency Distribution – Mia Campbell (2013) – *attended Bangor High School*
- Detectability Levels of the Human Ear: Using a Range of Frequencies, Octaves, and Tones – Beverley Guay (2013) – *attended College of the Atlantic for B.S. Environmental Science*
- Biocapacity: The Earth’s Natural Countdown – Odom Lim (2013) – *attended Massachusetts College of Pharmacy and Health Sciences for Pharm. D.*
- Exploring the Methods of Differential Calculus through the Brachistichrone Problem – Courtney Burris (2012) – *attending University of Buffalo for Ph.D. Industrial Systems Engineering*
- Of Ecology and Climate Change: Past, Present, and Future – Jordan Barrett, Stephanie Decker, Dustin Ewer, Patrick Nason, and Labiba Shaheed (2012) – *attended or attending the University of Maine (B.S. Clinical Lab Sciences, B.S. Social Work), University of Massachusetts-Lowell (B.S. Biology), University of Nebraska (Ph.D. Mathematics)*
- The Gerrymandered States of America: An Attempt to Reverse the Election of 2008 in Favor of the Minority Candidate – Odom Lim (2012) -- *attended Massachusetts College of Pharmacy and Health Sciences for Pharm. D.*
- An Algorithm for Determining Convexity within an Arbitrary Network***** – Brian Lopez-Cornier (2011) – *attended University of Massachusetts-Boston for B.S. Computer Forensics*
- Using Taylor Series to Approximate an Indefinite Integral (Anti-derivative) - Chhing Tiv (2011) – *attended University of Massachusetts-Amherst for B.S. Psychology*
-

**** Accepted to *Journal of Computer Languages*

***** Accepted to *International Conference on Spatial Information Theory (COSIT)*

***** Accepted to *International Conference on Geographic Information Science (GIScience)*

FUNDING

- “Adult Transitions, Learning and Success” – UMS Adult Learning Grant (Co-Principal Investigator) - \$10,000 (2021)
- “Creating a Scalable Data Science Boot Camp for Extra-Disciplinary Consumption” – CUE.NEXT Follow-On Projects, National Science Foundation (Principal Investigator) - \$12,000 (2021)
- “Harnessing Spatiotemporal Data Science to Predict Responses of Biodiversity and Rural Communities under Climate Change” - EPSCoR Track II, National Science Foundation (Co-Principal Investigator) - \$3,995,366 (2020)
- “BS Data Science Degree” – UMS Collaborative Program Support Fund (Curriculum Author) - \$177,177 (2018)
- “How do Adult Students Relate their Academic Studies with their Work Experiences and Career Aspirations” – Presidential Research Innovation Grant, University of Maine at Augusta (Co-Investigator) - \$10,570 (2017)
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SERVICE

Campus Service

- University of Maine at Augusta Architecture Hiring Committee (2021-2022 AY)
- University of Maine at Augusta Presidential Hiring Committee (2021-2022 AY)
- Maine College of Engineering, Computing, and Information Science Computing and Information Science Working Group (May 2021 – present)
- University of Maine Data Science and Engineering Council of Faculty Fellows (January 2021 – present)
- University of Maine at Augusta Curriculum Committee Member (September 2019 – present, Chair)
- University of Maine at Augusta Policy Scholars Joint Advisor (October 2018 – present)
- University of Maine at Augusta Faculty Senate (October 2017 – present; Secretary June 2018 – present)
- University of Maine at Augusta Intercollegiate Honors Council Member (February 2017 – present)
- University of Maine System NECHE Standard 4 Writing Team (April 2021)
- University of Maine at Augusta Data Science Hiring Committee Member (2018-2019 AY)
- University of Maine at Augusta Communications Hiring Committee Member (2018-2019 AY)
- University of Maine at Augusta Cybersecurity Hiring Committee Member (2017-2018 AY)
- University of Maine at Augusta Assessment Committee Member (September 2017 – May 2019; Chair June 2018 – May 2019)
- University of Maine at Augusta Advocating Wicked Scholarship in Maine Committee Member (August 2016 – May 2018)

Scholarly Service

- Treasurer of Maine Geospatial Institute – 2019 - present
- Travel Coordinator for the 2011 Conference on Spatial Information Theory – 2011
- Reviewer for many international journals and conferences, including *International Journal of Geographical Information Science*, *Journal of Visual Languages and Computing*, *Journal of Spatial Information Science*, *Future Generation Computer Systems*, *International Journal of Geo-Information*, *Journal of Knowledge and Information Systems*, *Computers, Environments, and Urban Systems*, *Conference on Spatial Information Theory*, and *Geographic Information Science*, *Commonwealth: A Journal of Pennsylvania Politics and Policy*, *Journal of Geographical Systems*, *ACM SIGSCE*
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Student Organizations

Alternative Breaks Trip Advisor – 2008 – 2016, 2018 – present
 Chapter Counselor, Maine Alpha Chapter of Sigma Phi Epsilon – 2013 – present
 Sigma Phi Epsilon Carlson Leadership Academy Faculty, Northeast Region – 2012 - 2014
 Balanced Man Steward, Maine Alpha Chapter of Sigma Phi Epsilon – 2009 – 2013
 Vice President of Alumni Relations, Maine Alpha Alumni and Volunteer Corporation – 2007 – 2009

Public Service

Computer Science Teachers' Association of Maine Higher Education Representative – 2021 – present
 Young Professionals Chair, IEEE Region 1 (Maine) – 2021 – present
 Maine GIS Users Group – 2020 – present (Education Chair 2021; Vice Chair 2021 – present)
 Maine Geolibraries Board Education and Training Chair – 2020 – present

CONFERENCES ATTENDED

Tableau User Conference (November 2021)
 STEM+C Maine Educators Workshop – Orono, ME (July 2021)
 National Data Science Education Workshop – Berkeley, CA (June 2021)
 Worcester Polytechnic Institute Project-Based Learning Institute – Worcester, MA (June 2021)
 ESRI User Conference – San Diego, CA (July 2020)
 National Data Science Education Workshop – Berkeley, CA (June 2020)
 Worcester Polytechnic Institute Project-Based Learning Institute – Worcester, MA (June 2020)
 MELMAC 2020 – Orono, ME (February 2020)
 CUE.NEXT: Envisioning the Future of Undergraduate Computer Science Education – Denver, CO (January 2020)
 Census and Electoral Geospatial Data – Boston, MA (November 2019)
 American Elections Symposium – Manchester, NH (March 2019)
 Maine Education Opportunity Association Annual Conference – Orono, ME (January 2019)
 New England Educational Assessment Network Fall Forum – Worcester, MA (November 2018)
 International Symposium on Equine Reproduction XII – Cambridge, UK (July 2018)
 Maine Education Opportunity Association Annual Conference – Orono, ME (January 2018)
 The International Emergency Management Society USA Meeting – Orono, ME (June 2017)
 Midwest Political Science Association – Chicago, IL (April 2017)
 Maine Education Opportunity Association Annual Conference – Orono, ME (January 2017)
 International Conference on Spatial Information Theory – Santa Fe, NM (October 2015)
 Advancing Geographic Information Science: The Past and Next Twenty Years – Bar Harbor, ME (June 2015)
 ACM SIGSPATIAL – Dallas, TX (November 2014)
 International Conference on Spatial Information Theory – Scarborough, UK (September 2013)
 Geographic Information Science – Columbus, OH (September 2012)
 International Conference on Spatial Information Theory – Belfast, ME (October 2011)
 ACM SIGSPATIAL – Seattle, WA (November 2009)
 Quality of Context – Stuttgart, Germany (June 2009)

INVITED LECTURES

Understanding the Seeds of Spatial Poverty (Keynote Address). *Maine Resiliency Building Network*, Augusta, ME (April 2021)

Glory, Glory Pareidolia: A Method for Addressing Gerrymandering using Topological rather than Geometric Means. *Maine GIS Users Group Lunch and Learn Series*, Augusta, ME (February 2021)

Glory, Glory Pareidolia: A Method for Addressing Gerrymandering using Topological rather than Geometric Means. *Spatial Data Science Institute*, Orono, ME (March 2020)

Understanding the Seeds of Spatial Poverty (Keynote Address). *MELMAC Annual Meeting*, Orono, ME (February 2020)

The Spatial Nature of Poverty and Educational Gaps. *Maine Educational Opportunity Association Conference*, Orono, ME (January 2019)

The Role of Computer Science in Solving Governmental Issues Surrounding Redistricting – Bowdoin College (October 2018)

The State of Affairs in Federal and State Redistricting Processes – WERU Community Radio (March 2018)

A Data Scientist's View on Sensation and Perception – The University of Maine (October 2017)

Data and the Quest for Truth – The University of Maine at Augusta Convocation Faculty Address (September 2017)

Data Science in an Emergency Management Setting – The International Emergency Management Society USA Meeting (June 2017)

Swiss Canton Regions: Defining an Object Model for Complex Spatial Objects – The University of Maine (February 2017)

A Data Scientist's View on Sensation and Perception – The University of Maine (October 2016)

60 in 60: Life Lessons from Mathematics – Computer Science Education Week, The University of Maine (December 2011)

PROFESSIONAL DEVELOPMENT

Data Storytelling, Purdue University Certificate (2021)

Enhancing Online Learning through Community-Based Learning, Campus Compact Fusion Course (2020)

User Experience Design, University of Cape Town Short Course (2020)

Artificial Intelligence: Implications for Business Strategy, Massachusetts Institute of Technology Short Course (2020)

Project Management, University of Maine at Presque Isle Short Course (2011)

AWARDS AND HONORS

Research, Teaching, and Academic Awards

Distinguished Scholar Award – September 2019, presented by the administration of the University of Maine at Augusta

Faculty Member of the Month – September 2015, presented by the sisters of the Maine Alpha Chapter of Pi Beta Phi Sorority

Vespucci Initiative Top Mock Research Grant Proposal – July 2015, Vespucci Initiative, Bar Harbor, Maine

Advancing Geographic Information Science: The Past and Next Twenty Years Junior Scholar – July, 2015, Vespucci Initiative, Bar Harbor, Maine

Michael J. Eckardt Doctoral Dissertation Fellowship – August 2014 – August 2015, University of Maine, Orono, Maine

NSF Travel Scholarship for ACM SIGSPATIAL – November 2014, Dallas, Texas

COST Young Researchers Forum – Moving Objects and Knowledge Representation, August 2011,
University of Ghent, Ghent, Belgium
NSF Integrated Graduate Education and Research Trainee – September 2009 – May 2011, University of
Maine, Orono, Maine
Top Graduate Award – May 2009, Department of Spatial Information Science and Engineering, University
of Maine, Orono, Maine

Mentoring and Service Honors

Distinguished Alumnus Award – 2021, Sigma Phi Epsilon Fraternity, Richmond, Virginia
Michael Morin Award for Fraternity Advisor of the Year – 2021, University of Maine, Orono, Maine
Michael Morin Award for Fraternity Advisor of the Year – 2020, University of Maine, Orono, Maine
Michael Morin Award for Fraternity Advisor of the Year – 2019, University of Maine, Orono, Maine
University of Maine at Augusta Faculty Gardener of the Year – 2018, University of Maine at Augusta,
Augusta, Maine
University of Maine at Augusta Faculty Gardener of the Year – 2017, University of Maine at Augusta,
Augusta, Maine
Distinguished Volunteer Award – 2016, Sigma Phi Epsilon Fraternity, Richmond, Virginia
Michael Morin Award for Fraternity Advisor of the Year – 2015, University of Maine, Orono, Maine
Michael Morin Award for Fraternity Advisor of the Year – 2014, University of Maine, Orono, Maine
All Maine Women Honor Society Distinguished Mentor Award (Kate McKeown) – April 2014, University
of Maine, Orono, Maine
Nominee for the Dean Lucy Award – April 2009, University of Maine, Orono, Maine

MEMBERSHIPS

Professional

ACM
ACM Emerging Interest Group in Smart Cities
ACM Special Interest Group in Computer Science Education (SIGCSE)
ACM Special Interest Group in Spatial Information Science and GIS (SIGSPATIAL)
Computer Science Teachers' Association of Maine
IEEE
IEEE Big Data Community
IEEE Computer Society Technical Community on Education
IEEE Young Professionals
Maine Geolibraries Board
Maine Geospatial Institute
Maine GIS Users Group
Midwest Political Science Association

Honor Societies

Golden Key International Honor Society
Order of Omega
Pi Mu Epsilon National Honorary Mathematics Society – Maine Alpha Chapter
Phi Beta Kappa Society – Delta of Maine

Dr. Tora Johnson, PhD
Curriculum Vitae

EDUCATION

PhD in Forest Resources focusing on human dimensions of natural resource management, 2015.
 MPhil in Human Ecology, College of the Atlantic, 2003
 BS in Biology, University of Oregon, 1988

AWARDS

- University of Maine Pen Award for volunteer work with the 4-H Program, 2017
- Maine Campus Compact Donald Harward Faculty Award for Service Learning Excellence, 2016
- Maine State Legislature Legislative Sentiment in Recognition of Service to Downeast Maine, 2015
- National Geospatial Technology Center of Excellence Lifetime Achievement Award, 2015
- Maine Association of Planners Project of the Year with Judy East, 2014
- Northern New England Chapter of the American Planning Assoc. Project of the Year, with Judy East, 2014
- Barnes and Noble Discover Great New Writers list for fall, 2005
- Center for Applied Human Ecology Award, College of the Atlantic, 2003
- University of Oregon Institute of Marine Biology Alumni Award, 1987

COMMITTEES

- Maine Climate Council: Community Resilience, Public Health and Emergency Management Working Group, 2019 to present
- Maine Beginning with Habitat Steering Committee/ Focus Areas Lead Team, 2020 to present
- Maine GIS User Group, Board of Directors, 2016 to 2021
- Downeast Salmon Federation, Board of Directors, 2016 to present
- Maine Academy of Modern Music, Board of Directors, 2014 to present
- Downeast Research and Education Network, Steering Committee, 2012 to present
- Downeast Coastal Conservancy, Advisory Board, 2014 to present
- National Geospatial Technology Center for Excellence, National Visiting Committee, 2010 to 2013
- EPA New England Climate Leaders Champion Working Groups: Adaptation for Municipal Government and Climate Communication, 2013 to 2015
- Maine GeoLibrary Board Education and Training Task Force, Chair 2010-2012; Member 2012-2013

WORK EXPERIENCE

Chair, Division of Environmental & Biological Sciences, University of Maine at Machias, July 2019 – Present
Tenured Associate Professor & Director of Geographic Information Systems (GIS), University of Maine at Machias, September 2017 – Present

Associate Professor & Director of Geographic Information Systems (GIS), University of Maine at Machias, September 2016 – September 2017

Assistant Professor: September 2015 – August 2016

Instructor: September 2011 – August 2015

Lecturer: January 2007 – August 2011

Adjunct: September 2004 - December 2004 and January 2006 - December 2006

Courses Taught: GIS Applications I and II, Remote Sensing and Image Analysis, Introduction to Global Positioning System, Municipal Applications of GIS, Community Applications of Geographic Information Systems, Political Ecology, Introduction to Geography, Community and Place, Humans and Nature, Grant and Proposal Writing, First Year Seminars.

Additional responsibilities: Lead STEM education initiatives for underserved students; oversee service learning projects with community partners; advise students; collaborate with academic partners on statewide projects; perform laboratory upgrades and maintenance; assist development of articulation agreements; coordinate and teach summer camp and outreach activities for youth; plan curriculum; write and administer grants; build and maintain program websites.

WORK EXPERIENCE, continuedGIS and Community Development Consultant/ Writer/ Educator, May 1995- presentSelected clients:

Cohen Milstein Law Firm, Washington, DC: Geospatial consulting and analysis, 2011-2014;

Spoleto Festival USA, Charleston, SC: By invitation, multidisciplinary collaboration on a project addressing challenges of development among African-American Lowcountry communities, 2004- 2008;

Lehigh County Conservation District, PA: Train staff in GIS applications, create a database management system and install software, provide technical support, February 2006- 2008;

School of the Art Institute of Chicago, IL: Provide technical support and training to faculty for new geographic information systems curriculum in community-based art courses, March 2005;

Adjunct Faculty/ Curriculum Design Consultant: Marine Advanced Technology Education (MATE) Center,
Monterey Peninsula College, Monterey, CA
November 2005- December 2008

Course Taught: Ocean Careers

Additional responsibilities: Write, design, and teach an online course on ocean careers linked with MATE Center websites, databases, partners and other resources. The course package is still in use in Monterey and other marine programs across the nation.

Adjunct Faculty: College of the Atlantic, Bar Harbor, ME

January 2001- June 2002 (part time) and September 2002- June 2005 (full time, grant-funded)

Courses Taught: Geographic Information Systems 1; GIS for Arts, Science and Humanities; Piloting and Navigation; Applied Pre-calculus; Geostatistics Graduate Tutorial, Biology 1 and 2; Food Systems; advanced projects and independent studies in GIS and marine studies for undergraduates and a small number of graduate students.

Additional responsibilities: Develop and implement new geographic information systems, navigation, and mathematics hands-on service learning curriculum; advise graduate students and senior undergraduates on thesis projects and independent studies in GIS, marine studies, and community studies; evaluate GIS laboratory programs and recommend changes and upgrades; work with GIS laboratory director and Center for Applied Human Ecology staff to implement recommendations and oversee laboratory expansion.

Special Project: Re-imagining a Carolina Landscape: Intensive, advanced course on people and place, including a study trip to South Carolina to work with students from the School of the Art Institute of Chicago in an on-going community development project. Course culminated in a gallery exhibition of student work in winter 2005.

Adjunct Faculty, Cape Cod Museum of Natural History & Framingham State University, Brewster, MA

January- June 2006

By invitation, develop and teach a graduate level seminar course on conflict, resolution and solutions in marine environmental issues and among maritime communities.

Adjunct Professor of Environmental Technology: Cape Cod Community College, Barnstable, MA

September 1998- August 2002

Courses Taught: Introduction to Environmental Science; Physical Oceanography & Coastal Structures; Introduction to Water: Concepts & Technology; Geographic Information Systems, Survey of Environmental Technology.

Adjunct Professor of Environmental Science: Massachusetts Maritime Academy, Buzzards Bay, MA

September- December 2000

Course Taught: Wastewater Treatment Laboratory.

WORK EXPERIENCE, continuedShipboard Education Coordinator: Schooner Ernestina, New Bedford, MA

May- September 1995 & March - June 1996

Job Description: Develop and implement shipboard education programs for children and adults; supervise education staff and volunteers; serve as a deck officer.

Program Associate: The Catskill Center for Conservation and Development. Arkville, NY

February 1994- May 1995

Job Description: Develop and implement Streamwatch curriculum in area schools; write grants for and coordinate Kid's Watershed Summit project; conduct outreach and education on aquatics and water quality; coordinate the writing of regional proposal for United Nations Biosphere Reserve Status; lobby state and local legislators regarding local environmental issues.

Education Specialist: Hudson River Sloop Clearwater, Poughkeepsie, NY

March 1992- December 1993

Job Description: Develop and implement shipboard education programs for children and adults; coordinate education staff and volunteers; write grants; serve as deck officer.

Special project: Kid's Clean Water Petition: Participation-in-government program for children.

Director, Shipboard Coastal Ecology Program: Voyager Cruises, Mystic, CT

March 1990- October 1991

Job Description: Develop and implement shipboard education programs for children and adults; write and administer grants; hire and supervise education interns; serve as deck officer.

Commercial Fisherman/ Deckhand, F/V Peppermint John, Ketchikan, AK

July- September 1991

Marine Science Assistant: Williams College-Mystic Seaport Maritime Studies Program, Mystic, CT

September 1989-June 1990

Graduate Teaching Fellow in Invertebrate Zoology: Oregon Institute of Marine Biology, Charleston, OR

June- August 1989 & June- August 1990

RESEARCH EXPERIENCE

"Best Practices in Geospatial Technology and Community Engagement to Support Sustainable Development in a Rural Region," research, develop, and pilot methods for supporting decision making, conducting analysis, and facilitating good governance in local in rural communities; 2011 – present.

"Role of Dignity in Rural Natural Resource Governance," dissertation research at University of Maine; 2011-2015

"Shoreland Zoning Model and Maps," developed a GIS model to generate shoreland zoning maps for more than forty Washington County towns. Worked with town officials, through regional planning agency, to revise and refine the maps and help towns comply with new state laws and retain local control over their zoning; 2009 – present.

"Geospatial Technology Education for Rural Regions," documenting the challenges and opportunities for providing geospatial technology education to serve a rural workforce within Maine and nationally. Conducting workforce assessment, convening and contributing to roundtable discussions, and compiling and disseminating resources and research, and building a national community of rural geospatial educators, 2007 – present.

RESEARCH EXPERIENCE, continued

“Downeast (Maine) Coast Scenic Inventory and Assessment,” A collaboration among Washington County (Maine) Council of Govts., Hancock County Planning Commission and Univ. of Maine at Machias, conducted with funding from the Maine State Planning Office. Worked with regional planning agencies and a corps of volunteers to map, assess and document scenic resources in Washington and Hancock Counties, culminating in a website and report with maps, photos and documentation for use in land use planning, promoting tourism, and other important activities; 2009.

“Downeast (Maine) Regional Strategic Conservation Plan,” Through partnerships with three local land trusts, Maine Coast Heritage Trust, The Nature Conservancy, and the Washington County Council of Governments, students and faculty worked directly with clients to develop a list of priorities then gathered data, created and revised GIS computer models, and provided maps to the land trusts showing areas with high conservation values as defined by the land trust's strategic plans; 2007/ 2008.

“Quoddy Regional Land Trust Strategic Planning Models,” Through a grant from the Maine Coast Protection Initiative, students and faculty used advanced computer modeling techniques to map areas of high conservation priority. This served as a pilot for the regional strategic planning effort; 2007.

“Saving Seas: Conflict, Resolution and Solutions in the Marine Realm,” a multi-disciplinary, results-based effort to understand and combat counter-productive conflict over ocean policy and marine resources in maritime communities. Independent research in association with College of the Atlantic; seminar course funded by Cape Cod Museum of Natural History and International Fund for Animal Welfare; June 2005- June 2006.

“Entanglements: The Intertwined Fates of Whales and Fishermen,” a human ecological assessment of US and Canadian plans to reduce whale entanglement in fishing gear and ship strikes of whales in the Northwest Atlantic, considering biological, financial, cultural and political implications. College of the Atlantic, Bar Harbor, ME; March 2001- June 2005.

“New Telemetry Analysis Tools for Entangled Whales,” a geographic information systems analysis of protocols for satellite telemetry tracking of entangled whales. College of the Atlantic, Bar Harbor, ME, in cooperation with Center for Coastal Studies, Provincetown, MA; January 2002- June 2005.

“Transoceanic dispersal mechanisms of neritic phytoplankton: the role of ballast water in the distribution of coastal and estuarine diatoms.” Research Assistant to Dr. James T. Carlton: Oregon Institute of Marine Biology, Charleston, OR; June 1988- September 1989.

“Effects of oyster culture on the benthic infauna of a National Estuarine Research Reserve (South Slough).” Assistant to Dr. Gregory Ruiz: Oregon Institute of Marine Biology, Charleston, OR; February- June 1989.

PUBLICATIONS AND REPORTS

Cammen, K., Marafino, G., Burton, S., Dow, J., Dullaert, E., Jorge, M., Macolini, K., McGarry, L., Tremblay, C., Jansujwicz, J., Johnson, T., Ross, L., Zydlewski, G. (2021) Interdisciplinary research collaborative trains students to see through turbulent systems. *Oceanography*.

Sylvan Johnson, Eileen, Esperanza Stancioff, **Tora Johnson**, Sarena Sabine, Haley Maurice and Claire Reboussin. (2019) "Preparing for a Changing Climate: The State of Adaptation Planning in Maine's Coastal Communities." *Maine Policy Review*.

Johnson, T., Rory Morgan, Katherine Pontbriand and McKenna Roden. (2019) Evaluating the Effectiveness of Shellfish Legal Notices. A report to the Maine Department of Marine Resources.

PUBLICATIONS AND REPORTS, continued

- Washington County Council of Governments; Baker Designs, Inc.; Town of Machias; and University of Maine at Machias GIS Laboratory. 2018. Machias Waterfront Resilience Study. Retrieved February 24, 2019, from <http://www.wccog.net/machias-resilience.htm>
- Lichko, Lesley, Mindy Crandall, **Tora Johnson** and Adam Daigneault. 2018. Valuing the Economic Benefits of Conservation Land in Downeast Maine A technical report prepared for the Downeast Conservation Network. <https://www.downeastconservationnetwork.org/wp-content/uploads/2018/10/Economic-Report-Full-10-23-18.pdf>
- Evans, Keith S., Kevin Athearn, Xuan Chen, Kathleen P. Bell, & **Tora Johnson**. Measuring the impact of pollution closures on commercial shellfish harvest: the case of soft-shell clams in Machias Bay, Maine. *Ocean and Coastal Management* (2016). <http://dx.doi.org/10.1016/j.ocecoaman.2016.06.005>
- Johnson, Tora, "Role of Dignity in Rural Natural Resource Governance" (2015). *Electronic Theses and Dissertations*. Paper 2267. <http://digitalcommons.library.umaine.edu/etd/2267>
- Stapp, J. R., Lilieholm, R. J., Upadhaya, S., & **Johnson, T.** (2015). Evaluating the Impacts of Forest Management Policies and Community-Level Institutions in the Buffer Zone of Chitwan National Park, Nepal. *Journal of Sustainable Forestry*, 34(5), 445–464. <http://doi.org/10.1080/10549811.2015.1025080>
- Johnson, T.**, & East, J. C. (2014). *Climate Vulnerability Assessment for Washington County, Maine*. University of Maine at Machias and Washington County Council of Governments. Retrieved from <http://gro-wa.org/assets/files/climate-change/CVA-Washington-County-June-2014.pdf>
- Johnson, T. (2013) "Quantifying Land Cover Changes in Maine." Learning unit in GIS and remote sensing published in Integrated Geospatial Education and Technology Training (iGETT) Resources for Classroom Instruction. <http://www.igettremotesensing.org/intermediate.html>
- Colgan, C., **T. Johnson**, V. Valentine and M. Bampton. *Learning GIS in Maine: A study of the geospatial technology education needs of Maine's workforce*. (2011) http://gis.maine.edu/workforce_summit.htm.
- Fisher, J. H., J. C. East, **T. Johnson**, J. Gabrielson, M. Mytar, I. Lombardo, D. Lee, J. Connors, and T. DeWan. *Downeast Coastal Scenic Inventory: Washington and Hancock Counties, Maine*. Report prepared for the Maine State Planning Office Coastal Program by the Hancock County Council of Governments and Washington County Council of Governments, 2010. <http://www.wccog.net/scenic-inventory.htm>.
- Johnson, T. *Entanglements: The Intertwined Fates of Whales and Fishermen*. University Press of Florida, 2005. Chosen by **Barnes and Noble** for their Discover Great New Writers list for fall, 2005.
- Johnson, T. and R. Bowman. "Churchill": The story of right whale #1102" in *Prototype Biophysical Maps of the Gulf of Maine*. Census of Marine Life, Gulf of Maine Area Program, 2003.
- Johnson, T. "Marine Report," bi-weekly column and freelance articles on boats, shipping, and marine environmental topics for *The Martha's Vineyard Times*, Sept. 1998 through May 2000.
- Johnson, T. "The Shellfish Game." With photos by Betsy Corsiglia; *Times of the Islands Magazine*, Winter 1999/2000.
- de Strulle, A. and **T. Johnson**. *Guide to Freshwater Animals Without Backbones*. With Arlene de Strulle, The Catskill Center, 1997.
- Johnson, T. "Toxics in Catskills Groundwater." *The Catskill Center News*, Fall 1995

SELECTED INVITED PRESENTATIONS

"Best Practices to Empower Coastal Resilience and Support Equity Among Resource-Poor Communities."

Invited presentation to the Regional Association for Research on the Gulf of Maine (RARGOM), 2020.

"Best Practices to Empower Coastal Resilience and Support Equity Among Resource-Poor Communities."

Invited presentation to the Gulf of Maine Council, 2020.

"Online Maps for Rural Communities." Invited presentation to the Maine Transportation Conference, 2020.

"Engaging Communities in Conservation in a Polarized Time." Invited presentation for the Eco-Anxiety workshop sponsored by EcoSattvas Downeast, Sierra Club and Peace & Justice Center of Eastern Maine, 2019.

"Maine Climate Council Working Group Updates," with Claire Enterline. Maine GIS User Group Virtual Lunch and Learn webinar, 2020.

"Dignity-Centered, Community-Engaged Research for Rural Health and Community Well-Being." Invited presentation for the Health Equity Dialogues speaker series at University of Maine at Augusta, 2020.

"Resiliency Planning in Rural Coastal Maine: Tools & Best Practices." Paper presented to the National Planning Conference, 2019.

"Mapping the Future: How students are helping us plan for dignity, prosperity and sustainability." Keynote presentation to the Northeast Arc Users Conference Educators Day, 2019.

"Engaging Communities in Conservation in a Polarized Time." Keynote presentation to the Pennsylvania Statewide Conference for Watershed Organizations, 2019.

"Economic Value of Conserved Lands: Downeast & Acadia Region." Invited presentation to the Governor's Land Conservation Task Force, 2018

"Storm Surge and Sea Level Rise Threats to Downeast Maine Communities." Invited presentation to a workshop for Wabanaki environmental and administrative professionals, 2016.

"Building Buy-in By Engaging Local Stakeholders in Conservation Planning." Invited presentation to the Convergence Conference of the Down East Research and Education Network, 2016.

"Best Practices for Climate Change Education." Invited Lunch and Learn presentation to the Gulf of Maine Research Institute, 2016.

"Climate Change on the Edge: Visualizing and Planning for Storm Surges and Sea Level Rise in Coastal Downeast Maine." Presentation to Convergence Conference of the Down East Research and Education Network, 2016.

"21st Century Tools for Rural Maine: Grow Washington-Aroostook." Keynote presentation to the Maine Municipal Association Annual Technology Conference, 2014.

"Mapping Washington County's Food System." with Laura Teisl and Lisa Ravis, keynote presentation to the Washington County Food Summit, 2014.

"21st Century Tools for Rural Maine: Grow Washington-Aroostook." Keynote presentation to the joint conference of the Maine GIS Users Group and Maine GIS Educators, 2013.

SELECTED INVITED PRESENTATIONS, continued

“Collaboration Among Institutions to Bring Geospatial Technology to an Underserved Rural Region.” Invited presentation to the American Geophysical Union, 2012

“Preparing Students for a Geospatial Workforce.” Invited presentation for Supporting and Advancing Geoscience Education in Two-Year Colleges, 2012 (<http://nagt.org/sage2yc/index.html>)

“Supporting Technical Education Programs at Small and Rural Community Colleges.” Invited to coordinate a workshop at the NSF Advanced Technological Education Principal Investigators Conference, 2010

National Center for Excellence in Geospatial Technology Education, “Supporting GIS Programs at Small and Rural Community Colleges” with Michael Rudibaugh. Invited presenter at national webinar, 2010

Johnson, T. “Inform or Inflamm: Scientists and Fisheries Management Debates.” Invited presentation to the Maritime History Symposium: Fisheries, Past, Present and Future, 2009.

ATE National Principal Investigators Conference, part of the workshop: Keep the Ball Rolling—Sustaining Projects through Dissemination. “Starting and Sustaining an ATE Project in Small, Rural and/or Inexperienced Institutions,” 2009

Community for Rural Education Stewardship and Technology, NSF Funded Program of University of Maine at Machias and Island Institute at Darling Marine Center, Boothbay Harbor, ME. “Human Ecology and GIS in Maritime Communities.” July 28, 2006.

Williams College, Williamstown, MA. “Entanglements: Racing to Save Endangered Whales and Endangered Fisheries in the Atlantic and Pacific.” December 2, 2005.

Gloucester Maritime Heritage Center, MA. “Entanglements: The Intertwined Fates of Whales and Fishermen.” December 1, 2005

Ocean and Coastal Law Journal and Environmental Law Society, University of Southern Maine School of Law. **“Entanglements: The Intertwined Fates of Whales and Fishermen.” September 28, 2005.**

Provincetown Center for Coastal Studies Summer Lecture Series, Provincetown, MA. “Entanglements: The Intertwined Fates of Whales and Fishermen.” July 26, 2005.

Maria Mitchell Observatory and the Nantucket Historical Association at the Nantucket Whaling Museum, Nantucket, MA. **“Entanglements: The Intertwined Fates of Whales and Fishermen.” July 19, 2005.**

Women's Fisheries Network. **“Entanglements: The Intertwined Fates of Whales and Fishermen.” May 5, 2005.**

International Women's Writing Guild Big Apple Writing Workshop & Open House, New York, NY. Panelist in discussion on the experiences of women writers. April 17, 2005.

Tufts University Cummings School of Veterinary Medicine, lecture sponsored by Wildlife, Aquatics, Zoos and Exotics. **“Entanglements: The Intertwined Fates of Whales and Fishermen.” April 6, 2005.**

Bowdoin College Environmental Studies Program in Brunswick, ME. **“Entanglements: The Intertwined Fates of Whales and Fishermen.” April 5, 2005.**

SELECTED INVITED PRESENTATIONS, continued

Vassar College, Poughkeepsie, NY. “**Entanglements: The Intertwined Fates of Whales and Fishermen.**” March 24, 2005.

Duke University Marine Laboratory in Beaufort, NC. “**Entanglements: The Intertwined Fates of Whales and Fishermen.**” March 21, 2005.

SELECTED PRESENTED PAPERS AND POSTERS

Johnson, T. "Dignity as an underpinning of responsibility in environmental governance." Paper presented to the Annual Meeting of the American Association of Geographers, 2019

Johnson, T., Andrew Howland and David Cisneros. "How much risk is too much? Geographic and economic analysis to support local decisions about flood resilience in a Downeast Community." Paper presented to the Maine Sustainability and Water Conference, 2019

Johnson, T., Rory Morgan and Katherine Pontbriand. "Evaluating the Effectiveness of Shellfish Legal Notices." Presentation to the Maine Fishermen's Forum Shellfish Focus Day, 2019

Johnson, T. and Olivia Streit. "Geospatial Models Aid in Shoreland Zoning for Rural Maine Communities." Paper presented to the Maine Sustainability and Water Conference, 2018

Johnson, T. "Climate-related beliefs, attitudes & involvement among those involved in rural municipal governance." Paper presented to the International Symposium on Society and Resource Management, 2017

Johnson, T. “Heuristic Problem Solving in GIS Instruction: Helping Students Confidently Meet Complex and Novel Challenges.” Paper presented to the Annual Conference of the Association of American Geographers, 2011

Johnson, T., C. Colgan, C. Gregory, D. Markow, M. Bampton, S. Hood. “Education for a Rural Geospatial Workforce: The Maine Experience.” Poster presented to the ESRI Education Users Conference, 2010

Johnson, T., J. C. East, M. Lachance and I. Lombardo. “From Conflagration to Consensus: Using Applied Geography to Diffuse Conflict and Support Improved Decision-Making for Shoreland Zoning in Rural Washington County, Maine, USA.” Paper presented to the Annual Conference of the Association of American Geographers, 2010

Todd, S., **T. Johnson**, and E. Summers. “Managing endangered baleen whales in U.S. state waters: a multi-partner collaboration designed to facilitate fishing industry stewardship in conservation.” Paper presented to the Society of Human Ecology, 2007.

Johnson, T. “No Boundaries: A Multidisciplinary, Project-Based GIS Curriculum for Higher Education.” Proceedings of the ESRI Education Users Conference. August 2004.

Johnson, T. and S. K. Todd. “Entanglements: Understanding Conflicts and Contradictions in Efforts to Reduce Incidental Take of Whales in Fishing Gear.” Poster presented at the 15th Biennial Conference of the Society for Marine Mammalogy, December 2003.

Johnson, T., R. Bowman and E. Lyman. “New Telemetry Analysis Tools for Entangled Whales.” Paper presented to the 15th Biennial Conference on the Biology of Marine Mammals, December 2003.

SELECTED PRESENTED PAPERS AND POSTERS, continued

- Johnson, T. and S. K. Todd. "Entanglements: Understanding Conflicts and Contradictions among Fishers and Whale Advocates in the Eastern United States and Canada." In *Proceedings of People and the Sea II: Conflicts, Threats and Opportunities*, second international conference sponsored by Centre for Maritime Research, Amsterdam, The Netherlands, September 2003.
- Johnson, T. "Entanglements: The Intertwined Fates of Whales and Fishermen." Paper presented to the Society for Human Ecology Northeast Regional Conference, April 2002.
- Johnson, T. "Environmental Education Programs for Youth at Risk." Presented to the Annual Conference of Connecticut Environmental Educators Association, 1992.
- Johnson, T. "Long Island Sound: A Study in Coastal Ecology." Field curricula for at-risk and special education students developed and piloted at Voyager Cruises Coastal Ecology Program. Grant funded by Connecticut Dept. of Environmental Protection, 1991.
- Johnson, T. "Transoceanic dispersal mechanisms of neritic phytoplankton: the role of ballast water in the distribution of coastal and estuarine diatoms." Presented to Northwest Algal Symposium, 1989, and Pacific Ecology Conference, 1989.

ART EXHIBITS AND INSTALLATIONS

- Johnson, T. and D. Colbert (curators) "In and Out of Place." Gallery exhibition of multi-disciplinary student work in community development, geographic information systems, cartography, and installation art, March 2005.
- Whitehead, F. (principal artist) and **T. Johnson**. Collaboration on Design of Great Garden in Lincoln Park, Chicago, IL., part of Chicago's Art in the Garden Program. Included four 20ft. X 50ft. maps of Lake Michigan made entirely of living flowers. 2004.
- Jacob, MJ (curator), W. Hood, K. Hamilton, E. Pujol, F. Whitehead, and T. Johnson. "Places with a Future: The Edisto River to the Santee River, South Carolina." 40ft. X 30ft. map displayed at Spoleto Festival USA (attendance: 85,000) as part of a collaborative art installation entitled "Water Table" created for the Evoking History Program. May 28- June 13, 2004.

SYNERGISTIC ACTIVITIES

- External Advisor, "Opening Pathways to Employment through Nontraditional Geospatial Applications in Technical Education (OPEN-GATE)." Project funded by the National Science Foundations Advanced Technological Education Program, NSF #1601552, Robyn Lane, PI. 2016 to present.
- Coordinator, Annual Maine GIS Educators Conference, 2007 to present.
- Collaborator, with Maine Geographic Alliance, summer GIS institutes for K12 teachers in Maine, 2008 to present
- Peer Reviewer, *Journal of Geography*, 2013 & 2016.
- Panelist for Proposal Review, National Science Foundation, 2010 through 2020.

GRANTS

Co-Principal Investigator with Heather Leslie (principal), Joshua Stoll, Darren Ranco, and Sudarshan Chawathe.
NRT: Ecosystem science in the face of rapid ocean change: a convergence approach. \$3,000,000. National Science Foundation National Research Traineeship. Pending. 2021 - 2026.

Principal Investigator with Katherine Weatherford Darling, Lois-Ann Kuntz, Linda Silka, Debra Kantor, Tara Casimir, and Amy Dowley. Track 3: Building the Downeast Rural Health Research Collaborative Institute (DRHCI). \$5,000. Univ of Maine Syst Research Reinvestment Fund Rural Health and Wellbeing Grand Challenge Grant Program. Awarded. 2021 - 2022.

Principal Investigator with Katherine Weatherford Darling, Lois-Ann Kuntz, Linda Silka, Debra Kantor, and Amy Dowley. Addressing Structural Barriers to Health among Shellfish Harvesters. Maine Shellfish Restoration and Resilience Project. Awarded. 2021 - 2023.

Principal Investigator with Katherine Weatherford Darling, Lois-Ann Kuntz, Linda Silka, Bridie McGreavy, Debra Kantor. Addressing Structural Barriers to Injury Prevention among Workers in the Shellfish and Lobster Industries. \$24,998. Univ. of Maine Syst Rural Health & Wellbeing Grand Challenge Injury Prevention Seed Grant Program. Awarded. 2020-2021.

Co-Principal Investigator with Esperanza Stancioff (principal), Parker Gassett, Eileen Sylvan-Johnson, Nathan Robbins, and Ivan Fernandez. Collaborating Toward Climate Solutions. \$24,000. Senator George J. Mitchell Center for Sustainability Solutions. Awarded. 2020 - 2021

Senior Personnel with Town of Machias. Downtown Machias Pre-Disaster Mitigation. FEMA Advance Assistance Funds. \$200,000. Awarded. 2020 - 2022.

Co-Principal Investigator with Kristina Cammen (principal), Lauren Ross, Gayle Zydlewski, Jessica Jansujwicz, and Gabriella Marafino. Track 3: The Western Passage student research collaborative: Considering physical, biological, and social dynamics of a tidally energetic system in Eastern Maine, \$30,000. University of Maine Research Reinvestment Fund Student Awards Competition, Track 3. Awarded. 2019 – 2020

Co-Principal Investigator with Cynthia Loftin (principal), Anthony Guay and Mary Kate Beard-Tisdale, An interdisciplinary approach to building data literacy in wildlife survey technologies, \$145,000. University of Maine Research Reinvestment Fund Student Awards Competition, Track 4. Awarded. 2019 – 2021

Co-Principal Investigator with A. Thomas (principal), W. Balch, D. Townsend & H. Xue: Multi- and hyperspectral bio-optical identification and tracking of Gulf of Maine water masses and harmful algal bloom habitat, \$750,000. NASA EPSCoR Research Competition. Awarded. 2016 – 2019

Collaborator: Machias Waterfront Resilience and Renewal, \$45,094. Maine Coastal Communities Grant Program. Awarded. 2017 – 2018

Principal Investigator: Machias Bay Initiative, \$4,000. Supported evaluation of shellfish closure maps and notices. Maine Coastal Program. Awarded. 2016 – 2018

Collaborator with Downeast Conservation Network: The Value of Conservation Lands in Downeast Maine, \$30,000. Supported shared master's student UM/ UMM. Elmina B. Sewall Foundation. 2017 – 2018

GRANTS, continued

Co-Principal Investigator with Mindy Crandall (principal) and Adam Daignault: The Value of Conservation Lands in Downeast Maine: A research collaboration of the University of Maine (UM), the University of Maine – Machias (UMM), and the Downeast Research and Education Network (DEREN), \$27,822. Supported shared master's student UM/ UMM. University of Maine Research Reinvestment Fund Student Awards Competition. 2017 – 2018

Principal Investigator: Climate Change Education tools for Downeast Maine. Maine Community Foundation, \$10,000. Awarded. December 2015.

Co-Principal Investigator with W. Otto (principal), E. Hostert, S. Swain & E. Jones: Machias Initiative for Science and Mathematics (MIST). National Science Foundation Improving Undergraduate STEM Education Program. \$350,000. (DUE-1432436) Awarded. August, 2014.

Co-Principal Investigator with E.R. Kindleberger (principal): What is Nature? National Endowment for the Humanities Enduring Questions Program. \$25,000. Awarded. March 2012.

Senior Personnel: Washington Aroostook Regional Planning for Sustainable Development. US Dept. of Housing and Urban Development, Sustainable Communities Program. \$800,000. Awarded. July, 2011

Principal Investigator: A New Collaborative Model for Geospatial Technology Education and Workforce Studies in a Rural Region. National Science Foundation Advanced Technological Education Program Award #0802417 \$752,000. Awarded. May 2008.

Supplemental Award, 2009: \$24,980: Mac Laboratory for Univ. of Maine at Machias Education Program

Supplemental Award, 2010: \$48,000: Laptop Program for Teachers Terrified of Technology and Supporting New GIS Courses for Eastern Maine Community College

Co-Principal Investigator with M. Bampton (principal) and J. Szakas: Creating and Implementing a Concept Inventory-Based Diagnostic Tool to Improve Undergraduate GIS Education. NSF CCLI Program 083729. \$150,000. Awarded. November 2008.

SKILLS

- Geographic Information Systems, including advanced geoprocessing, raster analysis, satellite image analysis, modeling, field data collection, spatial statistics, and project management
- Qualitative and quantitative human studies research methods
- Facilitative leadership and conflict resolution
- Writing for grants and public education
- GIS software and hardware maintenance and upgrade, including large format printing
- GIS server administration and web-based mapping and basic application development
- Database management and maintenance, including a wide variety of geographic data formats
- Advanced coastal piloting and navigation, ship handling, sailing and marlinspike seamanship
- Mathematics instruction to college precalculus level
- Cartographic design for multiple media
- Basic web design and web mastering
- Proficient in Spanish

Curriculum Vita

Diane Lemay

PROFESSIONAL EMPLOYMENT

2006 - present **Associate Professor of Mental Health and Human Services**
Mental Health and Human Services Program
University of Maine at Augusta, Augusta, ME

2001 -2006 **Assistant Professor of Mental Health and Human Services**
Mental Health and Human Services Program
University of Maine at Augusta, Augusta, ME

Courses Taught: Cultural Competence for the Helping Professions, Crisis Intervention, Interviewing and Counseling, Pre-Internship Seminar, Internship in Mental Health and Human Services, Addiction: Diversity and Rehabilitation, Human Development, Introduction to Psychology, Introduction to Human Services Systems, and Case Management.

New Courses Developed: Courses for the MS certificate in Trauma and Emergency Management, The Psychology of Genocide Survival, Cultural Competence in the Helping Professions, Refugee and Immigrant Mental Health (in progress)

Teaching Modalities: online, statewide interactive television system (ITV), Zoom, onsite courses in Augusta, Bath-Brunswick Center, at the Lewiston-Auburn campus, and at the Maine State House

Course size from 20 to 150 students

Internship Director for Mental Health and Human Services Program (2001-2009)

Advisor for the Holocaust and Human Rights Studies minor

Licensed Clinical Professional Counselor (LCPC), Maine, current (renewed 9/20)

Training completed in the following areas:

- Online Professionalism and Ethics (3 hours)
- Ethics: Cases and Commentary (5 hours)
- Human Trafficking and Exploitation (5 hours)
- Postpartum Depression (15 hours)
- Borderline Personality Disorder (15 hours)
- Behavioral Addictions (15 hours)

1999-2001 **Director of Crisis Services, Cumberland County Crisis Response**
Ingraham, Inc., Portland, ME

Duties: administrative, clinical, and fiscal (\$3,000,000 budget) responsibility of crisis services for Cumberland County including crisis hotline services, mobile outreach, acute care outpatient services, crisis stabilization unit, and crisis in-home support services for adults and children (staff of approx.. 100); strategic planning, program development and

implementation; collaboration with community providers, DHHS, hospitals, and other state and local resources.

**1998-1999 Program Director, Crisis Response Services of Southern Maine
Counseling Services, Inc., Saco, ME**

Duties: administrative and clinical management of comprehensive crisis services (outpatient, hotline, acute care, hospital-based, and mobile outreach) for York County; collaboration with law enforcement and community agencies; development of crisis services for children and adolescents.

**1997-1998 Clinical Supervisor, Crisis Response Services of Southern Maine
Counseling Services, Inc., Saco, ME**

Duties: clinical and administrative supervision of all second shift crisis intervention services for York County; staff hiring, training, and evaluation.

**1987-1994 Employee Assistance Program Coordinator
Blue Cross/Blue Shield of Maine, South Portland, ME**

Duties: development and implementation of employee assistance services for 1000 employees; staff training and program evaluation.

**1983-2001 Counselor/Administrator
Human Development Consultants, Portland, ME**

Duties: counseling services for individuals, groups, couples, and families; consultation to hospitals; training for healthcare and mental health professionals; clinical supervision.

**1978-1983 Eastern Maine Medical Center, Bangor, ME
Held positions as Clinical Supervisor/Trainer, Supervisor of Outpatient Services,
Family Counselor, and Training Specialist**

Duties: provided inpatient and outpatient services; supervised hospital-based substance abuse programs at regional hospitals; trained mental health and healthcare providers in substance abuse treatment concepts.

**1976-1978 Assistant Director, Upward Bound
University of New Hampshire, Durham, NH**

1975-2000 University Teaching Positions (adjunct and part-time)

University of Southern Maine: graduate courses in Clinical Counseling including Diagnosis and Treatment Planning, and Chemical Dependency; undergraduate course in Practical Anatomy and Physiology

University of Maine at Orono: graduate courses in Counselor Education including Individual Counseling Practicum, Introduction to Counseling the Young Child, Advanced Counseling Skills, and Chemical Dependency; undergraduate courses including Human Development, the Freshman Early Experience Program, and Women's Studies (interdisciplinary course with other instructors)

University of New Hampshire: teaching assistant for undergraduate education courses

Additional Employment: Pre-school teacher (Atlanta, GA), Library Assistant and Weekend Supervisor (University of New Hampshire)

EDUCATION

1980 Ed.D. in Counselor Education

University of Maine, Orono, ME

Dissertation: “An Analysis of Factors Involved in the Treatment of Alcoholic and Drug-Addicted Women in a Hospital-Based Detoxification and Rehabilitation Program.” Advisor: Dr. Donna Evans, University of Maine

Sigma Xi Graduate Student Research Grant, University of Maine, 1979

Graduate Assistantship, University of Maine, 1979-80

Graduate Fellowship, University of Maine, awarded annually to ten first-year doctoral students based on academic achievement, 1978-79

1977 Certificate of Advanced Graduate Study (C.A.G.S.) in Counseling

University of New Hampshire, Durham, NH

1975 M.Ed. in Counseling

University of New Hampshire, Durham, NH

Completed certification as a school counselor in New Hampshire

Summer scholarship awarded

1974 B.A. in Psychology and Philosophy, minor in English

University of New Hampshire, Durham, NH

Graduated magna cum laude, Phi Beta Kappa

PUBLICATIONS, PRESENTATIONS AND SCHOLARLY WORKS

Maine State Juvenile Corrections, Augusta, ME: presented a training program on Trauma Informed Crisis Intervention with Juveniles in Residential Settings, 2019.

Riverview Psychiatric Center, Augusta, ME (state psychiatric hospital): developed a training program for all staff (medical, mental health, administrative, and support staff) on “Cultural Competence for Helping Professionals,” presented a series of 10 workshops to staff during Spring and Summer 2016.

Active Caring: Life Stories of Helping in a Challenging Environment Conference, New England Consortium on Life Stories, USM, and the Libra Foundation, group Facilitator, April 2012.

A Timeline Perspective of the Counseling Process: Historical Foundations and Future Trends, co-author of self-published textbook currently used at USM, 2012.

Pearson Learning publishers, reviewer for *Human Development: A Cultural Approach* by Jeffrey Arnett, March 2011.

Genocide Survivors: Issues for Counselors in Maine,” presentation at the Maine Counseling Association, April 2007, Rockland, Maine.

“Genocide Survivors: Issues for Counselors,” presentation at the North Atlantic Regional Assembly for ACA Leadership, October 2006, Portland, Maine

“Ethical Considerations in Working with Refugee Children,” annual conference, Maine Association for Play Therapy, University of Southern Maine, one of three keynote speakers on “Ethical Perspectives and Issues for Play Therapists and Counselors of Children,” Jan. 2006.

“Ethical Issues in Play Therapy and Counseling Children,” annual conference of the Maine Association for Play Therapy, University of Southern Maine, member of keynote panel, 2005.

Maine Department of Behavioral and Development Services, “*Trainer and Curriculum Standards for Non-Academic Mental Health Rehabilitation Technician (MHRT/C) Certification*,” contributor and member of planning committee, April 2004.

“Prejudice Awareness and Counselor Competence: A Model for Counselor Development,” American Counseling Association National Convention, New Orleans, Louisiana, March 2002.

“Cambodian Perceptions of Mental Health and Mental Illness,” presentation to Region I Refugee and Immigrant Mental Health Collaborative, 2002.

Statewide Crisis Performance Standards Committee, appointed by the Commissioner of Behavioral and Developmental Services, participated in development of standards for crisis services, 2000-01.

“Future Directions in Promoting Mental Health,” keynote speaker at annual conference of The Northern Association of Counselor Educators and Supervisors, USM, 2001.

Region I Systems Access Pilot Project, member of committee to implement new regulations for children’s psychiatric hospitalizations, 1998-01.

Dynamics of Prejudice: A Proposed Definition and the Counselor’s Role in the Evolution of Attitudes. Report No. CG28406-12-98). Greensboro, NC: ERIC Counseling and Student Services Clearinghouse, 1998.

PUBLICATIONS, PRESENTATIONS AND SCHOLARLY WORKS (in progress)

Collaboration with University of Southern Maine faculty (Talbot Scholar Dr. Lance Gibbs and others) and Catholic Charities of Maine on a project to interview refugee families about their experiences as new Mainers, collaborated in developing initial drafts of interview materials (project on hold due to COVID-19 limitations on face to face interviews)

Specific dimensions of self-awareness and cultural competence of helping professionals,” (working title), article in progress using survey data from Riverview training project.

Revision of “Multicultural Awareness Survey” developed for Riverview training project and exploration of using this tool with UMA students and possibly other groups.

Survivors of genocide: Critical elements of personal narratives as a foundation for integration and empowerment. Article in progress identifying critical points in the narratives of survivors of genocide and using these points in determining the pace, focus, and intensity of the counseling process. The timing (how close to traumatic events) and delivery of a client’s story (all at once or in segments) will also be addressed, along with self-perceptions of resilience and recovery.

Responsibilities of mental health providers to identify and address white privilege as part of establishing trust in the therapeutic relationship. This article will emphasize the provider’s role in taking responsibility for addressing the impact of white privilege on the relationship and for understanding the concept of “white fragility” and how this can impact communication.

UNIVERSITY AND COMMUNITY SERVICE

CHSHE Committee with other MHHS faculty to maintain necessary tasks related to National accreditation

MHHS Committee on Revision of Substance Use Disorders Course Titles to update Language to reflect current best practices, Fall 2020

Chair, MHHS Promotion and Tenure committee for Jonathan Bowen

MS in Trauma and Emergency Response Faculty Committee, collaborative, inter-disciplinary process to develop a certificate program, and eventually a Master’s degree program, to be offered by UMS on a statewide basis; tasks include program, curriculum and course development activities and regular meetings with other UMS campuses, Fall 2018- present.

Psychology Degree Development Committee, interdisciplinary committee to develop a new degree program in Psychology at UMA, member, 2018-

Psychology Search Committee for a Full-time Tenure-Track faculty position, member, Fall and Spring semesters 2018-19 (task completed)

MHHS Program Peer Review Committee, voting member for all peer reviews; tenure, post-tenure and promotion reviews; and Professor Emeritus reviews
Previous:

Task Force on Revising Assignment of Incomplete Grades, faculty and administrative staff from UMA Bangor and Augusta to develop new policies and procedures for expediting the resolution of incomplete grades, member, Fall semester 2017 (task completed Dec. 2017).

Faculty Senate, 2011 – 13 (3 year term)

UMA Liaison, NAACP Excellence in Education Awards, member of planning committee and presenter at annual ceremony, 2006 to 2008.

Holocaust and Human Rights Center of Maine Curriculum Committee, member, 2006-2010.

Health Care Access Committee, 2005, task completed

Maine Task Force on Early Childhood, 2004-05, task completed

North Atlantic Regional Association of Counselor Educators and Supervisors,

International and Globalization Task Force, UMA representative, 2005 to 2006

UMA Reaccreditation Process, NEASC Standard 2 Committee on Planning and Evaluation, 2003.

Campus Compact Committee for UMS system, member, 2003-4.

UMA Diversity Committee, member, 2002-2019.

UMA HIPAA Committee, 2003.

Refugee and Immigrant Mental Health Collaborative, Region 1, Department of Developmental and Behavioral Services, member, 2000 to 2008.

Portland High School, Portland ME, volunteer for Boys Varsity Soccer Program 2014-18

MEMBERSHIPS

Current:

American Counseling Association
ACES Committee on African American Concerns
American Multicultural Counseling Association
Committee on Diversity and Inclusion

Counselors for Social Justice
Association for Counselor Educators and Supervisors
Portland, Maine NAACP

Previous:

Local Service Network Clinical Directors, Cumberland County
Cumberland County Service Review Team
Cumberland County Emergency Management Agency Directors
CLASS Committee (statewide crisis directors meeting)
Ethics Committee, Maine Clinical Counselors Association, Chair
Maine Families with Children from Asia

JOHN JESSE MINOR

Department of Geography & Environmental Planning
 University of Maine at Farmington
 270 Main St., Roberts Learning Center
 Farmington, ME 04938
 (207) 778-7443
jesse.minor@maine.edu

EDUCATION

Ph.D. Geography, December 2017, University of Arizona, School of Geography and Development

Minor: *Natural Resources*

Dissertation: "**Anthropogenic Influences on Fire Regimes and Post-Fire Ecological Communities in an Arizona Sky Island**"

Committee: Greg A. Barron-Gafford, Donald A. Falk, Stephen R. Yool

- **Graduate Certificate in Dendrochronology**, May 2014, University of Arizona

- **Graduate Certificate in Geographic Information Science (GIS)**, May 2012, University of Arizona

M.A. Geography, December 2008, University of Arizona, School of Geography and Development

Thesis: "**Scientific research across socialist transitions: The shifting focus of physical science research in Mongolia**"

Committee: Paul F. Robbins, Barbara J. Morehouse, Jennifer L. Croissant

B.A. Geology, *magna cum laude*, May 2002, Bates College, Dept. of Geology

Minor: *Philosophy*

Honors Thesis: "**P-T paths of Acadian migmatites of the Presidential Range, NH**"

Committee: J. Dykstra Eusden, Carl B. Straub, Charles Guidotti

**REFEREED
PUBLICATIONS**
 (* indicates
undergraduate
author)

PUBLISHED

Minor, J. and McCourt, M. 2021. Role-Based Assignments Support Student Engagement during Geography Field Trips. *The Geography Teacher* 18(1): 24-38. [10.1080/19338341.2020.1861054](https://doi.org/10.1080/19338341.2020.1861054).

Jin, C., Zheng, M., Huang, L., Qian, S., Jim, C.Y., Lin, D., Zhao, L., **Minor, J.**, Coggins, C., Chen, B., Zhang, J., and Yang, Y. 2020. Co-existence between humans and nature: Heritage trees in China's Yangtze River region. *Urban Forestry & Urban Greening* 54: 126748. [10.1016/j.ufug.2020.126748](https://doi.org/10.1016/j.ufug.2020.126748)

Huang, L., Jin, C., Zhen, M., Zhou, L., Qian, S., Jim, C.Y., Lin, D., Zhao, L., **Minor, J.**, Coggins, C. Chen, B., and Yang, Y. 2020. Biogeographic and anthropogenic factors shaping the distribution and species assemblage of heritage trees in China. *Urban Forestry & Urban Greening* 50: 126652. [10.1016/j.ufug.2020.126652](https://doi.org/10.1016/j.ufug.2020.126652)

REFEREED PUBLICATIONS CONTINUED

Huang, L., Tian, L., Zhou, L., Jin, C., Shenhua, Q., Jim, C.Y., Lin, D., Zhao, L., **Minor, J.**, Coggins, C. and Yang, Y. 2020. Local cultural beliefs and practices promote conservation of large old trees in an ethnic minority region in southwestern China. *Urban Forestry & Urban Greening* 49: 126584.

[10.1016/j.ufug.2020.126584](https://doi.org/10.1016/j.ufug.2020.126584)

Minor, J., Pearl, J.K., Barnes, M.L., Colella, T.R., Murphy, P.C., Mann, S., and Barron-Gafford, G.A. 2020. "Critical Zone Science in the Anthropocene: Opportunities for biogeographic and ecological theory and praxis to drive Earth science integration." *Progress in Physical Geography: Earth and Environment* 44(1): 50-69. [10.1177/0309133319864268](https://doi.org/10.1177/0309133319864268)

Coggins, C. and **Minor, J.** 2018. *Fengshui* Forests as a Socionatural Reservoir in the Face of Climate Change and Environmental Transformation. *Asia Pacific Perspectives* 15(2): 4-29. <https://www.usfca.edu/center-asia-pacific/perspectives/v15n2/coggins-minor>

Minor, J., and Boyce, G.A. 2018. Smokey Bear and the Pyropolitics of United States Forest Governance. *Political Geography* 62: 79-93.

[10.1016/j.polgeo.2017.10.005](https://doi.org/10.1016/j.polgeo.2017.10.005)

Chen, B., Coggins, C., **Minor, J.**, and Zhang, Y. 2018. *Fengshui* forests and village landscapes in China: geographic extent, socioecological significance, and conservation prospects. *Urban Forestry & Urban Greening* 31: 79-92.

[10.1016/j.ufug.2017.12.011](https://doi.org/10.1016/j.ufug.2017.12.011)

Minor, J., Falk, D.A., and Barron-Gafford, G.A. 2017. "Fire Severity and regeneration strategy influence shrub patch size and architecture. *Forests* 8(7): 221. [10.3390/f8070221](https://doi.org/10.3390/f8070221)

Minor, J.J. and Arizpe, A.H. 2015. Trimming and Planing Rough-Cut Wood for Efficient Dendrochronological Sample Preparation and Storage. *Tree-Ring Research* 71(2): 130-134. [10.3959/1536-1098-71.2.130](https://doi.org/10.3959/1536-1098-71.2.130)

ACCEPTED

Button, C.E., Ghezzi, S.A., Godfrey, P., Huminski, S.E., **Minor, J.**, and Silka, L. Transforming Barriers into Opportunities: Teaching Environment and Sustainability Service-Learning Courses during the 2020 COVID-19 Pandemic. *Journal of Higher Education Outreach and Engagement*.

SUBMITTED

Minor, J. and Beck, L. First Year Fusion: An Experiential Accelerator for College Readiness and Retention. *Teaching Matters vol. III*.

Minor, J. Using the Campus Environment as a Classroom. *Teaching Matters vol. III*.

REFEREED PUBLICATIONS CONTINUED

Margolis, E., Guiterman, G., Chavardes, R.D.,...**Minor, J.**,... and Sutheimer, C. The North American tree-ring fire-scar network. *Ecosphere*.

Coggins, C., **Minor, J.**, and Chen, B. China's *Fengshui* Forests: The Fate of Lineage Wind-Water Polities Under Ecological Civilization. Chapter 7 in *Sacred Forests of Asia: Spiritual Ecology and the Politics of Nature*. Routledge.

IN PREPARATION

Minor, J., Falk, D.A., and Barron-Gafford, G.A. In prep. "Post-fire ecological trajectories of a twice-burned Madrean Sky Island." *Ecology*.

Minor, J., Falk, D.A., Barron-Gafford, G.A., and Yool, S.R. In prep. "Replacement of dynamically stable fire regimes by EuroAmerican settlement and land use change." *Annals of the American Association of Geographers*.

Minor, J. and Falk, D.A. In prep. "Madrean Sky Island trees respond to climate stress with altered stem allometry." *Journal of Forestry*.

Minor, J., Prendergast, N., and Burtner, M. In prep. "Linking Environmental History and Political Ecology for Effective Field-Based Pedagogy." *Journal of Geography*.

Minor, J., Zugmeyer, C., and McCoy, A. In prep. "Ecological novelties on a highly managed desert river." *Riparian Ecology and Conservation*.

*Gultekin, C., Coggins, C.R., *Huang, R., and **Minor, J.** In prep. "The *fengshui* of biodiversity conservation: Grassroots forestry traditions and emerging forestry policy in South China." *China Quarterly*.

OTHER PUBLICATIONS

BOOK CHAPTERS, REPORTS AND WHITE PAPERS

Coggins, C., **Minor, J.**, Chen, B., Zhang, Y., Tiso, P., *Lam, J., and *Gultekin, C. 2018. "China's community *Fengshui* Forests: Spiritual ecology and nature conservation" in B. Verschuuren and S. Brown (eds), *Cultural and Spiritual Significance of Nature in Protected Areas: Governance, Management and Policy*, Routledge: 225-237.

Minor, J.J. 2017. "Anthropogenic Effects on Fire Regimes and Post-Fire Ecological Communities in an Arizona Sky Island". Doctoral Dissertation. University of Arizona, Tucson, Arizona. 270 pp.

House-Peters, L., Kelly-Richards, S., **Minor, J.**, Radonic, L., and Quinn, J. 2013. "Public Political Ecology Field Course: Report on a two-day Critical Theory and Mixed Methods Course. Public Political Ecology Lab". Published online: <http://ppel.arizona.edu/resources/ppel-report-political-ecology-critical-theory-and-mixed-methods-field-course>.

OTHER PUBLICATIONS CONTINUED

Hudson, A.M., **Minor, J.J.**, and Posthumus, E.E. "Stories of the Sky Islands: Exhibit Development Resource Guide for Biology and Geology at Chiricahua National Monument and Coronado National Memorial." Prepared for the National Park Service under terms of Cooperative Ecosystems Studies Unit Agreement H1200-05-0003 Task Agreement J8680090020. May 17, 2013.

Minor, J.J. 2011. "Adaptive Management" in Newman, J. (ed), *Green Ethics and Philosophy: An A-to-Z Guide*. 2011. *SAGE Publications*.
<<http://www.sageereference.com/view/greenethics/n1.xml>>.

Anderson, G., Dick, E., **Minor, J.**, and Pritchard, A. 2010. "Rethinking Water in the Arid Southwest: The Need for a New Framework for Managing Water in Arizona." Central Arizona Project Award for Water Research. Published online: <https://www.cap-az.com/documents/education/2010-Anderson-Dick-Minor-Prichard.pdf>.

Minor, J.J. 2008. "Scientific Research across Socialist Transitions: The Shifting Focus of Ecological Research in Mongolia." M.A. Thesis. University of Arizona, Tucson, Arizona. 69 pp.

Minor, J. 2007. "Brucellosis": in *Encyclopedia of Environment and Society*, vol 1. Robbins, P. (ed). Sage: Thousand Oaks, CA, p. 171-172.

Minor, J. 2007. "Ecotone": in *Encyclopedia of Environment and Society*, vol 2. Robbins, P. (ed). Sage: Thousand Oaks, CA, p. 534-535.

Minor, J. 2007. "Fecal Coliform Bacteria": in *Encyclopedia of Environment and Society*, vol 1. Robbins, P. (ed). Sage: Thousand Oaks, CA, p. 651.

Minor, J. 2007. "Fire Ant": in *Encyclopedia of Environment and Society*, vol 2. Robbins, P. (ed). Sage: Thousand Oaks, CA, p. 673-674.

Minor, J. 2007. "Quinine": in *Encyclopedia of Environment and Society*, vol 4. Robbins, P. (ed). Sage: Thousand Oaks, CA, p. 1456.

Eusden, J.D., Jr., Anderson, K.B., Beaudry, E., Dupee, M., Larkin, R.R., **Minor, J.J.**, and Welling, D.E. 2006. Domes, Volcanics, Migmatites, Refolded Folds and Granites: A Transect from the Bronson Hill Arc into the Central Maine Cover, Northern Presidential Range, New Hampshire: in Gibson, D., Daly, J. and Reusch, D., eds., *New England Intercollegiate Geological Conference Guidebook for Field Trips in Western Maine* 98(1), p. 167-180, Trip C-1.

Minor, J.J. 2002. P-T Paths for Acadian Migmatites of the Presidential Range, NH. *The Maine Geologist* 28(2), p. 6.

Dupee, M., **Minor, J.J.** and Eusden, J.D., Jr. 2002. Continued Bedrock Geologic Mapping in the Presidential Range, NH.: A Progress Report for EDMAP 2001: *Geological Society of America Abstracts with Programs* 37(2), p. A-68.

J. Minor, p. 4

**OTHER
PUBLICATIONS
CONTINUED**

Minor, J.J. 2002 “P-T Paths of Acadian Migmatites of the Presidential Range, NH.” B.A. Thesis (honors). Bates College, Lewiston, Maine. 150 pp.

J. Minor, p. 5

**PROFESSIONAL
EXPERIENCE****ENVIRONMENTAL RESEARCH & EDUCATION POSITIONS****Assistant Professor of Geography & Environmental Planning**

Department of Geography and Environmental Planning, University of Maine
at Farmington

Term: September 2018-present

**Instructional Specialist: MS-GIST (Master's of Science in
Geographic Information Systems Technology)**

School of Geography and Development, University of Arizona

Term: January-September 2018

Supervisor: Dr. Chris Lukinbeal, (520) 621-6181,
clukinbe@email.arizona.edu

Adjunct Instructor: Dendroecology and Geography

School of Geography and Development & Laboratory of Tree-Ring Research,
University of Arizona

Term: May 2017-September 2018

Teaching: GEOS 597: *Dendroecology* and GEOG 230: *Our Changing Climate*

**Agrivoltaics: Plant Ecophysiology & Novel Ecosystems, Graduate
Associate**

School of Geography and Development, University of Arizona

Term: January-August 2017

Supervisor: Dr. Greg Barron-Gafford, (520) 548-0388,
gregbg@email.arizona.edu

Post-Fire Effects on Forested Ecosystems, Project Manager

School of Natural Resources and the Environment, University of Arizona

Term: May-August 2013, 2014, 2015

Supervisor: Dr. Don Falk, (520) 626-7201, dafalk@email.arizona.edu

Ecology and Conservation of Sacred Forests, Team Leader

Bard College at Simon's Rock

Term: July-August 2014, 2015, 2016

Supervisor: Dr. Christopher R. Coggins, (413) 528-7282,
ccoggins@simonsrock.edu

University Sustainability, Interim Manager of the Office of Sustainability

Office of Sustainability, University of Arizona

Term: August 2013-May 2014

Supervisor: James van Arsdel, Senior Assistant Vice President of Student
Affairs, (520) 275-0435, j.vanarsdel@gmail.com

Translational Science for Outreach, Graduate Research Assistant

Arizona State Museum, University of Arizona

Term: January-May 2013

Supervisor: Dr. Beth Grindell, (520) 626-8364, grindell@email.arizona.edu

**PROFESSIONAL
EXPERIENCE
CONTINUED**

Commercial Salmon Fishery, Deckhand

F/V Jessie Lucile

Naknek, Alaska

Term: June-July 2010, 2012, 2013

Supervisor: Dr. Marcus A. Burtner, (303) 253-5946,

marcusburtner@yahoo.com

Forest Biology and Restoration Ecology, Graduate Research Assistant

School of Natural Resources and the Environment, University of Arizona

Term: August 2010-May 2011

Supervisor: Dr. Don Falk, (520) 626-7201, dafalk@email.arizona.edu

Fire Ecology and Forest Demography, Field Technician

Laboratory for Tree Ring Research, University of Arizona

Term: May-August 2007, 2008, 2009, 2010

Supervisor: Dr. Don Falk, (520) 626-7201, dafalk@email.arizona.edu

Coupled Natural and Human Systems, Graduate Research Assistant

School of Geography and Development, University of Arizona.

Term: August 2009-May 2010

Supervisor: Dr. Paul Robbins, (608) 265-5296, director@nelson.wisc.edu

Commercial Lobster Fishery, Sternman

F/V Pandora

Islesford, Maine

Term: August 2004-December 2005

Supervisor: Ted Spurling, Jr., (207) 244-7408, jerited@spurlingdesign.com

Community Development and Lobster Fishery Biology, Island Fellow

Island Institute

Term: September 2002-August 2004

Supervisor: Dr. Rob Snyder, (207) 594-9209 ext. 142,

rsnyder@islandinstitute.org

Environmental Educator, AmeriCorps

Maine Conservation Corps

Term: September 2002-August 2003

Supervisor: Chris Wolff (207) 449-1366 ext. 5,

cwolff@coastalhumanesociety.org

Geologic Field Mapping, Research Technician

Department of Geology, Bates College

Term: July-August 2001

Supervisor: Dr. J. Dykstra Eusden, (207) 786-6152, deusden@bates.edu

**TEACHING
EXPERIENCE****PHYSICAL GEOGRAPHY AND ENVIRONMENTAL STUDIES COURSES**

Earth Wind and Fire: Geography of Natural Hazards (GEO 105S) Natural hazards (geologic, geomorphic, atmospheric, climatic, biophysical, ecological) and human risk factors. Investigation of the social, cultural, economic, and political factors that increase and decrease risk from natural hazards. Instructor Fall 2021, Spring 2021, Fall 2020, Spring 2020.

Political Ecology (GEO 334) This course examines the interacting physical, biological, economic, legal, cultural, and political factors associated with conditions of environmental change. Focus: comprehensive contemporary and historical political ecology of the Mississippi River watershed. Instructor Fall 2019.

Environmental Field Methods (GEO/EPP 207) Introduction and hands-on experience with common field methods, tools, and analyses used in environmental science and geography, including mapping techniques, GPS, vegetation surveys, soil sampling and analysis, and hydrology. Focus on data analysis, interpretation, and reporting. Instructor Fall 2020, 2019.

Environmental Issues (GEO/EPP 231S) This course will examine the ethical, economic and cultural context of environmental issues from a geographic perspective. Case studies of policy and planning successes and failures are used to understand the perspective of decision makers and stakeholders. The course uses a role-playing pedagogy called “Reacting to the Past” to engage students in debates over environmental management and conservation. Instructor Spring 2021, 2020, 2019.

Nature and Society (GEO/EPP 331) This course examines the relationships between nature and society from a geographic perspective. Case studies (energy use, uranium mining, biomedicine, lawns) of the factors mediating human/environmental relationships illustrate the theoretical and empirical problems confronting humans in their decisions regarding resource use and management. Instructor Spring 2021, 2019.

Physical Geography (GEO/EPP 235) This course studies the forms and processes of the physical environment. Landscapes, climate, soils and vegetation are studied in their natural and human modified contexts with emphasis on spatial distribution. Project Focus: stream corridor assessment. Instructor Spring 2020, Fall 2018.

Forest Management: Science, Institutions, and Communities (GEO/EPP 238S) Forested ecosystems exist under a range of administrative, economic, legal, and social contexts. Forest management is often directed at non-timber and non-forest resources, including aesthetics, water and air quality, wildlife, and more. This course focuses on the social and scientific rationales of forest management, and the divergent outcomes in various social contexts and ecological settings. Field work, site visits, and case study examples will emphasize Maine forests and management strategies. Field trips, writing, oral presentations, and group and independent inquiry are required. In Fall 2021, Virtual Exchange with University of the Ryukyus. Instructor Fall 2021, 2018.

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**TEACHING
EXPERIENCE**

Field Study in Environmental Geography (GEOG 303) Methods used in environmental geography, including mapping techniques, use of global positioning systems, collection of various types of environmental data and basic data analysis methods. TA Spring 2009, Instructor Spring 2010, Summer 2010, Fall 2014, Spring 2015, Adjunct Instructor Spring 2018.

Our Changing Climate (GEOG 230) Topics in atmospheric circulation, weather and climate on a variety of spatial and temporal scales. Instructor Winter 2012 (online), Spring 2012, Winter 2013 (online), Spring 2013, Adjunct Instructor Fall 2017 (enrollment 80).

Dendroecology (GEOS 597) Dendroecology is the study of ecology through the use of the tree-ring record. Ecological variables in the tree-ring record, theory and techniques of dendrochronology, applications to forest ecology. Lectures, laboratory training, and a multi-day field trip including data collection. Graduate-level requirements include a brief paper on an applied problem in dendroecology and make a presentation to the class. Adjunct Instructor Summer 2017.

Our Dynamic Landscape (GEOG 240) Critical perspectives on complex environmental problems; issues include environmental hazards, renewable and nonrenewable resources; global, regional, and local patterns, and geographic scale are emphasized. Course is taught in four modules: Geomorphology, Biogeography, Disturbance, and Human Landscapes. Coinstructor Fall 2011, Instructor Fall 2016.

Introduction to Dendrochronology (laboratory sections) (GEOG/GEOS/ANTH 439-539) The scientific basis, techniques, and applications of dendrochronology. Intensive, weekly laboratory sessions teach the practical skills of specimen collection, preparation, observation, and crossdating. Co-convened graduate and undergraduate course. Laboratory Instructor Fall 2015.

Earth's Environment: Introduction to Physical Geography (GEOG 170) Introduction to fundamental laws of nature as expressed by physical processes that govern the spatial distribution of Earth's land, sea, air, and biological environments. Focus on fluxes and feedbacks among these systems, and interactions with humans. TA Fall 2008, Instructor Winter 2014.

Biogeography (ECOL/GEOG/GEOS 438-538) The role of historical events and ecological processes in determining the past and present geographic distribution of plants and animals. Co-convened graduate and undergraduate course. Instructor Fall 2012.

TEACHING EXPERIENCE CONTINUED

FIELD-BASED AND EXPERIENTIAL COURSES

Living in the Desert: Adaptations to a Difficult Climate (GEO 277S) Travel course to Tucson, AZ. Site visits in urban, suburban, desert, and mountain locations on themes of sustainable desert living. Instructor Winter 2022, 2020.

Success & Failure: (HON 101) First-year Fusion course that merges an intensive field week with an on-campus seminar. Class project focused on the edible and culinary market for invasive green crabs, with a pilot meal using invasive crab-based recipes that we harvested during low-tide and trap-based monitoring fieldwork. Instructor Fall 2021

Making Change in Maine: (FYS 100) Fusion of experiential, field-based travel course with on-campus, problem-based seminar. Intensive weeklong field trip to interior and coastal Maine with multiple daily activities and encounters. On-campus problem solving centers on transportation planning for diverse community of users on and near the UMF campus. Instructor Fall 2020, 2019.

Landscapes and Watersheds from the San Juan Mountains to the Grand Canyon (HIST 495) 13-day, intensive experiential field course in environmental history and political ecology covering changing relationships to landscapes and watersheds in the Four Corners region. Coinstructor Summer 2013.

Environmental History of the Santa Cruz River (GEOG 455) Experiential field site and classroom based course on the ecology and environmental history of a dry river and its connections to multiple communities, ecologies, and narratives through time. Coinstructor Summer 2012, 2011.

Fire Effects and Ecological Recovery in the Chiricahua Mountains (GEOG 397) Seminar-style class covering landscape change and ecological disturbance in sky island ecosystems, culminating in a 2-day overnight field trip to the Chiricahua Mountains, where students experienced first-hand the mosaic of ecological and landscape effects created by the Horseshoe 2 fire and post-fire geomorphic changes. Coinstructor Fall 2011.

Field Study in Geography (GEOG 397) 1-unit fieldtrip experience offered in conjunction with a regular semester course. Course was used to support field site visits for an environmental history course and to provide a weekend-long field trip associated with a general-education science class. Instructor Summer 2012, Fall 2011, Summer 2011.

Preceptorship (GEOG 391) Training and mentoring undergraduate preceptors in pedagogical skills, including instruction in laboratory and field methods, evaluating student research and presentations, and associated instructional practices. Instructor Spring 2015, Fall 2014, Spring 2013, Spring 2012, Summer 2010, Spring 2010.

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TEACHING EXPERIENCE CONTINUED

HUMAN-ENVIRONMENT AND EARTH SCIENCE COURSES

Introduction to Global Change (GC 170) Global environmental changes that impact Earth systems and its inhabitants. Hands-on activities, discussions, writing exercises, and problem sets. TA Spring 2016.

Human Geography and Global Systems (GEOG 150) Maintaining course website, coordinating a team of graduate TAs and undergraduate preceptors, instructing four sections of 20 students, including honor sections; grading exams and writing assignments, and evaluating student progress. TA Spring 2007, Fall 2006 Lead TA Spring 2008, Fall 2007.

Structural Geology (GEO 230) Instructing geological field methods and the interpretation of geologic structures. TA Spring 2002.

Plate Tectonics and the Earth's Interior (GEO 104) Assisting in field methods instruction and geologic mapping. TA Fall 2001.

INTERNSHIPS AND INDEPENDENT STUDIES

Internship in Environmental Policy & Planning (EPP 396)

Eve Fischer, Invasive Green Crab policy. Manomet, Brunswick Maine, Summer 2021.

Simon Murphy, Food Waste Reduction. Mitchell Center for Sustainability Solutions (UMaine Orono), Spring/Summer 2021.

Melissa Veitch, GIS and Cartography for Food Waste Reduction. Mitchell Center for Sustainability Solutions (UMaine Orono), Summer 2021.

Olivia Bucknam, Food Waste Reduction, Mitchell Center for Sustainability Solutions (UMaine Orono), Summer 2021.

Isabella Monbouquette, Green Crab and River Herring, Manomet, Brunswick Maine, Fall 2020 (6 credits).

Gus Cooke, UMaine Farmington Community Garden, Summer 2020.

Kiernan Huggins, Aspen/Snowmass Trails, Aspen Colorado, Summer 2020.

Travis Davis, Pike Industries, Berwick Maine, Summer 2019.

Independent Study in Geography (GEO 397)

Eve Fischer, “.” Fall 2021, 4 credits. Yielded manuscripts to *Maine Policy Review* and *The Northeastern Geographer* and a NESTVAL conference presentation.

AJ Saulnier, “Legal Protocols around Food Waste Reduction.” Summer 2021, 4 credits.

**TEACHING
EXPERIENCE
CONTINUED**

James Fox, “Snowpack Measurements and Modeling in Temple Stream Watershed.” Spring 2019, 5 credits.

FUNDING AND COMPETITIVE GRANTS

GRANTS & FELLOWSHIPS

Rural Health and Wellbeing Research Reinvestment Fund, University of Maine System. Research and plan a circular “upcycled” food processing infrastructure in Maine to reduce food waste and solve food insecurity while spurring economic growth. **J. Minor** (PI), S. Lee, and M. Pires. \$30000, 2021.

Campuses for Environmental Stewardship, Maine Campus Compact. Support in-person training in Community Action Research and high-impact teaching, and the development of new courses (FYS 100 *Making Change in Maine*). **J. Minor** and Matt McCourt (Co-PIs). \$4500, summer 2019.

Course Preparation Support, Office of Global and Experiential Education, University of Maine at Farmington. Support on-the-ground planning and course development for UMF’s first domestic travel course “*Living in the Desert: Adaptations to a Difficult Climate*.” \$1000, summer 2019.

Open Access Publication Fund, University of Arizona Libraries, to support publication of a peer-reviewed paper (Minor et al., 2017) that is freely available to the public. \$1200, summer 2017.

Summer Research and Travel Grant, University of Arizona Graduate and Professional Student Council Research and Travel Grant, to support mixed-methods summer fieldwork on sacred *fengshui* forests in western China. \$750, 2016.

Graduate Student Research/Travel Award, University of Arizona Institute of the Environment, to support mixed-methods summer fieldwork on sacred *fengshui* forests in China. \$500, 2015.

PRX (Public Radio Exchange) STEM Story Project 2.0: Grant to create and produce a STEM story on the connections between fire ecology and climate change in the Sky Islands of Arizona. With radio producer Aengus Anderson. \$3000, 2014.

Graduate College Research Fund: Grant to support summer dendrochronology and forestry sampling in *fengshui* forests in southeastern China. \$1500, 2014.

UA Green Fund MiniGrant: Environmental History Field Course: Landscapes and Watersheds from the San Juan Mountains to the Grand Canyon.” Grant in support of field-based environmental history course. \$1500, 2013.

Doctoral Research Grant, Social and Behavioral Sciences Research Institute, University of Arizona. Funded forest disturbance research in the southwestern United States. \$1000, 2013.

WEES (Water Environmental and Energy Solutions) Grant, University of Arizona. Supported extramural expert on hydraulic fracturing. \$1000, 2011.

FUNDING AND COMPETITIVE GRANTS CONTINUED

Future Environmental Professional Scholarship, Arizona Association of Environmental Professionals. \$1000, 2010.

Pre-Doc Graduate Research Grant, Social and Behavioral Sciences Research Institute, University of Arizona. Funded translation of Russian-language scientific sources for MA thesis project. \$600, 2008.

University of Arizona Foundation Grant: On behalf of the Southern Arizona Geographers Association to support research equipment purchase. \$4616, 2008.

Philip J. Otis Fellowship: “Cultural Adaptations to Land-Use Changes in Mongolia.” Interviews with herders and policymakers regarding post-socialist land privatization proposals, \$2000, 2001.

Summer Research Support Grant, Bates College. \$500, 2001.

Phillips Student Fellowship: “Cross Cultural Musical Study, Ghana.” Immersive ethnomusicology research into Ghanaian musical heritage, drumming, and lute in Accra, Ghana. \$3000, 2000.

TRAVEL AWARDS

Travel grant to present at the 3rd Southwest Fire Ecology Conference in Tucson, AZ. TREE travel grant from Association for Fire Ecology. \$275, 2016.

Travel grant to present at the 1st Southwest Fire Ecology Conference in Santa Fe, NM. TREE travel grant from Association for Fire Ecology, \$500, 2012.

Travel grant to present at the Association of Pacific Coast Geographers conference in Coeur d’Alene, ID. University of Arizona Graduate and Professional Student Council and APCG, \$700, 2010.

Travel grant to present at the Association of American Geographers conference in Washington, D.C. University of Arizona Graduate and Professional Student Council, \$350, 2010.

Travel grant to present at the Association of American Geographers conference in Boston, MA. University of Arizona Graduate and Professional Student Council, \$300, 2008.

Travel grant to present at the Association of American Geographers conference in Boston, MA. University of Arizona Institute of the Environment, \$300, 2008.

**HONORS &
AWARDS**

HONORS & AWARDS

- **Donald Harward Faculty Award for Service-Learning Excellence**
awardee, Maine Campus Compact, 2021
- **Campuses for Environmental Stewardship Faculty Fellowship**, Maine
Campus Compact, 2019-2021
- **Andrew Ellicott Douglass Memorial Scholarship**, University of Arizona
Laboratory of Tree-Ring Research, 2016
- **World Geography Bowl** champion team member, Association of
American Geographers, 2015; 2nd place team 2016.
- **College of Science Teaching Award**, University of Arizona, 2014
- **Excellent Graduate Teaching Assistant**, Honorable Mention, University
of Arizona, 2013
- **College of Science Service Award**, University of Arizona, 2013
- **Best Poster Award**, Southwest Fire Ecology Conference, Santa Fe, NM,
2012
- **Central Arizona Project Award for Water Resources Research**, 2010
- **Harry and Shirley Bailey Award** for best paper in Physical Geography at
the Association of Pacific Coast Geographers, 2010
- **National Science Foundation Graduate Research Fellowship**,
Honorable Mention, 2008
- **Gamma Theta Upsilon**, Geographical honors society, 2008
- **National Science Foundation Graduate Research Fellowship**,
Honorable Mention, 2007

BADGES

- UNICollaboration Trainee in Virtual Exchange Project Design. Issued
9/1/2021.



SCHOLARLY PRESENTATIONS

(presented by first author unless otherwise noted;
 † indicates invited talks;
 * indicates undergraduate author)

SCHOLARLY PRESENTATIONS

Minor, J. "Invasive Species Control through Expanded Culinary Markets." NESTVAL Geography Meeting, University of Connecticut (virtual), Oct 14-16, 2021.

*Fischer, E., McMahan, M., and **Minor, J.** "Exploring the Opportunity for a Green Crab Fishery in Maine." NESTVAL Geography Meeting, University of Connecticut (virtual), Oct 14-16, 2021.

*Veitch, M., **Minor, J.**, and Lee, S. "Building Maine's Food Processing Infrastructure: A Circular Food Systems Map for Maine." NESTVAL Geography Meeting, University of Connecticut (virtual), Oct 14-16, 2021.

Minor, J. "Assigning Roles to Support Active Student Learning." Campuses for Environmental Stewardship Summit, Maine Campus Compact (virtual), May 19 2021.

Minor, J. "Taking the Campus as a Service-Learning Partner for Environment and Sustainability Coursework." Maine Sustainability & Water Conference, Augusta, Maine (virtual), March 31-April 1, 2021.

Minor, J., *Bucknam, O., *Chabot, J., *Cherkis, A., *Down, R., *Fischer, E., and *Kane, J. "Teaching Physical Geography & Sustainability in a Time of COVID using Campus as a Classroom." NESTVAL Geography Meeting, Salem, MA (virtual), Nov 13-14, 2020.

Minor, J. and McCourt, M. "Role-based assignments support critical encounters during geography field trips." NESTVAL Geography Meeting, Framingham, MA, Oct 18-19, 2019.

Minor, J. "Replacement of Dynamically Stable Fire Regimes by Euro-American Settlement." Annual Conference of the Association of American Geographers. April 3-7, 2019, Washington, DC.

Minor, J. and Prendergast, N. "Teaching Sustainability by Linking Environmental History and Political Ecology for Effective Field-Based Pedagogy." Maine Sustainability and Water Conference. March 28, 2019, Augusta, Maine.

Minor, J. "China's Village *Fengshui* Forests." (for Asia: People and Environments course), December 10, 2018, University of Maine-Farmington. †

Minor, J. "Smokey Bear and the shifting use of media in wildfire prevention campaigns." NESTVAL Geography Meeting, Keene, NH, Oct 12-13, 2018.

Minor, J. and Falk, D.A. "Vegetation Community Change following Mixed-Severity Reburning." Biodiversity and Management of the Madrean Archipelago IV, May 14-18, 2018, Tucson, Arizona.

SCHOLARLY PRESENTATIONS CONTINUED

Babicheva, V., Dogan, S., and **Minor, J.** Panel Participant, "Graduate Student Support and Mentoring". Reducing Time to Doctoral Degree Seminar Series, University of Arizona Graduate Center. April 24, 2018. †

Minor, J. "Wildfire, Culture, and Climate in the Chiricahua Mountains." (for Climate, Culture & Catastrophe course), April 19, 2018, University of Arizona. †

Coggins, C., Chen, B., **Minor, J.**, and Zhang, Y. "China's Village *Fengshui* Forests: Geographic Distribution, Sociocultural Features, Ecological Significance, and Conservation Prospects." 8th East Asian Federation of Ecological Societies (EAFES) International Congress. April 21-23, Nagoya City, Japan. †

Minor, J. "Smokey Bear as a Media Technique for Forest Governance." (for Places in the Media course), April 4, 2018, University of Arizona. †

Minor, J. "Fire Severity and Regeneration Strategy Influence Shrub Patch Size and Structure." Southwest Fire Science Consortium Webinar, February 14, 2018. <https://www.frames.gov/catalog/25859>.

Minor, J., Minor, R.L., *Barnett-Moreno, I., *Blackett, D.T., Thompson, M., Jones, C., Baldwin, M.B., Pavao-Zuckerman, M., and Barron-Gafford, G.A. "Dryland agrivoltaics: A novel ecosystem approach to the food-water nexus." Ecological Society of America Annual Meeting. August 6-11, 2017, Portland, OR. (presented by G.A. Barron-Gafford).

Minor, J. "Ecological effects of multiple mixed-severity wildfires in montane mixed conifer and pine-oak forests." Annual Conference of the Association of American Geographers. April 5-9, 2017, Boston, MA.

Coggins, C.R., **Minor, J.**, and Chen, B. "Anthropocene Natures, Ancient Landscapes: the Political Ecology of *Fengshui* Forest Conservation in Southern China." Annual Conference of the Association of American Geographers. April 5-9, 2017, Boston, MA.

Minor, J. "Fire regime changes in the Chiricahua Mountains." Tree-Ring Day Conference, University of Arizona. March 28, 2017, Tucson, AZ.

Minor, J., Colella, T., Barnes, M., Mann, S., Murphy, P., Pearl, J., and Barron-Gafford, G. "Biogeography and Critical Zone Science in the Anthropocene." 8th Biennial Conference of the International Biogeography Society. January 9-13, 2017, Tucson, AZ.

Minor, J., Zugmeyer, C., and McCoy, A. "Ecological novelties on a desert river: the effects of water management and land degradation on the Santa Cruz River, Arizona." *Pima County Flood Control District Brownbag Series*. December 14, 2016. †

Minor, J. "Ecological trajectories following multiple mixed-severity fire events in pine-oak and mixed conifer forest types." 3rd Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, AZ.

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SCHOLARLY PRESENTATIONS CONTINUED

Malusa, J. and **Minor, J.** "Post-Horseshoe 2 Fire Recovery in the Chiricahua Mts of SE Arizona: Changes to the Madrean pine-oak ecosystem." 3rd Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, AZ. (co-presented).

Minor, J., Zugmeyer, C., and McCoy, A. "Ecological novelties on a desert river: the effects of water management and land degradation on the Santa Cruz River, Arizona." *U.S. Geological Survey, Arizona Water Science Center Colloquium*. November 3, 2016. †

Minor, J. "Fire Recovery in the Chiricahuas: A Unique Restructuring of Vegetation Communities." Keynote address at Chiricahua-Peloncillos Heritage Days Conference, September 9, 2016, Rodeo, New Mexico. †

Minor, J. "Dendrochronology Tools, Techniques, Field Methods, and Scientific Applications." (for Field Methods in Environmental Geography course), June 1, 2016, University of Arizona. †

Minor, J. and Boyce, G. "Smokey Bear, biopower, and governmentality through wildfire prevention advertisements." Annual Conference of the Association of American Geographers. March 29-April 2, 2016, San Francisco, CA.

Colella, T., Mann, S., **Minor, J.**, Murphy, P., Barnes, M., Pearl, J., and Barron-Gafford, G. "Critical Zone Science in the Anthropocene: Opportunities for Biogeography." Symposium on Physical Geography: Challenges of the "Anthropocene." Annual Conference of the Association of American Geographers. March 29-April 2, 2016, San Francisco, CA. (presented by T. Colella and S. Mann).

Minor, J. "Campus Sustainability at a Complex Institution." (for Introduction to Sustainable Development course), May 23, 2016, University of Arizona. †

Minor, J. "Sustainability Projects and Possibilities." (for Introduction to Global Change course), April 22, 2016, University of Arizona. †

Minor, J. "Ecological Novelties on a Dry River." (for Introduction to Global Change course), April 20, 2016, University of Arizona. †

Coggins, C. and **Minor, J.** "*Fengshuilin*: Village Sacred Forests and Socio-ecological Adaptation in the Subtropics of Southern China." 3rd Asian Geomancy (*Fengshui*, *Pungsu*, *Husui*) Workshop: Commonalities and Regionality of Environmental Management in East Asia. February 27-28, 2016, Naha City, Okinawa, Japan. †

Minor, J. "Fire Ecology at the Art-Science Nexus." *School of Geography and Development Colloquium*, February 5, 2016, University of Arizona. †

SCHOLARLY PRESENTATIONS CONTINUED

Minor, J. "Ecological Novelties on a Highly Managed Desert River: the effects of water management and land degradation on the Santa Cruz River, Arizona." (for Water, Environment, and Society course), February 2, 2016, University of Arizona. †

Minor, J. "Fire history and forest ecology in the Sky Islands of Arizona." (for Field Methods in Environmental Geography course), November 14, 2015, University of Arizona. †

Minor, J.J. "Fire effects and ecological trajectories following multiple mixed-severity fire events in an Arizona Sky Island." Annual Conference of the Association of American Geographers. April 21-25, 2015, Chicago, IL.

Minor, J.J., *Danza, A., *Mermini, J., Coggins, C., Efting, A., Huaizhou, Z., and Keyen, F. "*Fengshui* forest ecology in southeastern China: Preliminary Results from Tree-Ring and Stream Sampling." Asia/Environment Student Research Conference. April 16-17, 2015, Bard College, Annandale-On-Hudson, NY. (presented by A. Danza* and J. Mermini*).

Minor, J.J., Coggins, C., and Efting, A. "*Fengshui* forest ecology in southeastern China: Preliminary Results from Tree-Ring and Stream Sampling." SEES EarthWeek 2015 Conference, April 7-10, 2015, University of Arizona.

Minor, J.J. "Diameter corrections for 13 important forest species in the Madrean Archipelago and southwestern US." Tree-Ring Day Conference, University of Arizona. April 7, 2015, Tucson, AZ.

Minor, J. "Ecological Novelties on a Dry River." (for Water, Environment, and Society course), October 8, 2014, University of Arizona. †

Minor, J.J. and Coggins, C. "Ecology and Management of *Fengshui* Forests in Southeastern China." 77th Annual Meeting of the Association of Pacific Coast Geographers. September 24-27, 2014, Tucson, AZ.

Minor, J. "Sustainability Research, Education, and Projects at the University of Arizona." (for Sustainable Cities course), September 18, 2014, University of Arizona. †

Maghran, L.A., Falk, D.A., and **Minor, J.** "Resilience and Recovery: Fire severity and patch size effects on forests ten years post-fire, Santa Catalina Mountains, Arizona." Earth Day Environmental Research Showcase, April 22, 2014, University of Arizona, Tucson, AZ.

Minor, J. "Sustainability Priorities at the University of Arizona." (for Teaching, Learning, and Sociocultural Studies course), April 17, 2014, University of Arizona. †

Minor, J.J. "Post-Fire Ecological Trajectories in a Reburned Madrean Sky Island." Annual Conference of the Association of American Geographers, April 4-12, 2014, Tampa, FL.

J. Minor, p. 19

SCHOLARLY PRESENTATIONS CONTINUED

Minor, J. "Sustainability Projects, Education, and Research at the University of Arizona." (for Sustainable Cities and Societies course), February 11, 2014, University of Arizona. †

Minor, J. "Sustainability Research, Education, and Projects at the University of Arizona." (for Teaching, Learning, and Sociocultural Studies course), December 10, 2013, University of Arizona. †

Minor, J., Rudnick, J., and *Barbatelli III, E. "UA Green Fund: Powerful Tool for Student Engagement." 7th Annual Student Affairs Symposium, October 24, 2013, University of Arizona. (co-presented). †

Minor, J. "The State of University Sustainability." (for Water and Sustainability course), October 22, 2013, University of Arizona. †

Minor, J. "Sustainability Research, Education, and Projects at the University of Arizona." (for Sustainable Cities course), September 24, 2013, University of Arizona. †

Minor, J. "Dendrochronology Field Methods and Scientific Applications." (for Field Methods in Environmental Geography course), May 29, 2013, University of Arizona. †

Minor, J. "Ecological Novelties on a Dry River: the effects of water management and land degradation on the Santa Cruz River, Arizona." Annual Conference of the Association of American Geographers, April 9-13, 2013, Los Angeles, CA.

Falk, D.A., **Minor, J.**, and Gebow, B. "Fire, recovery, and resilience in the Chiricahuas." Keynote address at Chiricahua-Peloncillo Heritage Days Conference, September 10, 2012, Portal, Arizona. †

Minor, J. "Spatio-temporal analysis of fire regimes in a Madrean Sky Island in southeastern Arizona." SEES EarthWeek 2012 Conference, March 28-30, 2012, University of Arizona.

Minor, J. "Spatio-temporal analysis of fire regimes in a Madrean Sky Island in southeastern Arizona." Southwest Fire Ecology Conference, February 27-March 1, 2012, Santa Fe, NM.

Minor, J. "Changing Fire Regimes in the Chiricahua Mountains." Tree-Ring Day Conference, November 14, 2011, University of Arizona.

Minor, J. "New findings in Cryptoclimatology." Institute of the Environment GradBlitz, November 8, 2011, University of Arizona.

SCHOLARLY PRESENTATIONS CONTINUED

Hartfield, K., Liverman, D., McEvoy, J., **Minor, J.**, Peloquin, C., Prichard, A., Skroch, M., Spence, T., Tecklin, D. "A '5-A' Assessment of the Role of Non-nation State Actors in the Copenhagen Climate Change Negotiations." 2011 Colorado Conference on Earth Systems Governance: Crossing Boundaries and Building Bridges. May 17-20, 2011, Colorado State University, Fort Collins, CO. (presented by J. McEvoy).

Minor, J., Robbins, P.F. and Decker, P. "Competitive or compatible? Hunting and housing development in Montana." 2011 Annual Conference of the Association of American Geographers, April 12-16, 2011, Seattle, WA.

Minor, J. "Ecological Restoration through Fire." Tree-Ring Day Conference, March 30, 2011, University of Arizona.

Minor, J. and Arizpe, A. "Cryptoclimatology: Contextualizing Recent Sightings of *Gigantopithecus canadensis*." Graduate Student Training Workshop in Visual Presentation of Research, Natural Resources Graduate Student Organization, February 10, 2011, University of Arizona. (co-presented).

Marshall, L.A., **Minor, J.**, and O'Connor, C.D. "Methods and Sampling in Dendrochronology." Natural Resources Graduate Student Organization forum: Graduate Student Training Workshop in Research Methods, January 27, 2011, University of Arizona. (co-presented).

Minor, J. "Tree-ring applications in the Sky Islands." Arizona Association of Environmental Professionals (AZAEP) Fall meeting, November 23, 2010, Tucson, Arizona. †

Minor, J. and Arizpe, A. "Cryptoclimatology: Contextualizing Recent Sightings of *Gigantopithecus canadensis*." Graduate and Professional Student Council Student Showcase, October 22-23, 2010, University of Arizona. (co-presented).

Minor, J. and Arizpe, A. "Cryptoclimatology: Contextualizing Recent Sightings of *Gigantopithecus canadensis*." 73rd Annual Meeting of the Association of Pacific Coast Geographers, September 15-18, 2010, Coeur d'Alene, ID. *Awarded the Harry and Shirley Bailey Award for Excellent Paper in Physical Geography.* (co-presented).

Anderson, G., Dick, E., **Minor, J.**, and Prichard, A. "Rethinking Water in the Arid Southwest: the Need for a New Framework for Managing Water in Arizona." 2010 Arizona Hydrological Society Symposium, September 1-4, 2010, Tucson, Arizona. *Awarded the Central Arizona Project Award for Water Research.* (presented by J. Minor and A. Prichard). †

Minor, J., Robbins, P.F., and Decker, P. "Effects of rural development on an ecosystem service: Hunting in Montana." 2010 Annual Conference of the Association of American Geographers. April 14-18, 2010, Washington, D.C.

SCHOLARLY PRESENTATIONS CONTINUED

Marston, S., Boyce, G., **Minor, J.**, Massaro, V., and Ranek, A. "Learning Research Methods through Peer-Teaching and Workshops" (Panel). 72nd Annual Meeting of the Association of Pacific Coast Geographers. September 30-October 3, 2009, San Diego, CA. (co-presented).

Minor, J. "Urban and Regional Geography of Russia." (for World Regions course), October 6, 2009, University of Arizona. †

Minor, J. "Scientific Research across Socialist Transitions: The Shifting Focus of Physical Science Research in Mongolia." 2009 Annual Conference of the Association of American Geographers, March 22-29, 2009, Las Vegas, NV.

Minor, J. "Scientific research across socialist transitions: the shifting focus of physical science research in Mongolia." Natural Resources Graduate Student Organization forum, February 19, 2009, University of Arizona.

Minor, J. "On the Fringes of Central Asia: Science and Conservation in Mongolia." (for Kazakhstan—Heart of Eurasia course), October 23, 2008, University of Arizona. †

Minor, J. "Transitional Science in post-Socialist Environments: Range Ecology in Mongolia." 2008 Annual Conference of the Association of American Geographers, April 15-19, 2008, Boston, MA.

Minor, J.J. "P-T Paths of Acadian Migmatites of the Presidential Range, New Hampshire." 2002 Annual Spring Meeting of the Geological Society of Maine, April 5, 2002, Waterville, ME.

Dupee, M., **Minor, J.**, and Eusden, J.D., Jr. "Continued Bedrock Geological Mapping in the Presidential Range, N.H.: A Progress Report for EDMAP 2001." 37th Annual Meeting of the Geological Society of America, Northeastern Section, March 25-27, 2002, Springfield, MA. (co-presented).

SCHOLARLY PRESENTATIONS CONTINUED

(* indicates
undergraduate
author)

CONFERENCE FIELD TRIPS

*Fischer, E. and **Minor, J.** "Carbon Inventory of UMF's *Schwingmoor*." Symposium Day Field Trip, UMaine Farmington Symposium Day, April 21, 2021.

Minor, J. "Biogeography and Ecology of the Santa Cruz River." Earlham College Border Studies Program, June 7, 2018.

Minor, J. "Anthropogenic Influences on Fire Regimes." Southwest Fire Science Consortium 2017 Fire Season Roadshow; Horseshoe 2 Fire – 6 Years Post-Fire, November 7-8, 2017. † <https://arcg.is/1Xauuv>

Minor, J. "Ecological Trajectories of Chiricahua Forests after Mixed-Severity Reburning." Southwest Fire Science Consortium 2017 Fire Season Roadshow; Horseshoe 2 Fire – 6 Years Post-Fire, November 7-8, 2017. † <https://arcg.is/1Xauuv>

Minor, J. "Sky Island Biogeography: Sabino Canyon and Mount Lemmon." 8th Biennial Conference of the International Biogeography Society. January 9-13, 2017.

Brice, R.L., **Minor, J.** and Minor, R.L. "Sky Islands: Biogeography, Fire Ecology and Forest Management on Mt. Lemmon." 77th Annual Meeting of the Association of Pacific Coast Geographers, September 24-27, 2014, Tucson, Arizona. (co-presented). †

Minor, J. "Fire History in the Chiricahuas." Southwest Fire Science Consortium 2011 Fire Season Roadshow; Horseshoe 2 Field Trip, November 8-9, 2012. †

Eusden, J.D., Jr., Anderson, K.B., Beaudry, E., Dupee, M., Larkin, R.R., **Minor, J.J.**, and Welling, D.E. "Domes, Volcanics, Migmatites, Refolded Folds and Granites: A Transect from the Bronson Hill Arc into the Central Maine Cover, Northern Presidential Range, New Hampshire." New England Intercollegiate Geological Conference, Trip C-1, September 29-October 1, 2006. (presented by D. Eusden, M. Dupee, R. Larkin, and **J. Minor**).

COLLEGE GOVERNANCE AND SERVICE

COLLEGE GOVERNANCE AND COMMITTEES

Sabbaticals and Scholarships Committee. University of Maine at Farmington. Fall 2019-present.

Local Science Engagement Network planning committee. Mitchell Center for Sustainability Solutions, UMaine Orono. Summer 2021.

University of Arizona Green Fund. UA Green Fund annually allocates ~\$400,000 for initiatives benefiting the University of Arizona community. Committee Member 2011-2012; Committee Chair 2012-2013; Advisor 2013-2014.

President's Advisory Council for Environmental Sustainability, University of Arizona. Committee Member Fall 2012-Spring 2014.

Graduate Faculty Representative, Laboratory of Tree-Ring Research. 2011-2012.

Graduate Certificate in Dendrochronology, Laboratory of Tree-Ring Research. Created graduate certificate program and coursework. Committee Member Summer/Fall 2011.

Graduate Faculty Representative, School of Geography and Development. 2008-2009; 2010-2011.

Southern Arizona Geographers Association, President 2008-2009.

Invited Speaker Committee, Southern Arizona Geographers Association. Speaker: Melanie DuPuis. Awarded GPSC POD grant of \$881. 2009.

Invited Speaker Committee, Southern Arizona Geographers Association. Speaker: Stephen Schneider. Raised \$4000. 2008.

Invited Speaker Committee, Southern Arizona Geographers Association. Speaker: Janisse Ray. Raised \$1000. 2007.

PROFESSIONAL & SCIENTIFIC SERVICE

SOCIETY AND PROFESSIONAL SERVICE

Reviewer: *Ecosystems*, 2017 (1), 2021 (1); *Environment & Planning E: Nature & Space*, 2020 (1); *Forest Science*, 2015-2016 (2); *Forests*, 2018 (1); *Forestry Review*, 2018 (1); *International Forestry Review*, 2018 (1); *International Journal of Wildland Fire*, 2017 (1), 2018 (2); *Land*, 2020 (2); *Remote Sensing*, 2018 (1); *Small Scale Forestry*, 2019 (1); *The Northeastern Geographer*, 2020 (1); External and NSF funding reviews, 2018 (2), 2019 (1), 2020 (1)

Maine State Representative, New England-St Lawrence Valley Geographical Society (NESTVAL), 2020-2022.

**PROFESSIONAL
& SCIENTIFIC
SERVICE
CONTINUED**

Guided Poster Session Organizer and Moderator: “People and Wildfire,” Association of American Geographers Annual Conference. April 6-10, 2019 Washington, D.C.

Maine State Geography Bee: Judge for Maine state geography competition, March 29, 2019.

Paper Session Organizer and Moderator: “Pyrogeography III: Pedosphere and Hydrosphere” and “Pyrogeography III: Biosystems.” Association of American Geographers Annual Conference. April 5-9, 2017, Boston, Massachusetts.

Paper Session Organizer and Moderator: “Post-Fire Effects.” 3rd Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, Arizona.

Moderator: “Landscape-Level Management.” 3rd Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, Arizona.

Paper Session Organizer and Moderator: “Geographies of Media XII-XV: Media, governmentality, and managing the ‘more than human’ environment.” Association of American Geographers Annual Conference. March 29-April 2, 2016, San Francisco, California.

Tree-Ring Laboratory Tours: Speaker and interpreter for groups touring the Laboratory of Tree-Ring Research. 2-3 tours/semester, 2008-2017.

Paper Session Organizer and Moderator: “Vegetation Dynamics in Mountain Environments.” Association of American Geographers Annual Conference. April 21-25, 2015, Chicago, Illinois.

Paper Session Moderator: “Student-Managed Initiatives.” Arizona Higher Education Sustainability Conference, University of Arizona, March 24-25, 2014.

Panel Session Moderator: “The Curriculum: Perspectives in Building Sustainability Literacy into Coursework.” Arizona Higher Education Sustainability Conference, University of Arizona, March 24-25, 2014.

Tree-Ring Docent Training: Prepared document summarizing fire science, tree-ring fire science, policy and management for Laboratory of Tree-Ring Research Docents. Delivered 2-hour training for docents. November 16, 2013.

Public Political Ecology Lab Instructor. 2-day training for University of Arizona undergraduate students on ecological and qualitative social science research methods. Funded by UA Green Fund MiniGrant. Summer 2013.

Sky School Fellow, University of Arizona. 3-day environmental education and methods training for AP high school students on an Arizona Sky Island. April 2013.

Reviewer, *you are here*: the journal of creative geography. 2007-2013

J. Minor, p. 25

**PROFESSIONAL
& SCIENTIFIC
SERVICE
CONTINUED**

Conference Organizer, School of Earth and Environmental Sciences EarthWeek conference. Organized and managed Laboratory of Tree-Ring Research interdisciplinary sessions. Fall 2011-Spring 2012.

College of Science ‘Second Saturday Night Downtown’: 5-hour public outreach on dendrochronology and ecological science for Laboratory of Tree-Ring Research, Downtown Tucson. August 2010, February 2011, March 2011.

Travel Grant Judge, Graduate and Professional Student Council, University of Arizona, Spring 2009, Fall 2010.

Arizona State Geography Bee: Judge for Arizona state geography competition, April 9, 2010.

Math, Science and Technology Funfest: 3-day public outreach on tree-ring science to Tucson schoolchildren. November 2008, November 2009.

MEDIA OUTREACH

MEDIA OUTREACH

"The Culture of Wildfire: Perceptions, Practices, Policies." BorderLore, Southwest Folklife Alliance, Kimi Eisele. August 28, 2018.

<https://www.southwestfolklife.org/the-culture-of-wildfire-perceptions-practices-policies/>

"ARTIFACT: Smokey Bear." BorderLore, Southwest Folklife Alliance, Kimi Eisele. August 25, 2018. <https://www.southwestfolklife.org/artifact-smokey-bear/>

"Sawmill Fire: Wildfire a hot topic for UA experts"
Arizona Daily Wildcat, Hannah Dahl. April 28, 2017.

<http://www.wildcat.arizona.edu/article/2017/04/sawmill-fire-wildfire-a-hot-topic-for-ua-experts>

"Heritage Days: Frequently-burned mountain ranges showing unique ecological recovery patterns"

Arizona Range News, Kim Vacariu. September 7, 2016.

https://www.willcoxrangenews.com/news/article_1d2a5350-7544-11e6-a9d4-9b3358d5626d.html

"Fire Prevention in the Chiricahuas"

Arizona Spotlight, Arizona Public Media, KUAZ 89.1 FM, Mark McLemore. September 19-21, 2014

<https://radio.azpm.org/p/azspot/2014/9/18/44537-fire-prevention-in-the-chiricahuas/>

"Spring Break = Spring Fling!"

Mrs. Green's World, Gina Murphy-Darling, Radio interview. April 1, 2014

<http://www.mrsgreensworld.com/2014/04/02/spring-break-spring-fling-2/>

"Google Earth Maps Help Track Deforestation Patterns"

Arizona Public Media, KUAZ 89.1 FM, Amanda Le Claire. November 22, 2013

<https://www.azpm.org/s/16668-google-earth-maps-helps-track-deforestation-patterns/>

"Q&A: The Value of Experiential, Field-Based Courses"

UA News, Shelley Litton. October 8, 2013

<http://uanews.org/blog/qa-value-experiential-fieldbased-courses>

"CAPLA Building to Upgrade with Sustainable Roof"

Arizona Daily Wildcat, Katie Bickell. September 30, 2013

<http://www.wildcat.arizona.edu/article/2013/09/capla-building-to-upgrade-with-sustainable-roof>

"ASU, UA Athletic Units Win National Recognition for Sustainability Efforts"

Cronkite News, Nicole Tropp. September 24, 2013

<http://cronkitenewsonline.com/2013/09/sustainability-efforts-by-asu-ua-athletic-departments-win-national-recognition/>

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**MEDIA
OUTREACH
CONTINUED**

“UA Student Revives Campus Garden”
Arizona Daily Wildcat, Brittney Mejia. September 5, 2013
<http://www.wildcat.arizona.edu/article/2013/09/ua-student-revives-campus-garden>

“Green Fund Approves 21 Sustainability Projects for 2013-14 School Year”
Arizona Daily Wildcat, Sarah-Jayne Simon. April 8, 2013
<http://www.wildcat.arizona.edu/article/2013/04/green-fund-approves-21-sustainability-projects-for-2013-14-school-year>

“GPSC Sees Increase in Nominees at Awards Ceremony”
Arizona Daily Wildcat, Rachel McCluskey. March 29, 2013
<http://www.wildcat.arizona.edu/article/2013/03/gpsc-sees-increase-in-nominees-at-awards-ceremony>

“New Green Fund-Supported Sustainability Projects Named”
UA News, La Monica Everett-Haynes. March 25, 2013
<http://uanews.org/story/new-green-fund-supported-sustainability-projects-named>

“Green Fund Tables Allocation Requests”
Arizona Daily Wildcat, Brittney Mejia. November 28, 2012
<http://www.wildcat.arizona.edu/article/2012/11/ua-green-fund-committee-meeting-requests-112812>

**TRAININGS &
CERTIFICATIONS**

JOB-RELATED CERTIFICATIONS AND TRAININGS

Information Security Training: University of Arizona. Online training. October 12, 2021. 1 hour.

FERPA Training: University of Maine-Farmington. Online training. December 7, 2018. 1 hour.

Safe Zone Training: University of Maine-Farmington. October 5, 2018. 1.5 hours.

Title IX Training: University of Maine-Farmington. September 13, 2018. 2 hours.

Sexual Harassment Prevention Training: University of Maine-Farmington. Online training. July 18, 2018. 1 hour

Hazard Communication (HazCom) Training: University of Maine-Farmington. Online training. July 16, 2018. 1 hour.

Safe Zone: University of Arizona. Online training. January 26-February 5, 2018.

TRAININGS & CERTIFICATIONS CONTINUED

Certification: Leader in Classroom Diversity & Inclusion. University of Arizona. October 4-25, 2017. 6 hours.

Serving our International Students: Perspectives on Different Classroom Expectations

Designing Effective Courses for Diverse Learners

Difficult Issues & Hot Topics: Engaging Controversies as Learning Opportunities

Reducing Unconscious Bias & Micro-Aggressions in the Classroom

Preventing Sexual Misconduct (Title IX): University of Arizona. Online training. March 23, 2009 & June 15, 2017.

Building Productive and Ethical Mentoring Relationships: University of Arizona. Ethics and techniques of effective mentoring. 1.5 hours. October 14, 2016.

Conflict of Interest Training: University of Arizona. December 1, 2012 and June 21, 2016. Certified December 2012-June 2020.

Multivariate Community Analysis using PC-ORD: Online via Pennsylvania State University, Dr. Jeri Peck. May 9-13, 2016.

Writing Effective Multiple Choice Questions: University of Arizona Office of Instruction and Assessment. August 15, 2012.

Information Security Awareness Training: University of Arizona. Online training. August 27, 2010.

S212 Wildland Fire Chainsaws: United States Forest Service, Tucson, AZ. Classroom and practical training for wildland chain/saw use and safety. 36 hours. April 19-22, 2010.

Human Subjects Research Training for Social & Behavioral Research Investigators. University of Arizona. Online training. April 3, 2007 & November 10, 2009. Certified April 2007-November 2013.

FERPA Compliance Training. University of Arizona. Online training. August 19, 2006.

First Responder, Maine State Emergency Response Commission, Islesford, ME. Basic medical training for first responders. 52 hours. March 2-6, 2005. Certified March 2005-September 2007.

Wilderness First Responder, SOLO, Conway, NH. Wilderness and remote first aid. 80 hours. April 16-22, 2000 & March 8-15, 2003. Certified April-March 2006.

J. Minor, p. 29

**TRAININGS &
CERTIFICATIONS
CONTINUED**

CERTIFICATIONS AND PROFICIENCIES

- **S212 Wildland Fire Chainsaws**, April 19-22, 2010
- **Wilderness and Remote First Aid**, May 22-23, 2010
- **Adult First Aid/CPR/AED**, May 8, 2010
- **First Responder**, April 2-6, 2005
- **Wilderness First Responder**, April 16-22, 2000; March 8-15, 2003
- **Software Proficiencies:**
 - *Spatial analysis and modeling*: ArcGIS v.10, ERDAS IMAGINE
 - *Multivariate statistical analysis*: PC-ORD v. 6
 - *Statistics and plotting*: R, MATLAB, and SigmaPlot
 - *Database*: Microsoft Access and Excel
 - *Dendrochronology*: FHAES, FHX, Tellervo, COFECHA

**ENVIRONMENTAL
STUDIES
COURSEWORK
(credit hours)**

ENVIRONMENTAL GEOGRAPHY (46 hours)

Introduction to Dendrochronology (4)
 Rangeland Inventory & Monitoring (4)
 Ecology & Politics of Maine's Forests (4)
 Dendrochronology (3)
 Biogeography (3)
 Geography & Dendrochronology: Treeline Dynamics (3)
 Physical Geography: Invasive Species (3)
 Paleoclimatology (3)
 Research: Multiple Disturbance Interactions (3)
 Research: Forest & Shrubland Ecology (3)
 Water Resources Geography (3)
 Renewable Natural Resources: Restoration Ecology (2)
 Renewable Natural Resources: Fire Ecology (2)
 Grazing Ecology & Management (2)
 Renewable Natural Resources: Forestry Practicum (1)
 Topics in Dendrochronology (2)
 Watershed Management (1)

SPATIAL ANALYSIS & GIS (20 hours)

Applied Time Series Analysis (3)
 Fire Mapping (3)
 GIS for the Natural and Social Sciences (3)
 Advanced GIS (3)
 Cartographic Modeling of Natural Resources (3)
 Spatial Analysis & Modeling (3)
 Practicum: Multiple-Disturbance Mapping (2)

COMMUNITIES-ECOSYSTEMS-LANDSCAPES (29 hours)

Political Ecology: Institutions, Environmental Change, and Development (9)
 "Nature" in Human Culture (4)
 Culture, Nature, & Environmental Policy (4)
 "Wilderness" in Religious Imagination (4)
 Environments & Environmentalism: Native & European Land Use in Western
 North America (4)
 Western North American Native Culture, History & Environments (4)

PHYSICAL AND NATURAL SCIENCES (44 hours)

Plate Tectonics & the Earth's Interior (4)
 Geology of the Maine Coast by Sea Kayak (4)
 Tectolithofacies of the Northern Appalachians (4)
 Structural Geology (4)
 Sedimentology (4)
 The Lithosphere (4)
 Rock-Forming Minerals (4)
 Chemical Structure (4)
 Chemical Reactivity in Environmental Systems (4)
 The Hydrosphere (4)
 Groundwater Hydrology (4)

**ENVIRONMENTAL
STUDIES
COURSEWORK
(credit hours)
CONTINUED**

RESEARCH METHODS & PROFESSIONAL DEVELOPMENT (13 hours)

Research Design (3)
Critical Methodological Practice (3)
MATLAB Data Processing for Environmental Sciences (3)
College Teaching (2)
Preparing Future Faculty in Geography (2)

**PROFESSIONAL
AFFILIATIONS**

PROFESSIONAL AFFILIATIONS

- **American Association of Geographers.** Specialty groups: Biogeography; Cultural and Political Ecology; Environmental Perception & Behavioral; Paleoenvironmental Change
- **New England St. Lawrence Valley Geographical Society (NESTVAL)**
- **Gamma Theta Upsilon**, Zeta Upsilon chapter
- **Tree-Ring Society**
- **Association for Fire Ecology**
- **Phi Beta Kappa**

**PROFESSIONAL
REFERENCES**

PROFESSIONAL REFERENCES

Dr. Greg A. Barron-Gafford

University of Arizona
Associate Professor, School of Geography and Development/Biosphere 2
(520) 548-0388, gregbg@email.arizona.edu

Dr. Donald A. Falk

University of Arizona
Professor, Natural Resources & Dendrochronology
(520) 626-7201, dafalk@email.arizona.edu

Dr. Stephen R. Yool

University of Arizona
Professor, Geography
(520) 621-8549, yools@email.arizona.edu

Dr. Christopher R. Coggins

Bard College at Simon's Rock
Faculty in Geography and Asian Studies
(413) 528-7282, ccoggins@simons-rock.edu

BROOKE NADEAU

BROOKE.M.NADEAU@MAINE.EDU • 207-316-9902

PROFILE SUMMARY

Professional with four years of experience educating and training new staff and assisting struggling staff members. Wrote training manuals and created PowerPoint presentations to assist staff with mastering business processes. Cognizant of unique learning styles including tactile, visual and auditory learners and routinely adjusted training delivery to meet the needs of trainees. Possessing strong management and administrative abilities. Noted for exceptional writing and communication skills. Passionate about implementing new best practice policies. Taught communication skills for troubled adolescents.

SKILLS

- Microsoft Word, Excel and PowerPoint
- Multitask and Organizational Management
- Exceptional written and verbal communication skills
- Professional Demeanor
- Maintaining Confidentiality/ HIPPA
- Computer Service Skills
- Use of General Office Equipment
- Brightspace
- Blackboard

EDUCATION

Master of Science Degree, Rural Public Safety**May 2019**

University of Southern New Hampshire, Manchester

National Society of Leadership and Success GPA 3.52

Bachelor of Science Degree, Rural Public Safety**December 2017**

University of Maine at Fort Kent, Fort Kent

PROFESSIONAL EXPERIENCE

Maine School District #27, Fort Kent, Maine**June 2021 to Present****Alternative Educator**

- Responsibilities included implemented and instructed core subjects to 10-12 grade levels in alternative schooling.
- Consulted with peers to discipline an uncontrollable student challenged by noncompliant and aggressive behavior, instituted effective behavior modification techniques and reinforced positive behavior to sustain a calm and controlled classroom.
- Created and integrated lesson plans in all core subjects.
- Communicated with parents, students and other teachers on a regular basis.
- Used appropriate judgment to always act in the best interest of students.
- Identified instructional methods and materials that are most appropriate for meeting lesson objectives.
- Knowledge of procedures for things like disciplining pupils and classroom evaluation. Implemented 504 and IEP plans for each individual student.

Northern Maine General, Eagle Lake, Maine**May 2021 to Present****Activity Coordinator**

- Provide supportive services to residents to meet their needs
- Routinely implement rules, regulations, policies, and procedures to ensure compliance with HIPAA and other state and Federal statutes
- Design and plan programs to encourage socialization, provide entertainment, relaxation, and fulfillment, and improve daily living skills.
- Manage subordinate staff of four employees and twenty volunteers in the day-to-day performance of their jobs
- Carry out investigative actions on employees who are not in compliance with state and federal regulations as needed
- Ensure that project/department milestones/goals are met and adhering to approved budgets

University of Maine at Fort Kent, Fort Kent, Maine**January 2020 to Present****Criminal Justice Department Adjunct Faculty**

- Challenge and motivate students through in-depth lectures and discussions
- Lecture and communicate effectively with students from diverse backgrounds
- Develop and teach online courses in Criminal Justice and Rural Public Safety
- Grade and proctor papers, quizzes and final exams
- Maintain thorough records of student attendance and grades
- Initiate thought-provoking discussions to develop students critical thinking abilities

Northern Maine Medical Center, Fort Kent, Maine**February 2020 to October 2020****Patient Financial Services Supervisor**

- Manage subordinate staff of eleven employees in the day-to-day performance of their jobs
- Perform weekly quality review audits on subordinate staff
- Create quarterly goals and made recommendations to improve efficiency
- Implementing standards and procedures to measure the effectiveness of agency activities
- Communicate Payer trends to management
- Monitor claims/payments for timely billing/posting

Northern Maine Medical Center, Fort Kent, Maine**July 2019 to February 2020****Revenue Integrity Analyst**

- Organize and coordinate patient's financial obligations
- Oversee registration locations, ensure proper registration of patients and provide trainings
- Oversee prior authorization process ensuring hospital payment
- Respond to patient's questions about financial issues and payment options
- Cost analysis of hospital services provided
- Advise patients of potential balances for upcoming services and collect payments
- Assist Patient Financial Services Manager in day to day operates within the department
- Audit accounts for errors within self-pay collectors and provide education on their errors.

Northern Maine Medical Center, Fort Kent, Maine**August 2018 – July 2019****Alzheimer's Association Committee, Co-Chair**

- Plans and implements committee meetings and fundraising ideas
- Responsible for recruiting volunteers to participate on the day of the event
- Set up and assisting with annual Alzheimer's walk

BROOKE NADEAU | PAGE 2 | BROOKE.M.NADEAU@MAINE.EDU • 207-316-9902

Northern Maine Medical Center, Fort Kent, Maine**August 2017 to July 2019****Activity Coordinator**

- Provide supportive services to residents in an effort to meet their needs
- Routinely implement rules, regulations, policies, and procedures to ensure compliance with HIPAA and other state and Federal statutes
- Design and plan programs to encourage socialization, provide entertainment, relaxation, and fulfillment, and improve daily living skills.
- Manage subordinate staff of four employees and twenty volunteers in the day-to-day performance of their jobs
- Carry out investigative actions on employees who are not in compliance with state and federal regulations as needed
- Ensure that project/department milestones/goals are met and adhering to approved budgets

Northern Maine Medical Center, Fort Kent, Maine**November 2017 – April 2018****Children Psychiatric Ward Volunteer**

- Interacted with troubled adolescents on the unit
- Taught communication skills through interactions

Maine State Police, Troop F, Houlton Barracks**September 2017 – October 2017****Intern**

- Ride along with different law enforcement officers
- Recorded experiences of each trip, with a total of 147 ride along hours
- Learned how to conduct a traffic stop
- Gained knowledge on warrant and bail checks, vehicle searches, field sobriety, and business checks
- Learned proper use of radar and writing of traffic citations
- Assisted in writing accurate reports for use in court

Ashland Police Department, Ashland, Maine**June 2017 – September 2017****Intern**

- Ride along with different law enforcement officers
- Recorded experiences of each trip, with a total of 103 ride along hours
- Learned how to conduct a traffic stop
- Gained knowledge on warrant and bail checks, vehicle searches, field sobriety, and business checks

Northern Maine Medical Center, Fort Kent, Maine**May 2015 to August 2017****Receptionist/ Financial Advocate**

- Organized and coordinated patient's financial obligations
- Assessed the financial situations of medical facility patients
- Assisted with finding programs for patient's medical responsibility
- Responded to patient's questions about financial issues and payment options
- Initiated administrative collection actions as required
- Obtained and scanned patient insurance cards and documents into the registration system
- Managed calls from patients and insurance companies regarding patient balances
- Collected payments
- Advised patients of their outstanding balances

BROOKE NADEAU | PAGE 3 | BROOKE.M.NADEAU@MAINE.EDU • 207-316-9902

Sharon Ross

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EDUCATION

MFA in Creative Writing

University of Southern Maine

Critical Thesis: "Techniques for the Part-Time Writer"

Creative Thesis: "Heartthrobs" (creative nonfiction and short fiction collection)

BA in English

California State University San Bernardino

CERTIFICATIONS

Registered Yoga Teacher 200-hour — Maine Yoga School - Yoga Alliance, May 2021

Google Certified Educator Level 1 — Google Education, July 2020

Designing for Online Learning — Global Online Academy, May 2020

Grantsmanship Training Program — The Grantsmanship Center

TEACHING AND MENTORING EXPERIENCE

Lecturer of English — 2017-present

Early College Liaison — 2018-2020

College of Arts & Sciences, University of Maine Augusta

46 University Drive, Augusta, ME 04330

Assigned courses:

- College Writing (online and in the classroom)
- Grant Writing (online)
- Writing for the Allied Sciences (hybrid course)
- Professional Writing (online and in the classroom)

Major projects/Areas of Focus

- Collaborated with the Campus Compact and Good Shepherd Food Bank to create a service-learning option for grant writing students to work with community organizations to write grant proposals for local nonprofits in rural Maine.
- Use video and audio (Kaltura and AdobeSpark) to develop multimedia content for online course modules; also teach students how to use these tools for multimedia assignments
- Create assignments and activities that develop cognitive abilities, critical thinking, problem-solving ability, communication, and higher-order thinking skills among first-generation, international, traditional, and nontraditional college students
- Served as the academic liaison to high school teachers of Composition and Literature courses for the Early College program. Provided feedback on curriculum and performed annual grading calibrations of student work
- Coordinated, developed and co-facilitated a grading and assessment workshop for Early College high school students to help teachers better understand college-level assessment practices and share best practices

Writing Faculty — 2016-present

Upward Bound, Bowdoin College

225 Maine Street, Brunswick, ME 04011

Courses taught:

- Rising Junior and Senior writing for interdisciplinary sessions featuring microbiology, climate science, math, data science, writing, research, and ecosystems.
- Rising Junior Expository writing
- Graduating Senior Bridge writing and college skills seminar

Major projects/Areas of Focus

- **2021 Theme:** *Futurama-Healthy Climate, Clean Energy*. Students focused on Goals 7 and 13 of the United Nations Sustainable Development Goals and conducted some reality-based dreaming to create solutions to help address these goals. Students learned how to conduct scholarly research, how to evaluate sources for bias, and how to consider equity and unintended consequences of implementing solutions to climate change. This was conducted entirely online via synchronous Zoom sessions and asynchronous project work via Google Classroom.
- **2020 Theme:** *Stir it Up*. Students explored how food impacts our lives, from the stories we know about our family kitchen, traditions, and culture, to the science behind how food is made and how it impacts our health to how food is produced and impacts the environment. This was conducted entirely online via synchronous Zoom sessions and asynchronous project work via Google Classroom.
- **2019 Theme:** *The Art and Science of Paying Attention*. Students learned about inductive and deductive reasoning, the scientific method, elements of academic research, and how to detect fake news and propaganda. Students chose a STEAM-related topic to observe, analyze, and research during the Upward Bound session and reported their findings using multi-modal options
- **2018 Theme:** *The Walkabout and Coming of Age*. Students learned about coming-of-age traditions from around the world, learned how to conduct primary and secondary research, and reflected on coming-of-age themes in contemporary and historical literature.

English Lecturer III — 2017-present

Department of English, University of Southern Maine
96 Falmouth Street, Portland, ME 04103

Courses taught:

- Creative Writing
- Professional Writing
- College Writing (online)

Major projects/Areas of Focus

- Develop project-based assignments that promote digital and information literacy, critical thinking, and academic habits of mind
- Create assignments that involve anti-racist perspectives and critical thinking
- Encourage students to engage with the community and their future careers by incorporating assignments that involve real-world experiences, including informational interviews of employers and funders, grant proposals that garner funding for local organizations, and business plans for new businesses

English Adjunct Faculty — 2006-2019

Department of English Southern Maine Community College
2 Fort Road, South Portland, ME 04106

Courses taught:

- English Composition (in the classroom and online)
- Introduction to Literature
- College Reading Skills (Developmental Reading)

- Freshman Interest Group Seminar
- Freshman Interest Group for Upward Bound Bridge students

Major projects/Areas of Focus

- Served as the creative nonfiction judge for the 4th annual Joy of the Pen writing competition, hosted by the Topsham Public Library and Just Write Publishers
- Among the first few adjunct faculty to develop and instruct an online section of English Composition using Blackboard course management software
- Encouraged students to engage with the community and their future careers by incorporating assignments that involved real-world experiences, including attendance of local theater productions or author talks, visiting art museums, participating in local writing competitions, attending town meetings, touring local businesses, conducting informational interviews of employers, etc.

Adjunct English Instructor — 2007-2016

Department of Humanities Central Maine Community College

1250 Turner Street, Auburn, ME, 04210

Courses taught:

- College Writing
- Interpersonal Communications
- Business Communications
- English Workshop (Developmental Reading/Writing)
- ◆ Introduction to Literature
- ◆ Group Process
- ◆ Technical Writing

Major projects/Areas of Focus

- Helped students connect to on-campus resources and support, advising resources, off-campus internship or employment opportunities, community engagement opportunities, lifelong learning resources, and other professional resources
- Facilitated several service-learning projects, including one that created the campus' first environmental club

TUTORING EXPERIENCE

Southern Maine Community College — 2016

2 Fort Road, South Portland, ME 04106

Central Maine Community College — 2007-2009

1250 Turner Street, Auburn, ME, 04210

- Provided one-on-one support to students, including English Language Learners, in all aspects of writing — from thesis development to editing and revision — for any writing project.

UNIVERSITY SERVICE

Digital Humanities Initiative Committee member 2018 — 2020

Department of English, University of Southern Maine

- Collaborated with other faculty to develop assignments that integrate digital tools and information literacy pedagogy.

Terry Plunkett Poetry Festival Planning Committee member 2018 — 2019

College of Arts & Sciences, University of Maine Augusta

- Supported coordination of the annual poetry festival via outreach to state high school teachers

Grading Calibration study participant 2018 — 2019

College of Arts & Sciences, University of Maine Augusta

- Served as a liaison with Early College high school teachers who participated in a grading calibration study facilitated by the university's Director of Institutional

Research and Assessment.

Freshman Interest Group Development Committee 2014*Southern Maine Community College*

- Provided input during the development of curriculum for Freshman Interest Group Seminars, which focused on increasing student retention and academic success rates

PROFESSIONAL EXPERIENCE**Administrative Assistant/Test Coordinator, Falmouth High School - 2020 - present**

74 Woodville Road, Falmouth, ME 04105

- Improved school safety by collaborating with the IT department and administrative staff to coordinate a COVID-19 health screening process for 2,000 students and staff using GSuite, SQL lite, PowerSchool, and Tableau
- Coordinate and administer the SAT and PSAT for 700 high school students
- Collaborate with the guidance office to update grades and transcripts using PowerSchool SIS
- Developed social media presence via Instagram, Facebook, and Twitter, increasing followers from zero to nearly 500 followers in less than 6 months
- Work with team leaders and administration to register and schedule students

Development Coordinator, Topsham Public Library — 2015 - 2017

25 Foreside Road, Topsham, ME 04086

- Coordinated several panel discussions about current trends in the workplace for library Business Roundtable members. Discussion topics included “Millennials in the workplace” and “Workforce Development.” Presenters were experts from local colleges and workforce research analysts
- Redesigned the annual report for in-house production using Adobe InDesign, reducing print costs by 10 percent.
- Developed a fundraising and marketing plan that increased the number of corporate sponsors by 25 percent and the value of individual donations by 20 percent

Marketing Manager and Program Director, Volunteers of America — 2007-2014

14 Maine Street, Suite 301, Brunswick, ME 04011

- Facilitated experiential service-learning projects with Bowdoin College students in support of a volunteer income tax assistance program
- Collaborated with about 20 regional organizations and businesses and 10 coalitions statewide to implement and manage a robust economic justice program
- Successfully raised \$12,000 a year for a Volunteer Income Tax Assistance program
- Developed a grassroots outreach campaign for the tax program that helped increase the number of clients served by 40 percent in the first two years
- Wrote and managed an annual IRS grant valued at \$82,000 a year with 10 sub-grantees
- Collaborated with agency program managers, the COO and CEO to develop a marketing and communications plan that helped increase visibility of the agency
- Created an effective training program for IRS-certified volunteer tax preparers, helping increase the number of volunteers by 50 percent in the first year.

Marketing Coordinator, Woodard & Curran, Portland, ME — 2002 - 2006

41 Hutchins Drive, Portland, ME 04102

- Interviewed engineers and project managers to write and design case studies, RFP content and technical reports for 500-person environmental engineering firm

- Wrote, edited, and designed marketing materials, newsletters and website content using Adobe Creative Suite, including InDesign, Photoshop, Illustrator, etc.
- Developed corporate communication strategies in partnership with the Director of Marketing and the executive team
- Transformed technical notes and interviews into audience-driven case studies or articles

PUBLICATIONS (Articles, poems, nonfiction, and creative nonfiction essays)

- 2020. *Angels in the Streets*. <https://angelsinthestreets.wordpress.com/> Blog.
- 2017. "Road Trip to Eastport" *Northern New England Journey*. American Automobile Association. Print.
- 2010. "The State of Sunshine." *Lake Effect: A Journal of the Literary Arts*. Penn State Erie/The Behrend College. Erie, Pennsylvania. Print.
- 2010. "The Night of Second Chances." *Tales from the Field*. Volunteers of America. Alexandria, Virginia. Print.
- 2008-2010. "Bootstraps" Blog. *Raising Maine*, Portland Press Herald. Portland, Maine. Web.
- 2008-2010. Contributing Writer. *Raising Maine*, Portland Press Herald. Portland, Maine. Print.
- 2002. "The Right Stuff: CFOs, Auditors, and Audit Committees Reexamine Their Relationships." *California CPA*. Redwood City, California. October. Print.
- 2002. "The Tax Implications of FAS 141 and 142." *California CPA*. Redwood City, California. May. Print.
- 2002. "Sell Yourself: Mid-Career CPAs Tackle Job Search Challenges." *California CPA*. Redwood City, California. May. Print.
- 2002. "The Future Looks Bright." *Employment Times*. Lewiston, Maine. April.
- 2001. "Jumping Through Hoops: Goodwill Offers Investors Clarity and CFOs Complexity." *California CPA*. Redwood City, California. December.
- 2001. "Strength in Numbers." *California CPA*. Redwood City, California.
- 2001. "Mango-Breasted Stranger." Poem. *The Pacific Review*. California State University, San Bernardino.
- 2001. "Shoes." Poem. *The Pacific Review*. California State University, San Bernardino.
- Numerous articles as a Features Writer for the *San Bernardino County Sun*, 2000-2001.

CONFERENCE PRESENTATIONS

- **October 2019. "Wiki Power: Teaching Research and Digital Literacy with Wikipedia."** Two-Year College English Association Northeast Conference, Southern Maine Community College. The workshop included a review of current research, a discussion of the project design and reflection results, and a discussion about how to develop digital humanities projects that engage students.
- **May 2019. "Two Birds: How Reflective Writing Serves Multiple Outcomes in any Course."** Faculty Institute, University of Maine Augusta. This 45-minute workshop explored how metacognitive assignments, or reflections, can meet some of the desired outcomes of writing across the curriculum pedagogy, including enhancing critical thinking skills, developing habits of mind, and engaging in "deep-learning" of material. The session invited participants to develop their own reflective assignments through a brief lecture, review of model reflective assignments, group discussion, and hands-on practice.
- **April 2019. "Grading and Assessment Workshop for Early College High School Teachers."** University of Maine Augusta. This 3-hour workshop included a discussion of best practices for assessing student work in English 101 and 102 courses.
- **July 2007. "Techniques for the Part-Time Writer."** University of Southern Maine

Stonecoast Master's Thesis presentation. This 90-minute presentation included a brief instructional lecture, followed by audience participation in the techniques and a discussion.

VOLUNTEER EXPERIENCE

- IRS-certified Volunteer Tax Preparer, Midcoast CA\$H, 2009-2014
- Common Ground Fair Volunteer, 2012-2013
- After-school Arts and Crafts Club Leader, Mt. Ararat Middle School, 2009-2010

REFERENCES

- **Gregory M. Fahy**, Dean of the College of Arts & Sciences
University of Maine Augusta, 46 University Drive, Augusta, ME 04330
207-621-3255, gregory.fahy@maine.edu
- **Kristin Rieff**, Adjunct Faculty
University of Maine Augusta and Southern New Hampshire University;
207-449-0931, kristin.rieff@maine.edu
- **James Whitten**, Dean, Midcoast Campus
Southern Maine Community College Midcoast Campus 29 Sewall Street, Brunswick, ME
04011, 207-844-2103, jwhitten@smccme.edu

November 2021

3.1

Valerie Rubinsky, Ph.D.

46 University Drive
Augusta, ME 04330

207-621-3516
valerie.rubinsky@maine.edu

EDUCATION

Doctor of Philosophy

April 2019

Communication Studies, Ohio University, Athens, OH

- Emphasis: Interpersonal Communication
- Related areas: Health Communication
- Dissertation title: Extending sex as an intergroup arena:
Testing the mediating role and management of identity gaps in
sexual communication on relational, sexual, and health
outcomes in “non-normative” relationships
- Chair: Dr. Angela M. Hosek

Master of Arts

May 2014

Communication Management, Emerson College, Boston, MA

- Emphasis: Public Relations and Stakeholder Communication

Bachelor of Arts

May 2012

Journalism, Temple University, Philadelphia, PA

PROFESSIONAL EXPERIENCE

Assistant Professor

- University of Maine at Augusta
Assistant Professor of Communication
Social Science Department
Affiliate Graduate Faculty
Trauma-Informed Emergency Management Program
September 2019-Present

Graduate Faculty

- University of Maine, University of Maine System
Communication and Journalism Department
September 2021-Present

Adjunct Professor

- Widener University
Center for Human Sexuality
Graduate Program Faculty
Lead Instructor, Foundations of Relationships
and Sexuality Across the Lifespan Course
August 2021-Present

Graduate Teaching Associate

- Ohio University, Athens, OH
School of Communication Studies
August 2015-July 2019

Research Assistant

- Ohio University, Athens, OH May 2018-August 2018
Heritage College of Medicine
- Emerson College, Boston, MA January 2014-June 2015
Communication Studies Department

Production Assistant

- *Routledge Handbook of Communication and Bullying*, C. Beck & R. West (Eds.). March 2018-April 2018
- *Handbook of Instructional Communication: Relational and Rhetorical Perspectives*. M. Houser & A. Hosek (Eds.). January 2017-April 2017

AmeriCorps Member

- Keys Service Corps, Pittsburgh, PA August 2014-July 2015

TEACHING EXPERIENCE

UNIVERSITY OF MAINE AT AUGUSTA

- Interpersonal Health Communication [Online] [3 sections]
- Health Communication [Online] [1 section]
- Health Communication [Video Conference] [1 section]
- Interpersonal Communication [3 sections]
- Interpersonal Communication [Online] [10 sections]
- Interpersonal Communication [Video Conference] [3 sections]
- Interpersonal Communication [Early College] [2 sections]
- Public Speaking [1 section]
- Public Speaking [Online] [1 section]
- Crisis Communication [Online] [1 section]
- Crisis Communication [Graduate] [1 section]
- Social Science Senior Capstone [Spring 2022]

WIDENER UNIVERSITY

- Sexuality & Relationships Across the Lifespan [Graduate] [1 section]

OHIO UNIVERSITY

- Communication Among Cultures [2 sections]
- Techniques of Group Discussion [2 sections]
- Techniques of Group Discussion [Online] [1 section]
- Communication in Interpersonal Relationships [5 sections]
- Communication in Interpersonal Relationships [Online] [1 section]
- Fundamentals of Public Speaking [6 sections]

SCHOLARSHIP

LAB WORK

Co-Director, Intimate Communication Lab (www.intimatecommmlab.org)

PUBLISHED BOOKS

1. Cooke-Jackson, A., & **Rubinsky, V.** (Eds.). (2021). *Communicating Intimate Health*. Washington, D.C.: Rowman & Littlefield.

ARTICLES PUBLISHED IN REFEREED ACADEMIC JOURNALS

29. Kerr, A., **Rubinsky, V.**, & Duty, K. (Accepted). Pediatricians' communication about medical uncertainty: Goal-oriented communication and uncertainty management. *Health Communication*.
28. Cooke-Jackson, A., **Rubinsky, V.**, & Gunning, J. (2021). "Wish I would have known that before I started using it:" Contraceptive messages and information seeking among young women. *Health Communication*. Advance online publication. <http://doi.org/10.1080/10410236.2021.1980249>
27. **Rubinsky, V.**, Cooke-Jackson, A., McMahon, T., Roldan, M., & Aragon, A. (2021). "It strengthened my core relationships and filtered out the rest:" Intimacy communication during COVID-19. *Sexuality & Culture*. Advance online publication. <http://doi.org/10.1007/s12119-021-09890-1>
26. Waldbuesser, C., **Rubinsky, V.**, & Titsworth, S. (2021). Teacher emotional labor: Examining teacher feeling rules in the college classroom. *Communication Education*, 70(4), 384-401. <http://doi.org/10.1080/03634523.2021.1936097>
25. **Rubinsky, V.** (2021). Toward a typology of identity gaps in "non-normative" sexual partner communication. *Archives of Sexual Behavior*, 50(4), 1551-1567. <http://doi.org/10.1007/s10508-020-01870-0>
24. Lannutti, P., Butauski, M., **Rubinsky, V.**, & Hudak, N. (2021). Setting the agenda: LGBTQ and SGM family communication. *Journal of Family Communication*, 21(2), 138-143. <https://doi.org/10.1080/15267431.2021.1912048>
23. **Rubinsky, V.** (2021). Exploring the relational nature of identity gap management in sexual communication. *Journal of Intercultural Communication Research*. Advance online publication. <http://doi.org/10.1080/17475759.2021.1893794>
22. Hosek, A. M., **Rubinsky, V.**, Hudak, N., Davari, S., & Sanberg, S. (2021). Exploring the

type and impact of memorable hate messages on intergroup biases, egalitarian attitudes, and self-esteem. *Journal of Intercultural Communication Research*, 50(2), 103-121. <https://doi.org/10.1080/17475759.2021.1888147>

21. **Rubinsky, V.**, McMahon, T., Cooke-Jackson, A., & Gunning, J. (2021). "Just put a towel down:" Approaching conversations about period sex with an intimate partner. *Sexuality & Culture*, 25(4), 1366-1382. <http://doi.org/10.1007/s12119-021-09821-0>
20. **Rubinsky, V.**, & Cooke-Jackson, A. (2021). "It'd be nice to know I'm allowed to exist:" Designing ideal familial adolescent messages for LGBTQ women's sexual health. *American Journal of Sexuality Education*, 16, 2, 221-237. <https://doi.org/10.1080/15546128.2021.1880346%20>.
19. **Rubinsky, V.** (2021). Sources and strategies for managing sexual conflict in diverse relationships. *Sexuality & Culture*, 25(3), 904-924. <http://doi.org/10.1007/s12119-020-09800-x>
18. **Rubinsky, V.** (2020). Sexual compliance in understudied relationships. *Communication Studies*, 71(5), 879-895. <http://doi.org/10.1080/10510974.2020.1807374>
17. **Rubinsky, V.** (2020). A communicative interdependence perspective on sex and technology in bondage, domination, and sadomasochist relationships. *Communication Quarterly*, 68(4), 375-396. <http://doi.org/10.1080/01463373.2020.1804958>
16. **Rubinsky, V.**, & Hosek, A. M. (2020). "We have to get over it:" Navigating sex talk through the lens of sexual communication comfort and sexual self-disclosure in LGBTQ intimate partnerships. *Sexuality & Culture*, 24, 613-629. <http://doi.org/10.1007/s12119-019-09652-0>
15. **Rubinsky, V.**, Gunning, J., & Cooke-Jackson, A. (2020). "I thought I was dying:" (Un)Supportive communication surrounding early menstruation experiences. *Health Communication*, 35, 242-252. <http://doi.org/10.1080/10410236.2018.1548337>
14. **Rubinsky, V.** (2019). Extending the theory of resilience and relational load into polyamorous relationships. *Interpersona: An International Journal on Personal Relationships*, 13, 144-170. <http://doi.org/10.5964/ijpr.v13i2.364>
13. Gunning, J., Cooke-Jackson, A., & **Rubinsky, V.** (2019). Negotiating shame, silence, abstinence, and period sex: Women's shift from harmful memorable messages about reproductive and sexual health. *American Journal of Sexuality Education*, 15, 111-137. <http://doi.org/10.1080/15546128.2019.1669511>
12. Kerr, A., Thompson, C., & **Rubinsky, V.** (2019). Memorable messages parents of children with vascular birthmarks receive from others: Implications for stigma and identity. *Health Communication*. Advance online publication. <http://doi.org/10.1080/10410236.2019.1582314>

11. **Rubinsky, V.** (2019). Identity gaps and jealousy as predictors of satisfaction in polyamorous relationships. *Southern Communication Journal*, 84, 17-29. <http://doi.org/10.1080/1041794X.2018.1531916>
10. **Rubinsky, V.** (2018). Revealing or concealing polyamory in the family: Cultural rules for communicating polyamory to family members. *Women & Language*, 41, 16-38. **Lead article.**
9. **Rubinsky, V.**, Cooke-Jackson, A., Gunning, J., & Bartson, C. (2018). "You can use the app instead of guessing:" Women's use of period-tracking mobile applications for menstrual management. *International Journal of Health and Media Research*, 2, 101-118. <http://ijhmr.hallym.ac.kr/>
8. **Rubinsky, V.**, Hosek, A. M., & Hudak, N. (2018). "It's better to be depressed skinny than happy fat:" College women's memorable body messages and their impact on body image, rape myth acceptance, and self-esteem. *Health Communication*, 34, 1547-1555. <http://doi.org/10.1080/10410236.2018.1504659>
7. **Rubinsky, V.** (2018). "Sometimes it's easier to type things than to say them:" Technology in BDSM sexual partner communication. *Sexuality & Culture*, 22, 1412-1431. <http://doi.org/10.1007/s12119-018-9534-2>
6. **Rubinsky, V.** (2018). Showing your pride: Image as interpellation in The PRIDE Study. *Iowa Journal of Communication*, 50, 173-196.
5. **Rubinsky, V.** (2018). Bringing up the green-eyed monster: Conceptualizing and communicating jealousy with a partner who has other partners. *The Qualitative Report*, 23, 1441-1455. <https://nsuworks.nova.edu/tqr/vol23/iss6/11/>
4. **Rubinsky, V.**, & Cooke-Jackson, A. (2018). Sex as an intergroup arena: How women and gender minorities conceptualize sex, sexuality, and sexual health. *Communication Studies*, 69, 213-234. <http://doi.org/10.1080/10510974.2018.1437549>
3. Cooke-Jackson, A., & **Rubinsky, V.** (2017). Deeply rooted in memories: 30 years of memorable message research. *Health Communication*, 33, 409-422. <http://doi.org/10.1080/10410236.2016.1278491>
2. **Rubinsky, V.**, & Cooke-Jackson, A. (2017). Tell us something other than to use a condom and that sex is scary: Memorable messages women and gender minorities wish for and recall about sexual health. *Women's Studies in Communication*, 40, 379-400. <http://doi.org/10.1080/07491409.2017.1368761>
1. **Rubinsky, V.**, & Cooke-Jackson, A. (2016). "Where is the love?" Expanding and theorizing with LGBTQ memorable messages of sex and sexuality. *Health Communication*, 32, 1472-1480. <http://doi.org/10.1080/10410236.2016.1230809>

PUBLISHED CONFERENCE PROCEEDINGS

1. Kerr, A., Thompson, C. M., **Rubinsky, V.**, & Walker, T. (2019). Osteopathic medical students' emotional intelligence before starting clinical rotations. *The Journal of the American Osteopathic Association*, 120, e7-e61. <http://doi.org/10.7556/jaoa.2020.035>

MANUSCRIPTS UNDER REVIEW IN REFEREED ACADEMIC JOURNALS

1. **Rubinsky, V.** (Under Review). Sex talk: The effects of sexual self-disclosure and identity gaps on sexual and relational outcomes in diverse relationships. *Sexuality & Culture*.

PUBLISHED CHAPTERS IN REFEREED EDITED VOLUMES

3. **Rubinsky, V.**, Cooke-Jackson, A., & Rodriguez, A. (In Press). From pain to healing: Kink and communication in sexual assault recovery. In B. Simula, R. Bauer, & L. Wignall (Eds.), *Pleasure, Power, and Pain: Understanding BDSM Practices, Identities, and Communities*. Oxford University Press.
2. **Rubinsky, V.**, & Neiss, L. (2021). Relational communication and consensual non-monogamy. *Oxford Research Encyclopedia of Queer Studies and Communication*. <http://doi.org/10.1093/acrefore/9780190228613.013.1173>
1. **Rubinsky, V.** (2019). Out online: Exploring LGBTQ identity through mediated friendship. In J. P. Mazer (Ed.) *Communication and Social Media* (pp. 49-55). Oxford University Press.

INVITED CHAPTERS IN EDITED VOLUMES

14. Hosek, A., & **Rubinsky V.** (Forthcoming, 2022). Introduction to social identity in the instructional context. In M. L. Houser & A. M. Hosek (Eds.), *Handbook of Instructional Communication: Rhetorical and Relational Perspectives* (3rd ed.) Taylor & Francis.
13. **Rubinsky, V.**, & Hudak, N. (In Press, 2022). Sex as enacted identity: Gender, sexuality, & sexual creativity. In C. Noland, & J. Manning (Eds.), *Sexuality & Communication*.
12. **Rubinsky, V.**, & Cooke-Jackson, A. (In Press, 2022). Memorable messages for more productive family conversations with LGBTQ youth. In B. Taverner (Ed.), *Sex Education Research: A Look Between the Sheets*.
11. Gunning, J. N., Cooke-Jackson, A., & **Rubinsky, V.** (In Press, 2022). Sex, blood, & redefining "womanhood:" Intervening early intimate health messages. In B. Taverner (Ed.), *Sex Education Research: A Look Between the Sheets*.
10. **Rubinsky, V.**, & Cooke-Jackson, A. (2021). Communicating intimate health: From the bedroom to the doctor's office. In Cooke-jackson, A., & **Rubinsky, V.** (Eds.), *Communicating Intimate Health* (pp. ix-xix). Rowman & Littlefield.

9. Cooke-Jackson, A., & **Rubinsky V.** (2021). Theory of memorable messages: Theorizing message disruption. In Cooke-Jackson, A., & **Rubinsky, V.** (Eds.), *Communicating Intimate Health* (pp. 89-98). Rowman & Littlefield.
8. **Rubinsky, V.**, & Roldan, M. (2021). Disrupting sexual communication: Explorations and applications of boundary-setting in BDSM, polyamorous, and LGBTQ relationships. In Cooke-Jackson, A., & **Rubinsky, V.** (Eds.), *Communicating Intimate Health* (pp. 119-130). Rowman & Littlefield.
7. Cooke-Jackson, A., **Rubinsky, V.**, Spieldenner, A., Hudak, N., , Gunning, J., & Aragon, A. (2021). Researching marginalized populations in intimate health communication: Observations from the field. In Cooke-Jackson, A., & **Rubinsky, V.** (Eds.), *Communicating Intimate Health* (pp. 227-249). Rowman & Littlefield.
6. **Rubinsky, V.**, & Cooke-Jackson, A. (2021). A love letter to vulnerability. In Cooke-jackson, A., & **Rubinsky, V.** (Eds.), *Communicating Intimate Health* (pp. 289-292). Rowman & Littlefield.
5. Hosek, A. M., & **Rubinsky, V.** (2019). Measurement in intergroup communication. In J. P. Mazer, & E. Graham (Eds.) *Communication Research Measures III: A Sourcebook* (pp. 70-81). Routledge.
4. Hosek, A. M., & **Rubinsky, V.** (2019). Personal-relational identity gap scale. In J. P. Mazer & E. Graham (Eds.), *Communication Research Measures III: A Sourcebook* (pp. 370-375). Routledge.
3. Hosek, A. M., & **Rubinsky, V.** (2019). Personal-enacted identity gap scale. In J. P. Mazer & E. Graham (Eds.), *Communication Research Measures III: A Sourcebook* (pp. 364-369). Routledge.
2. Hosek, A. M., & **Rubinsky, V.** (2019). Intergroup anxiety scale. In J. P. Mazer & E. Graham (Eds.), *Communication Research Measures III: A Sourcebook* (pp. 284-289). Routledge.
1. Hosek, A. M., **Rubinsky, V.**, & Soliz, J. (2017). Introduction to social identity in the instructional context. In M. L. Houser & A. M. Hosek (Eds.), *Handbook of Instructional Communication: Rhetorical and Relational Perspectives* (2nd ed.) (pp. 151-157). Taylor & Francis.

PUBLISHED CHAPTERS IN INSTRUCTIONAL MANUALS

3. **Rubinsky, V.** (2018). Facing your fears: Managing communication apprehension. In A. M. Hosek, & C. Waldbuesser (Eds.), *COMS1030 Student Guidebook Ohio University*. (pp. 24-28). Cincinnati, OH: Van-Griner Publishing.
2. **Rubinsky, V.** (2017). Facing your fears: Managing communication apprehension. In A. M. Hosek, & C. Waldbuesser (Eds.), *COMS1030 Student Guidebook Ohio*

University. (pp. 23-28). Cincinnati, OH: Van-Griner Publishing.

1. **Rubinsky, V.** (2016). Facing your fears: Managing communication apprehension. In A. M. Hosek, & R. Crawford (Eds.), *COMS1030 Student Guidebook Ohio University*. (pp. 15-20). Cincinnati, OH: Van-Griner Publishing.

COMPETITIVELY ACCEPTED CONFERENCE PAPERS

28. Hosek, A., Densmore, C., **Rubinsky, V.**, Waldbuesser, C., Weller, M., & Cueller, J. (2021). "Math is for life. We use it everyday." Examining memorable messages about math education, math self-anxiety, math self-concept, and math self-efficacy: The parent perspective. *National Communication Association Annual Convention, Seattle, WA*.
27. **Rubinsky, V.**, & Bellegarde, M. (2021). Sexual communication & technology use in understudied relationships: A qualitative communicative interdependence perspective study. *Eastern Communication Association Annual Convention*. (Conference online due to COVID-19).
26. **Rubinsky, V.** (2020). Sources and strategies for managing sexual conflict in diverse relationships. *National Communication Association Annual Convention, Indianapolis, IN*.
25. **Rubinsky, V.**, & Cooke-Jackson, A. (2020). Memorable messages about healthy relationships: Advancing a theory of memorable messages. *National Communication Association Annual Convention, Indianapolis, IN*.
24. Kerr, A., **Rubinsky, V.**, & Rausch, K. (2020). Pediatricians' communication with parents and colleagues about medical uncertainty: Integrating uncertainty management theory and a multiple goals perspective. *National Communication Association Annual Convention, Indianapolis, IN*.
23. **Rubinsky, V.** (2020). Exploring the relational nature of identity gap management in sexual communication. *Eastern Communication Association Annual Convention, Baltimore, MD*. **Top Paper, Interpersonal Communication Interest Group**. (Conference cancelled due to COVID-19).
22. Cooke-Jackson, A., **Rubinsky, V.**, & Gunning, J. (2019). "Wish I would have known that before I started using it:" Contraceptive messages and information seeking among young women. *National Communication Association Annual Convention, Baltimore, MD*.
21. Cooke-Jackson, A., Gunning, J., & **Rubinsky, V.** (2019) Negotiating shame, silence, and abstinence: Young women's shift away from harmful memorable messages of reproductive and sexual health. *World Communication Association Annual Convention, Wellington, New Zealand*.
20. Kerr, A., Thompson, C., **Rubinsky, V.**, & Walker, T. (2019). Third-year medical students'

attitudes toward patient-centered communication: Exploring the transition from pre-clinical to clinical education. *International Communication Association Annual Convention, Washington, D.C.*

19. Kerr, A., Thompson, C., **Rubinsky, V.**, & Walker, T. (2019). Medical students' emotional intelligence before starting clinical rotations. *American Association of Colleges of Osteopathic Medicine Annual Convention, Washington, D.C.*
18. **Rubinsky, V.** (2018). A communicative interdependence perspective on sex and technology in BDSM relationships. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*. **Top Student Paper Award, Human Communication & Technology Division.**
17. **Rubinsky, V.** (2018). "Sometimes it's easier to type things than to say them:" Technology and "play" in BDSM sexual partner communication. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*.
16. Cooke-Jackson, A., & **Rubinsky, V.** (2018). Advancing a theory of memorable messages. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*.
15. **Rubinsky, V.**, Hosek, A. M., & Hudak, N. (2018). "It's better to be depressed skinny than happy fat:" College women's memorable body messages and their impact on body image, rape myth acceptance, and self-esteem. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*.
14. **Rubinsky, V.** (2018). More than two: A test and extension of the theory of resilience and relational load in multiple-partner relationships. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*.
13. Waldbuesser, C., **Rubinsky, V.**, & Titsworth, S. (2018). Take a deep breath and keep going: Teacher emotional labor and emotional regulation. Paper presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT*.
12. **Rubinsky, V.** (2018). Revealing or concealing polyamory in the family: Communicating polyamory to family members and polyamorous identity salience. Paper presentation at the *Eastern Communication Association Annual Convention, Pittsburgh, PA*.
11. **Rubinsky, V.** (2018). Introducing identity gaps to explain relational and communication satisfaction as they relate to jealousy in polyamorous relationships. Paper presentation at the *Eastern Communication Association Annual Convention, Pittsburgh, PA*.
10. **Rubinsky, V.** & Hosek, A. M. (2018). "We have to get over it": Navigating potentially

face-threatening sex talk through the lens of sexual communication comfort and sexual self-disclosure in LGBTQ intimate partnerships. Paper presentation at the *Eastern Communication Association Annual Convention, Pittsburgh, PA*.

9. Hosek, A. M., **Rubinsky, V.**, Hudak, N., Davari, S., & Sanburg, S. (2018) "You can't do that because you are a girl and girls are weak": Exploring the type and impact of memorable hate messages and identity salience on intergroup biases, egalitarian attitudes, and self-esteem. Paper presentation at the *Eastern Communication Association Annual Convention, Pittsburgh, PA*.
8. Hosek, A. M., & **Rubinsky, V.**, Hudak, N., Sanberg, S., Davari, S. (2018). "All these people abuse the system:" Toward a typology of memorable hate messages. Paper presentation at the *Southern States Communication Association Annual Convention, Nashville, TN*.
7. **Rubinsky, V.** (2017). Bringing up the green-eyed monster: Conceptualizing and communicating jealousy with a partner who has other partners. Paper presentation at the *Eastern Communication Association Annual Convention, Boston, MA*.
6. **Rubinsky, V.** (2016). It's only polyamory if... negotiating a conditional identity. Paper presentation at the 102nd *National Communication Association Annual Convention, Philadelphia, PA*.
5. **Rubinsky, V.** (2016). Showing your PRIDE: Image as interpellation in the PRIDE Study. Paper presentation at the 102nd *National Communication Association Annual Convention, Philadelphia, PA*.
4. **Rubinsky, V.** & Cooke-Jackson, A. (2016). Tell us something other than to use a condom and that sex is scary: Memorable messages women and gender minorities wish for and recall about sexual health. Paper presentation at the 102nd *National Communication Association Annual Convention, Philadelphia, PA*.
3. Hosek, A. M., Frisby, B., Waldbuesser, C., & **Rubinsky, V.** (2016) Descriptions and responses to academic challenges. Paper presentation at the 102nd *National Communication Association Annual Convention, Philadelphia, PA*.
2. **Rubinsky, V.**, & Cooke-Jackson, A. (2016). Where is the Love? Expanding and theorizing on LGBTQ memorable sex and sexuality messages. Paper presentation at the *Eastern Communication Association, Baltimore, MD. Top Paper Award, Voices of Diversity Interest Group*.
1. **Rubinsky, V.**, & Hosek, A. M. (2015). Sexual self-disclosure between queer intimate partners. Paper presentation at the *Eastern Communication Association Annual Convention, Philadelphia, PA*.

COMPETITIVELY ACCEPTED CONFERENCE PANELS

5. Trew, H., Mikucki-Enyart, S., **Rubinsky, V.**, Bautaski, M., Lannutti, P., & Zhang, D.

(2021). Transforming family communication scholarship: Utilizing multiple perspectives to investigate the revolution and inclusion of queer families in the discipline. *National Communication Association Annual Convention, Seattle, WA.*

4. Hintz, E. A., Betts, T. E. S., Kilgo, D., Van den Bulck, J., **Rubinsky, V.**, Ledbetter, A., & Eddington, S. M. (2020). Reddit in communication research: A discussion of methodological and theoretical opportunities. *National Communication Association Annual Convention, Indianapolis, IN.*
3. Blau, N., Rizzo Weller, M., **Rubinsky, V.**, Aldrich, R. S. (2020). Communication crossroads in the family: Navigating transitions. *National Communication Association Annual Convention, Indianapolis, IN.*
2. **Rubinsky, V.**, Cooke-Jackson, A., Horstman, H., Aragon, A., Hudak, N., & Gunning, J. (2019). Communicating for survival: Recent advances and new directions in communication research about intimate health. *National Communication Association Annual Convention, Baltimore, MD.*
1. Childs, J. Starcher, S., Egbert, N., Hosek, A., & **Rubinsky, V.** (2018). Measurement in family, health, and intergroup communication: Review, analysis, and recommendations. Panel presentation at the 104th *National Communication Association Annual Convention, Salt Lake City, UT.*

COMPETITIVELY ACCEPTED CONFERENCE POSTERS

2. Kerr, A., Thompson, C., **Rubinsky, V.**, & Walker, T. (2019). Pre-clinical medical students' group identification, feelings of impostor phenomenon, and links to feedback orientation. Poster presentation at the *D.C. Health Communication Conference, Washington D.C.*
1. **Rubinsky, V.** & Cooke-Jackson, A. (2017). Sex as an intergroup arena: How women and gender minorities conceptualize sex, sexuality, and sexual health. Poster presentation at the 103rd *National Communication Association Annual Convention, Dallas, TX.*

FUNDING AND GRANTS

Research and Community Engagement

9. Johnson, T., Darling, K., Kuntz, L., Kantor, D., Silka, L., **Rubinsky, V.**, Casimir, T., & Crittenden, J. (2021). **\$50,000** from the Sewell Foundation for support in launching the Downeast Rural Health Collaborative Institute.
8. Darling, K., **Rubinsky, V.**, Crittenden, J., & Ziller, E. (2021). **\$34,000**. Awarded **\$30,000** for "Community Health Workers Undergraduate Research Fellowship Network" from the University of Maine System. Awarded a matching **\$4,000** from Partnership for Children's Oral Health.

7. **Rubinsky, V.**, Cooke-Jackson, A., & Aragon, A. (2020). Awarded **\$10,000** for “Trigenerational Latinx Sexual and Reproductive Health Communication” from the Waterhouse Family Institute Communication Research Grants.
6. Darling, K., & **Rubinsky, V.** (2020). Awarded **\$17,283** for “Building Institutional Capacity for Community-Driven Rural Health Research at UMA,” from Presidential Strategic Development Grants, University of Maine at Augusta.
5. Darling, K., & **Rubinsky, V.** (2019). Awarded **\$1,700** for Health Equity Speaker Series, Spring 2020, from Enrollment Mini Grants, University of Maine at Augusta.
4. **Rubinsky, V.**, Cooke-Jackson, A., & Gunning, J. (2018). Awarded **\$1,000**. Project title: Women’s interpersonal menstruation communication. *International Journal of Health and Media Research Manuscript Submission Grant Award*.
3. **Rubinsky, V.** (2018). Awarded **\$750**. Project title: *Sexual communication and identity in diverse relationships*. Ohio University Research and Creative Activity Incentive Pool.
2. **Rubinsky, V.** (2018). Awarded **\$300**. Judy Pearson Award for Outstanding Quantitative Interpersonal Research, Scripps College of Communication, Ohio University.
1. Hosek, A. M. (Primary Investigator) & **Rubinsky, V. (Co-Investigator)** (2016). Awarded **\$2,180.00** (full amount requested). **Project title:** *Exploring the Type, Function, and Impact of Memorable Messages College Freshman Receive from Family Members about Math Education and Academic Success*. Three sponsors, Scripps College of Communication Faculty Development fund (\$750.00, full amount possible for individual award), School of Communication Studies Faculty Research and Development Incentive Fund (\$930.00, full amount requested), Undergraduate College support (\$500.00).

Travel & Professional Development Funding

- **\$375** in Professional Development Funds to virtually attend the annual convention of the National Communication Association from the University of Maine at Augusta College of Arts & Sciences.
- **\$172** in Professional Development Funds to virtually attend the annual convention of the National Communication Association from the University of Maine at Augusta College of Arts & Science [Virtual due to COVID-19].
- **\$750** in Professional Development Funds to attend the annual convention of the Eastern Communication Association from the University of Maine at Augusta College of Arts & Sciences. [Cancelled due to COVID-19].
- **\$1,100** in Professional Development Funds to attend the National Communication Association from the University of Maine at Augusta College of Arts & Sciences.
- **\$145**. NCA student caucus travel grant on behalf of the Affirmative Action and Intercaucus Committee.
- **\$500** Ohio University Graduate Student Travel Grant.
- **\$500** Ohio University Graduate Student Travel Grant.

- **\$245.** NCA student caucus travel grant on behalf of the Intercaucus Committee.
- **\$200.** NCA student caucus travel grant on behalf of the Affirmative Action and Intercaucus Committee.
- **\$500.** Ohio University Graduate Student Travel Grant.
- **\$500.** Ohio University Graduate Student Travel Grant.

Teaching

1. Cook, J., Darling, K., & **Rubinsky, V.** Awarded **\$99** license fee (\$396 total) for Voicethread in one online section of COM 102 from the Technology Advisory and Planning Committee, University of Maine at Augusta.

AWARDS AND HONORS

AWARDS

- **WICCD Faculty Award**, University of Maine at Augusta for the Health Equity Dialogue Series (2020)
- **Top Paper Award**, Interpersonal Communication Interest Group, Eastern Communication Association (2020) (Presentation Cancelled Due to COVID-19)
- **Top Student Paper Award**, Human Communication and Technology Division, National Communication Association (2018)
- **Outstanding Graduate Leader**, Scripps College of Communication School of Communication Studies Graduate Student Coalition, Ohio University, (April 2018)
- **Outstanding Graduate Researcher**, Scripps College of Communication School of Communication Studies, Ohio University, (April 2017)
- **Top Paper Award**, Voices of Diversity Interest Group, Eastern Communication Association Annual Meeting (April 2016)
- **Graduate Program Award**, Emerson College (2014) for outstanding graduate student work
- **Keystone Press Award**, Pennsylvania Press Association (2012) Editorial Category
- **David Womack Award**, Temple University (2012) for professional promise in writing
- **Carol Simon Award**, Temple University (2011) for excellence in female student leadership

FELLOWSHIPS AND SCHOLARSHIPS

- **Graduate Dean's Fellowship Recipient**, Emerson College (2012-2014)
- **Merit Scholarship Recipient**, Temple University (2008-2012)

SERVICE & COMMUNITY ENGAGEMENT

Editorial Board Member

- *Journal of Social and Personal Relationships* (2021)
- *Health Communication* (2021)
- *Communication Research Reports* (2021)
- *Interpersona: An International Journal of Personal Relationships* (2020-2021)

Ad Hoc Reviewer

- *Human Communication Research* (2021)
- *Communication Research* (2021)
- *Journal of GLBT Family Studies* (2021)
- *Health Communication* (2018-2021)
 - Invited Special Issue Reviewer: *Emergent Health Communication Scholarship from and about African American, Black, Latinx, and Native American/First Peoples* (2020-2021).
 - Invited Special Issue Reviewer: *Health Communication & COVID-19* (2021)
- *American Journal of Sexuality Education* (2018-2021)
- *Sexuality & Culture* (2019-2021)
- *Oxford Research Encyclopedia in Communication* (2021)
- *Communication Monographs* (2020)
- *Archives of Sexual Behavior* (2020)
- *Communication Studies* (2020)
- *Women's Studies in Communication* (2020)
- *Psychology of Women Quarterly* (2020)
- *Psychology of Sexual Orientation and Gender Diversity* (2020)
- *Journal of Social and Personal Relationships* (2019-2020)
- *Interpersona: International Journal of Personal Relationships* (2019-2020)
- *Journal of Family Communication* (2019)
- *Health Education Journal* (2018-2019)
- *Kentucky Communication Journal* (2018)

DISCIPLINARY SERVICE

National Communication Association

- **Paper-Reader Committee (Elected)**, Interpersonal Communication Division, National Communication Association (2021)
- **Reviewer**, Interpersonal Communication Division, National Communication Association (2021)
- **Reviewer**, Family Communication Division, National Communication Association (2021)
- **Reviewer**, LGBTQ Studies Division, National Communication Association (2021)
- **Reviewer**, Interpersonal Communication Division, National Communication Association (2019)
- **Reviewer**, Feminist and Women's Studies Division, National Communication Association (2019)
- **Reviewer**, Student Section, National Communication Association (2019)
- **Reviewer**, Student Section, National Communication Association (2018)
- **Panel Chair**, Instructional Development Division, National Communication Association (2017)

- **Reviewer**, Student Section, National Communication Association (2017)
- **Reviewer**, Student Section, National Communication Association (2016).
- **Panel Chair**, GLBT Division, National Communication Association (2016)

Eastern Communication Association - Leadership Positions

- **Secretary**, Voices of Diversity Interest group, Eastern Communication Association (2017)

Eastern Communication Association - Service

- **Reviewer**, Undergraduate Scholars Conference, Eastern Communication Association (2021)
- **Reviewer**, Interpersonal Communication Interest Group, Eastern Communication Association (2021)
- **Reviewer**, Undergraduate Scholars Conference, Eastern Communication Association (2020)
- **Reviewer**, Interpersonal Communication Interest Group, Eastern Communication Association (2019)
- **Reviewer**, Health Communication Interest Group, Eastern Communication Association (2019)
- **Reviewer**, Voices of Diversity Interest Group, Eastern Communication Association (2018)
- **Reviewer**, Interpersonal Communication Interest Group, Eastern Communication Association (2017)
- **Panel Chair**, Interpersonal Communication Interest Group, Eastern Communication Association (2017)
- **Panel Chair**, Voices of Diversity Interest Group, Eastern Communication Association (2017)

UNIVERSITY SERVICE

University of Maine at Augusta

College & University Service

- **Council member**, President's Diversity, Equity, & Inclusion Council (2020-Present)
 - Co-chair, DEI Communications Sub-Committee
 - Member, DEI Academic Sub-Committee
 - Member, DEI Scholarship Review Sub-Committee
- **Committee member**, UMA Strategic Plan Implementation Subcommittee (Strategy #2, Advance Academics) (2021-2022)
- **Committee member**, Libra Trustee Committee (2021-2022)
- **Committee member**, Hiring Committee, Nursing Fixed-Length Faculty (2021)
- **Council member**, COL 100 Council (2021-2022)
- **First-year mentor**, College of Arts & Sciences (2020-2021)
- **Committee member**, Women Invigorating Curriculum & Cultivating Diversity (WICCD) (2019-2021)
- **Committee member**, UMA Student Research Conference Planning Committee (2020-2021)
- **Steering committee member**, Center for Community Engagement (2020-2021)
- **Committee member**, Diversity, Equity, & Inclusion Statement Writing Team (2020)

Social Science Program

- **Working group member**, COL-100, Introduction to the College Experience, Redesign (2021)
- **Committee member**, Academic Programs of the Future (2019-2020)
- **Committee member**, Assessment Working Group (2019-2020)

*Ohio University**Leadership Positions*

- **Vice President**, GradCo, Ohio University, Communication Studies Graduate Student Organization (2017-2018)
- **Secretary**, GradCo, Ohio University, Communication Studies Graduate Student Organization (2016-2017)

Departmental Service

- **Panelist**, Ohio University, Teacher Training Academy on Graduate Student Living and Health (2018)
- **Panelist**, Ohio University, Accepted Student Day (2018)
- **Panelist**, Ohio University, Teacher Training Academy on Graduate Student Living and Health (2017)

Emerson College

- **Graduate Assistant**, DUOC Chile Public Diplomacy Workshop

COMMUNITY ENGAGEMENT

- **Co-Organizer**, UMA Health Equity Dialogue Series (2020-2021) co-sponsored by the Maine Public Health Association, New England Public Health Training Center, and WICCD.
- **Steering Committee Member**, Pride-L/A (2020-2021)
 - o Secretary, Pride L/A
- **Faculty Participant**, Rainbows for UMA (2020)
- **Volunteer Consultant**, Digital Team for the City of Boston to help design more inclusive demographic questions for their questionnaires (2016)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- National Communication Association (2015-Present)
- Eastern Communication Association (2014-Present)

PUBLIC LECTURES AND INVITED TEACHING PRESENTATIONS

18. **Communication Theory of Identity**. Presentation to Interpersonal Communication Theories course at University of Wisconsin-Milwaukee [Graduate] (October 2021).
17. **Applying a Theory of Memorable Messages Toward Designing Ideal Adolescent Familial Sexual Health Messages**. *American Journal of Sexuality Education Lecture Series* (May 3, 2021). Session fulfilled American Association of Sexuality Educators, Counselors and Therapists (AASECT) CE Credits.

16. **Boundary-setting as Self Care.** University of Maine at Augusta WICCD Self-Care Series (April 21, 2021).
15. **Communication & Intimacy.** *Colloquium presentation to graduate sexuality across the lifespan course at Widener University* [Graduate] (April 18, 2021).
14. **Talking About Things You Care About With People You Care About.** *University of Maine at Augusta Honors College Civil Discourse Series.* (December 2, 2020).
13. **Communication, Intimacy, and Health.** *University of Maine Communication & Journalism Colloquium Series.* (October 6, 2020).
12. **Negotiating Shame, Silence, Abstinence, and Period Sex.** *American Journal of Sexuality Education Lecture Series* (May 27, 2020), two lectures.
11. **Sexual Communication & Relational Diversity,** Western Connecticut State University, Interpersonal Communication course (2019).
10. **Conducting Correlation Analyses,** Ohio University, Quantitative Research Methods course [Upper Level Course] (2019).
9. **Hate Speech and Stereotypic Talk,** Ohio University, Intergroup Communication Capstone course [Upper Level Course] (2019).
8. **Communication Theory of Identity,** Ohio University, Intergroup Communication Capstone course [Upper Level Course] (2019).
7. **Communication in Polyamorous Families,** California State University, Los Angeles, Family Communication course [Upper Level Course] (2018).
6. **Intimacy and Health,** Ohio University, Relational Issues in Health Communication course [Graduate Level Course] (2018).
5. **Hurtful Communication,** Ohio University, Communication in Interpersonal Relationships [Online Course] (2018).
4. **Communication Theory of Identity,** Ohio University, Intergroup Communication Capstone course [Upper Level Course] (2016).
3. **Non-Normative Relationships and Cohabitation,** Ohio University, Communication in Interpersonal Relationships course [100 student course] (2016).
2. **Data Analysis: Sexual Self-Disclosure Between Queer-Identified Intimate Partners,** Emerson College, Research Methods course [Graduate Level Course] (2014).

1. **Sexual Communication Between Queer-Identified Intimate Partners**, Emerson College, Research Methods course [Upper Level Course] (2013).

PROFESSIONAL DEVELOPMENT COURSES, WORKSHOPS, AND PROGRAMS

- University of Maine Research Affiliates Pilot Program (2021)
- University of Maine System Implicit Bias Training in Hiring Committees (2021)
- Short Course on Teaching Digital Literacy in the Era of “Fake News,” National Communication Association Short Course (2020)
- Short Course on Teaching Communication & Love, National Communication Association Short Course (2020)
- Brightspace Symposium, University of Maine System (2020)
- New Faculty Orientation, University of Maine at Augusta (2019)
- UMA Short Course for Online Teaching, University of Maine at Augusta (2019)
- Online Facilitator Training, Ohio University (2017)
- Teacher Training Academy, Ohio University (2015)

PRESS & MEDIA

- Gunning, J., Cooke-Jackson, A., & **Rubinsky, V.** (2019). Negotiating shame, silence, abstinence, and period sex: Women’s shift from harmful memorable messages about reproductive and sexual health. *American Journal of Sexuality Education*. Advance online publication. doi:10.1080/15546128.2019.1669511 was featured in *Health Magazine*, Health.com: <https://www.health.com/sexual-health/why-many-women-do-not-enjoy-sex>
- February Health Equity Dialogue on Transgender Health Equity (co-organized) featured in the Sun Journal <https://www.sunjournal.com/2021/03/05/addressing-health-disparities-among-transgender-patients-in-rural-maine/>
- University of Maine System grant (co-PI) featured in UMA news: <https://www.uma.edu/news/uma-professors-katherine-weatherford-darling-valerie-rubinsky-and-joyoung-shim-are-part-interdisciplinary-groups-to-receive-grants-from-the-ums-system-reinvestment-fund>

University of Maine System
Board of Trustees

4

AGENDA ITEM SUMMARY

NAME OF ITEM: Academic Program Suspension Proposal: B.S. in Cybersecurity, B.S. in Cybersecurity - Online, B.A. in English, A.S. in Information Security - UMFK

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

305.1 *Program Approval, Review & Elimination Procedures*

UNIFIED ACCREDITATION CONNECTION:

No Unified Accreditation Connection

BACKGROUND:

The University of Maine at Fort Kent (UMFK) is seeking permission to suspend the following programs:

- Bachelor of Science in Cybersecurity
- Bachelor of Science in Cybersecurity - Online
- Bachelor of Arts in English
- Associate of Science in Information Security

As described in the included suspension proposal from UMFK, each of these programs has experienced low enrollments (fewer than 10) for the last several years, has insufficient faculty resources available and is duplicated on other UMS campuses. Teach-out plans have been developed for affected students.

The proposal for suspension 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 elimination to the Chancellor. Chancellor Malloy signed his approval of the program suspensions on April 19, 2022.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee forwards this item to the Consent Agenda at the May 22-23, 2022 Board of Trustees meeting for approval of the following resolution:

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the suspension of the following programs at UMFK: Bachelor of Science in Cybersecurity, Bachelor of Science in Cybersecurity - Online, Bachelor of Arts in English, and Associate of Science in Information Security.

4/21/2022



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

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

Date: April 19, 2022

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

From: Robert Placido, VCAA

RAP

Regarding: UMFK Major suspensions: B.S. in Cybersecurity, B.S. in Cybersecurity – Online, B.A. in English, and A.S. in Information Security

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

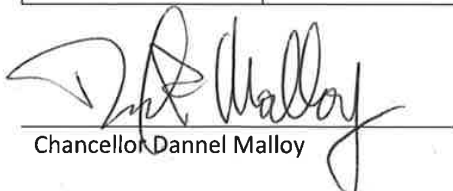
University of Maine
at Presque Isle

University of
Southern Maine

Please find the attached suspension proposal from the University of Maine at Fort Kent (UMFK) to suspend the B.S. in Cybersecurity, B.S. in Cybersecurity – Online, B.A. in English, and A.S. in Information Security. The attached material includes documentation of university level support including approval from the President and Provost Deborah Hedeon as well as the full suspension proposal.

The proposed suspension of the B.S. in Cybersecurity, B.S. in Cybersecurity – Online, B.A. in English, and A.S. in Information Security was reviewed and recommended by the Chief Academic Officer's Council (CAOC) on April 7, 2022. I also recommend this suspension for your approval.

I approve	I do not approve for the reasons listed below	Additional information needed for decision	Action
✓			Approve UMFK major suspensions: B.S. in Cybersecurity, B.S. in Cybersecurity – Online, B.A. in English, and A.S. in Information Security


Chancellor Dannel Malloy

4-19-22
Date

CCF Control #*To be assigned by Registrar's office***4.1**

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

Date: _____ **Division/Unit:** _____ **Contact Person:** _____

Course Prefix & Number(s): _____

Course Title(s): _____

Program(s) Affected: _____

Major, Concentration, Minor, Certificate or Course(s): _____

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: _____

DESCRIPTION OF & RATIONALE FOR CHANGE(S) REQUESTED:

- 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):

<i>Dawn Susse</i>			
Program Coordinator (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
<i>[Signature]</i>			
Division Chair	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
<i>[Signature]</i>			10-13-21
Division Chair of other impacted program(s) (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Joseph Becker - see included AC minutes			2/28/2022
Chair of Academic Council (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Joseph Becker - see included minutes			3/3/2022
Chair of Faculty Assembly (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
<i>Deb Heden</i>			3/31/2022
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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Programs Affected:**Courses Affected:****Potential Instructors:****Additional Notes:****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

Enrollment as of Fall 2021

FALL 2021 ENROLLMENT	TOTAL	1ST YEAR	2ND	3RD	4TH
Cybersecurity	8	1	3	3	1
Cybersecurity - Online	3			1	2

Graduation 2010-2021

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
Cybersecurity Online								1	1		1	1	4
Cybersecurity									2	2	3		7

CYBERSECURITY MAJOR TEACH OUT PLAN

1. All students enrolled in major
2. Year of student
3. Number of credits student needs to complete
4. All courses students need to complete major
5. Highlighted are semesters to teach out
 1. red = fall 22
 2. green = spring 22
6. Clear column = in CA program no teach out needed at this time

Notes:

- Advising will include making sure all students enroll in these courses
- Where there is low need we can do another COS 340 special topics to combine as a catch all 1x

LAST						F2 2			S2 2	S2 2	F2 2				S22	S22		F2 2
		Yea r	Credits Neede d	CO S 340	CO S 397	CO S 342	Ge n Eds	CO S 312	CO S 354	CO S 440	CO S 374	CO S 111	CO S 346	COS 412 , or 430	CO S 206	CO S 260	CO S 338	
1107706	Cybersecurity	1	80		1		y		1	1	1		1	1			1	
1094670	Cybersecurity	1	94		1	1	y	1	1	1	1		1	1	1	1		
1071218	Cybersecurity	2	53		1			1	1	1			1	1				
1098809	Cybersecurity	2	79		1	1	y	1	1	1				1				
1055892	Cybersecurity	3	36		1		y	1	1	1	1	1	1	1				
0988706	Cybersecurity	3	33		1		y				1							
1029621	Cybersecurity	3	34		1	1			1									
1029645	Cybersecurity	4	30		1	1	y											
1024598	Cyber online	3	40					1	1	1								
1028135	Cyber online	4	17															
0885632	Cyber online	S4	Fall 2021															
				8	4				9	8	5			6	3		2	

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

Present

President Hedeem—as Provost, at the start of the meeting only.

Faculty	Joe Becker	Stephen Hansen	Marilyn Epp	<u>Adjunct Faculty</u>	<u>Deans</u>
	Cheryl Roberts	Shawn Graham	Neil Thompson	P. Stamp	E. Soucy
	Rachel Albert	Diane Griffin	Krishna Kaphle		K. Godwin
	Dawn Susee	Lisa Lavoie	Geraldine Becker		<u>Other:</u>
	Mike Curran	Kaisa Holloway Cripps	Duane Belanger		Loni Nadeau
	Kelly White	Leo Trudel	Scott Brickman		Nikolas Lallemand
	Libin Louis	Paul Buck	Kennedy "Ned" F. Rubert-Nason		Jake Theriault

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

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>	
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4.1

University of Maine at Fort Kent
 Faculty Assembly
 March. 3, 2022

4.1

New Business		
Suspension Proposals	<ol style="list-style-type: none"> 1. Suspension: BS in Cybersecurity Online 2. Suspension: BS in Cybersecurity (On Campus) 3. Suspend all Computer Application concentrations except Self-design effective Fall 2022 4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022 5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS) 6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454 7. Suspend French minor (Note: did not receive majority vote in HPS) 8. Suspend History minor (Note: did not receive majority vote in HPS) 9. Suspend Music minor 10. Suspend Math minor 11. Suspend the B.S. Biology effective Fall 2022 	<p>Vote:</p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p>Motion: Does Not Pass</p>

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

4.1

	<p><u>Academic Council recommends denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPL.</u></p> <p>Motion to suspend all 11 programs made by Kaisa Hollloway Cripps Seconded by Scott Brickman</p> <p>Discussion ensued, with many in agreement with Academic Council.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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Academic Council March Meeting Agenda

Monday, February 28, 2022 / 12:30 pm via Zoom

Note: All documents for the meeting are on our Shared Google Drive

Google Drive Link

https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing

Zoom Link

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWhlSk1qajhXeG5aY1NRdz09>

Faculty Members Present: J. Becker, G. Cannon Becker, N. Thompson, K. Kaphle, D. Belanger, S. Susee

Ex officio: J. Plourde, J. Theriault

Guests: K. Holloway Cripps

Call to Order 12:02 pm

[REDACTED]

[REDACTED]

Old Business

Suspension Proposals

1. Suspension: BS in Cybersecurity Online
2. Suspension: BS in Cybersecurity (On Campus)
3. Suspend all Computer Application concentrations except Self-design effective Fall 2022
4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022
5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)
6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454
7. Suspend French minor (Note: did not receive majority vote in HPS)
8. Suspend History minor (Note: did not receive majority vote in HPS)
9. Suspend Music minor
10. Suspend Math minor

11. Suspend the B.S. Biology effective Fall 2022

Motion to recommend denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPL. (Krishna/Susee) Motion passes.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

H. Motion to suspend both BS programs made by Kelly, seconded by Scott.
Approved unanimously.

1. Discussion - we just don't have the students and faculty to run the programs.

[REDACTED]

[REDACTED]

CCF Control #*To be assigned by Registrar's office***4.1**

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

Date: _____ **Division/Unit:** _____ **Contact Person:** _____

Course Prefix & Number(s): _____

Course Title(s): _____

Program(s) Affected: _____

Major, Concentration, Minor, Certificate or Course(s): _____

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: _____

DESCRIPTION OF & RATIONALE FOR CHANGE(S) REQUESTED:

- 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):

<i>Dawn Susse</i>			
Program Coordinator (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
<i>[Signature]</i>	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Division Chair	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
<i>[Signature]</i>			10-13-21
Division Chair of other impacted program(s) (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Joseph Becker - see included AC minutes			2/28/2022
Chair of Academic Council (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Joseph Becker - see included minutes			3/3/2022
Chair of Faculty Assembly (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
<i>Deb Hedden</i>	Approved to suspend admissions for fall 2022/spring 2023 with review during fall 2022.		
Provost or Designee	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
			3/31/2022
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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Programs Affected:**Courses Affected:****Potential Instructors:****Additional Notes:****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

Enrollment as of Fall 2021

FALL 2021 ENROLLMENT	TOTAL	1ST YEAR	2ND	3RD	4TH
Cybersecurity	8	1	3	3	1
Cybersecurity - Online	3			1	2

Graduation 2010-2021

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
Cybersecurity Online								1	1		1	1	4
Cybersecurity									2	2	3		7

CYBERSECURITY MAJOR TEACH OUT PLAN

1. All students enrolled in major
2. Year of student
3. Number of credits student needs to complete
4. All courses students need to complete major
5. Highlighted are semesters to teach out
 1. red = fall 22
 2. green = spring 22
6. Clear column = in CA program no teach out needed at this time

Notes:

- Advising will include making sure all students enroll in these courses
- Where there is low need we can do another COS 340 special topics to combine as a catch all 1x

LAST						F2 2			S2 2	S2 2	F2 2				S22	S22		F2 2
			Credits Neede d	CO S 340	CO S 397	CO S 342	Ge n Eds	CO S 312	CO S 354	CO S 440	CO S 374	CO S 111	CO S 346	COS , or 430	CO S 206	CO S 260	CO S 338	
1107706	Cybersecurity	1	80		1		y		1	1	1		1	1			1	
1094670	Cybersecurity	1	94		1	1	y	1	1	1	1		1	1	1	1		
1071218	Cybersecurity	2	53		1			1	1	1			1	1				
1098809	Cybersecurity	2	79		1	1	y	1	1	1				1				
1055892	Cybersecurity	3	36		1		y	1	1	1	1	1	1	1				
0988706	Cybersecurity	3	33		1		y				1							
1029621	Cybersecurity	3	34		1	1			1									
1029645	Cybersecurity	4	30		1	1	y											
1024598	Cyber online	3	40					1	1	1								
1028135	Cyber online	4	17															
0885632	Cyber online	S4	Fall 2021															
				8	4				9	8	5			6	3		2	

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

Present

President Hedeem—as Provost, at the start of the meeting only.

<u>Faculty</u>	Joe Becker	Stephen Hansen	Marilyn Epp	<u>Adjunct Faculty</u>	<u>Deans</u>
	Cheryl Roberts	Shawn Graham	Neil Thompson	P. Stamp	E. Soucy
	Rachel Albert	Diane Griffin	Krishna Kaphle		K. Godwin
	Dawn Susee	Lisa Lavoie	Geraldine Becker		<u>Other:</u>
	Mike Curran	Kaisa Holloway Cripps	Duane Belanger		Loni Nadeau
	Kelly White	Leo Trudel	Scott Brickman		Nikolas Lallemand
	Libin Louis	Paul Buck	Kennedy "Ned" F. Rubert-Nason		Jake Theriault

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

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>	
--	---	--

4.1

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

4.1

New Business		
Suspension Proposals	<ol style="list-style-type: none"> 1. Suspension: BS in Cybersecurity Online 2. Suspension: BS in Cybersecurity (On Campus) 3. Suspend all Computer Application concentrations except Self-design effective Fall 2022 4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022 5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS) 6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454 7. Suspend French minor (Note: did not receive majority vote in HPS) 8. Suspend History minor (Note: did not receive majority vote in HPS) 9. Suspend Music minor 10. Suspend Math minor 11. Suspend the B.S. Biology effective Fall 2022 	<p>Vote:</p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p>Motion: Does Not Pass</p>

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

4.1

	<p><u>Academic Council recommends denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPL.</u></p> <p>Motion to suspend all 11 programs made by Kaisa Hollloway Cripps Seconded by Scott Brickman</p> <p>Discussion ensued, with many in agreement with Academic Council.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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Academic Council March Meeting Agenda

Monday, February 28, 2022 / 12:30 pm via Zoom

Note: All documents for the meeting are on our Shared Google Drive

Google Drive Link

https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing

Zoom Link

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWhlSk1qajhXeG5aY1NRdz09>

Faculty Members Present: J. Becker, G. Cannon Becker, N. Thompson, K. Kaphle, D. Belanger, S. Susee

Ex officio: J. Plourde, J. Theriault

Guests: K. Holloway Cripps

Call to Order 12:02 pm

[REDACTED]

[REDACTED]

Old Business

Suspension Proposals

1. Suspension: BS in Cybersecurity Online
2. Suspension: BS in Cybersecurity (On Campus)
3. Suspend all Computer Application concentrations except Self-design effective Fall 2022
4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022
5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)
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7. Suspend French minor (Note: did not receive majority vote in HPS)
8. Suspend History minor (Note: did not receive majority vote in HPS)
9. Suspend Music minor
10. Suspend Math minor

11. Suspend the B.S. Biology effective Fall 2022

Motion to recommend denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPI.
(Krishna/Susee) Motion passes.

4.1

Humanities & Professional Studies

Meeting #1

September 13, 2021

4.1

Minutes

Present: Dawn Susee, Joe Becker, Kaisa Holloway-Cripps, Kelly White, Scott Brickman, Geraldine Becker, Leo Trudel, Paul Buck, Michael Curran, Marilyn Epp (arrived late), Nicole Boudreau, Dean

[illegible]

H. Motion to suspend both BS programs made by Kelly, seconded by Scott.
Approved unanimously.

1. Discussion - we just don't have the students and faculty to run the programs.

[REDACTED]

[REDACTED]

█

CCF Control # _____
To be assigned by Registrar's office



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

4.1

Date: _____ **Division/Unit:** _____ **Contact Person:** _____

Course Prefix & Number(s): _____

Course Title(s): _____

Program(s) Affected: _____

Major, Concentration, Minor, Certificate or Course(s): _____

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 Suspension

☐ Course Title/# Changes Only ☐ New/Modified Course Fee (*see note below regarding course fees*)

EFFECTIVE DATE/TERM/YEAR: _____

DESCRIPTION OF & RATIONALE FOR CHANGE(S) REQUESTED:

- 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).
- If adding any course fees, please visit with the campus CBO prior to submitting form to review the purpose and intent of the course fee. Please attach completed documentation (**Course Fee Creation and Modification Form**) along with submission.
- 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).
- For any proposed changes to program curriculum, please attach reviewed and signed Admissions and Marketing Plans.

**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: 9/28/21

UMFK Curricular Change Form Page 1 of 3

DECISIONS & SIGNATURES (indicate approval or denial):

Unit Chair	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
			11-17-21
Division Dean	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
N/A			
Division Dean of other impacted program(s) (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Joseph Becker - see included AC minutes			2/28/2022
Chair of Academic Council (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Joseph Becker - see included minutes			3/3/2022
Chair of Faculty Assembly (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Deb Hedden			3/31/2022
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
Admissions acknowledgment of intent to submit admissions plan (if applicable)			Date
<input type="checkbox"/> Admissions Plan Received by Registrar (will be received at a later date)			Date
Marketing acknowledgment of intent to submit marketing plan (if applicable)			Date
<input type="checkbox"/> Marketing Plan Received by Registrar (will be received at a later date)			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: 9/28/21

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*Current Course Description:New Course Description:Programs Affected:Courses Affected:Potential Instructors: _____Additional Notes:**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: 9/28/21*

University of Maine at Fort Kent
 Faculty Assembly
 March. 3, 2022

Present

President Hedeem—as Provost, at the start of the meeting only.

<u>Faculty</u>	Joe Becker	Stephen Hansen	Marilyn Epp	<u>Adjunct Faculty</u>	<u>Deans</u>
	Cheryl Roberts	Shawn Graham	Neil Thompson	P. Stamp	E. Soucy
	Rachel Albert	Diane Griffin	Krishna Kaphle		K. Godwin
	Dawn Susee	Lisa Lavoie	Geraldine Becker		<u>Other:</u>
	Mike Curran	Kaisa Holloway Cripps	Duane Belanger		Loni Nadeau
	Kelly White	Leo Trudel	Scott Brickman		Nikolas Lallemand
	Libin Louis	Paul Buck	Kennedy "Ned" F. Rubert-Nason		Jake Theriault

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

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>	
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4.1

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

4.1

New Business		
Suspension Proposals	<ol style="list-style-type: none"> 1. Suspension: BS in Cybersecurity Online 2. Suspension: BS in Cybersecurity (On Campus) 3. Suspend all Computer Application concentrations except Self-design effective Fall 2022 4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022 5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS) 6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454 7. Suspend French minor (Note: did not receive majority vote in HPS) 8. Suspend History minor (Note: did not receive majority vote in HPS) 9. Suspend Music minor 10. Suspend Math minor 11. Suspend the B.S. Biology effective Fall 2022 	<p>Vote:</p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p>Motion: Does Not Pass</p>

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

4.1

	<p><u>Academic Council recommends denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPL.</u></p> <p>Motion to suspend all 11 programs made by Kaisa Hollloway Cripps Seconded by Scott Brickman</p> <p>Discussion ensued, with many in agreement with Academic Council.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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Academic Council March Meeting Agenda

Monday, February 28, 2022 / 12:30 pm via Zoom

Note: All documents for the meeting are on our Shared Google Drive

Google Drive Link

https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing

Zoom Link

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWWh1Sk1qajhXeG5aY1NRdz09>

Faculty Members Present: J. Becker, G. Cannon Becker, N. Thompson, K. Kaphle, D. Belanger, S. Susee

Ex officio: J. Plourde, J. Theriault

Guests: K. Holloway Cripps

Call to Order 12:02 pm

[REDACTED]

[REDACTED]

Old Business

Suspension Proposals

1. Suspension: BS in Cybersecurity Online
2. Suspension: BS in Cybersecurity (On Campus)
3. Suspend all Computer Application concentrations except Self-design effective Fall 2022
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5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)
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8. Suspend History minor (Note: did not receive majority vote in HPS)
9. Suspend Music minor
10. Suspend Math minor

11. Suspend the B.S. Biology effective Fall 2022

Motion to recommend denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPI.
(Krishna/Susee) Motion passes.

4.1

Humanities & Professional Studies
Meeting #3 November 8, 2021 Minutes

4.1

I. Welcome and roll call.

A. Attendance

1. Present: Michael Curran, Dawn Susee, Leo Trudel, Kaisa Holloway Cripps, Geraldine Becker, Scott Brickman, Paul Buck, Joseph Becker, Marilyn Epp (late)
2. Absent: Darrell Ouellette

[REDACTED]

[REDACTED]

[REDACTED]

4.1

[REDACTED]

G. Vote to suspend B.A. English program effective Fall 2022 (by ballot vote via Google Drive from your UMFK email account) during this meeting.

2. Motion to approve made by Scott
3. Motion to second made by Leo
4. Discussion - Joe- 4 letters were sent in support of keeping the English program. These were shared with the division earlier today. Once a program is suspended, history shows, it is dead on this campus. We are a small campus so we are dependent on personnel. There are other ways of transforming and changing and they are not opposed to change. This makes for a frustrating situations. Dawn questioned if this is a suspension of the program, should there be a suspension plan? Kaisa explained it is and under policy suspensions are for 3 years. After the three years it is determined if the program will be reinstated or cut. If this is a suspension a plan must be created. If the provost approves suspension there must be a plan created. Discussion regarding planning being done first. This is only a recommendation. Paul stated that 2 of the 4 letters Joe mentioned were from Valley Alumni. These students went through the program. English is a foundational program anywhere in the United States. Why and How can we consider eliminating it? Transformation is important. For a small campus, not having English as a major is an incredibly grievous situation. Dawn stated that this came up last year in faculty senate, what happened after. The program was suspended but did not go through the proper channels. Joe explained this timeline in the letter, Tex left then we had the pandemic, and stated that at the initial meeting Dr. Hedeem said we could work to transform, then BOT said to cut them all. Geraldine stated she did a lot of work and asks others if they have looked at previous English program reviews. The recommendations for growth and worked to the strengths have not been supported. Kaisa reiterated that these conversations are not easy and there is a lot of history here. At this point we are going to make recommendations, and everyone has equal votes. This will be shared and recorded. Everyone will have access to this information.
5. Recommendation votes
 1. Yea – 5
 2. Nay – 5
 3. Abstain - 0

[REDACTED]

[REDACTED]

CCF Control # _____
To be assigned by Registrar's office



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

4.1

Date: _____ **Division/Unit:** _____ **Contact Person:** _____

Course Prefix & Number(s): _____

Course Title(s): _____

Program(s) Affected: _____

Major, Concentration, Minor, Certificate or Course(s): _____

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 Suspension

☐ Course Title/# Changes Only ☐ New/Modified Course Fee (*see note below regarding course fees*)

EFFECTIVE DATE/TERM/YEAR: _____

DESCRIPTION OF & RATIONALE FOR CHANGE(S) REQUESTED:

- 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).
- If adding any course fees, please visit with the campus CBO prior to submitting form to review the purpose and intent of the course fee. Please attach completed documentation (**Course Fee Creation and Modification Form**) along with submission.
- 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).
- For any proposed changes to program curriculum, please attach reviewed and signed Admissions and Marketing Plans.

**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: 9/28/21

UMFK Curricular Change Form Page 1 of 3

DECISIONS & SIGNATURES (indicate approval or denial):

Unit Chair	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Division Dean	<input checked="" type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	11-17-21
N/A			
Division Dean of other impacted program(s) (if applicable)	<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED	Date
Joseph Becker - see included AC minutes			2/28/2022
Chair of Academic Council (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Joseph Becker - see included AC minutes			3/3/2022
Chair of Faculty Assembly (if applicable)	<input type="checkbox"/> APPROVED	<input checked="" type="checkbox"/> DENIED	Date
Deb Hedeen			3/31/2022
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
Admissions acknowledgment of intent to submit admissions plan (if applicable)			Date
<input type="checkbox"/> Admissions Plan Received by Registrar (will be received at a later date)			Date
Marketing acknowledgment of intent to submit marketing plan (if applicable)			Date
<input type="checkbox"/> Marketing Plan Received by Registrar (will be received at a later date)			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: 9/28/21

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>

Programs Affected:Courses Affected:Potential Instructors: _____Additional Notes:**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: 9/28/21*

University of Maine at Fort Kent
 Faculty Assembly
 March. 3, 2022

Present

President Hedeem—as Provost, at the start of the meeting only.

<u>Faculty</u>	Joe Becker	Stephen Hansen	Marilyn Epp	<u>Adjunct Faculty</u>	<u>Deans</u>
	Cheryl Roberts	Shawn Graham	Neil Thompson	P. Stamp	E. Soucy
	Rachel Albert	Diane Griffin	Krishna Kaphle		K. Godwin
	Dawn Susee	Lisa Lavoie	Geraldine Becker		<u>Other:</u>
	Mike Curran	Kaisa Holloway Cripps	Duane Belanger		Loni Nadeau
	Kelly White	Leo Trudel	Scott Brickman		Nikolas Lallemand
	Libin Louis	Paul Buck	Kennedy "Ned" F. Rubert-Nason		Jake Theriault

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

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

	<div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div>	
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4.1

University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

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New Business		
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University of Maine at Fort Kent
Faculty Assembly
March. 3, 2022

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	<p><u>Academic Council recommends denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPL.</u></p> <p>Motion to suspend all 11 programs made by Kaisa Hollloway Cripps Seconded by Scott Brickman</p> <p>Discussion ensued, with many in agreement with Academic Council.</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
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Academic Council March Meeting Agenda

Monday, February 28, 2022 / 12:30 pm via Zoom

Note: All documents for the meeting are on our Shared Google Drive

Google Drive Link

https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing

Zoom Link

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWhlSk1qajhXeG5aY1NRdz09>

Faculty Members Present: J. Becker, G. Cannon Becker, N. Thompson, K. Kaphle, D. Belanger, S. Susee

Ex officio: J. Plourde, J. Theriault

Guests: K. Holloway Cripps

Call to Order 12:02 pm

[REDACTED]

[REDACTED]

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Motion to recommend denial of all suspensions with special consideration given to 1) our current enrollment crisis, and 2) overlap of programs with UMPI.
(Krishna/Susee) Motion passes.

4.1

Humanities & Professional Studies
Meeting #3 November 8, 2021 Minutes

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I. Welcome and roll call.

A. Attendance

1. Present: Michael Curran, Dawn Susee, Leo Trudel, Kaisa Holloway Cripps, Geraldine Becker, Scott Brickman, Paul Buck, Joseph Becker, Marilyn Epp (late)
2. Absent: Darrell Ouellette

[REDACTED]

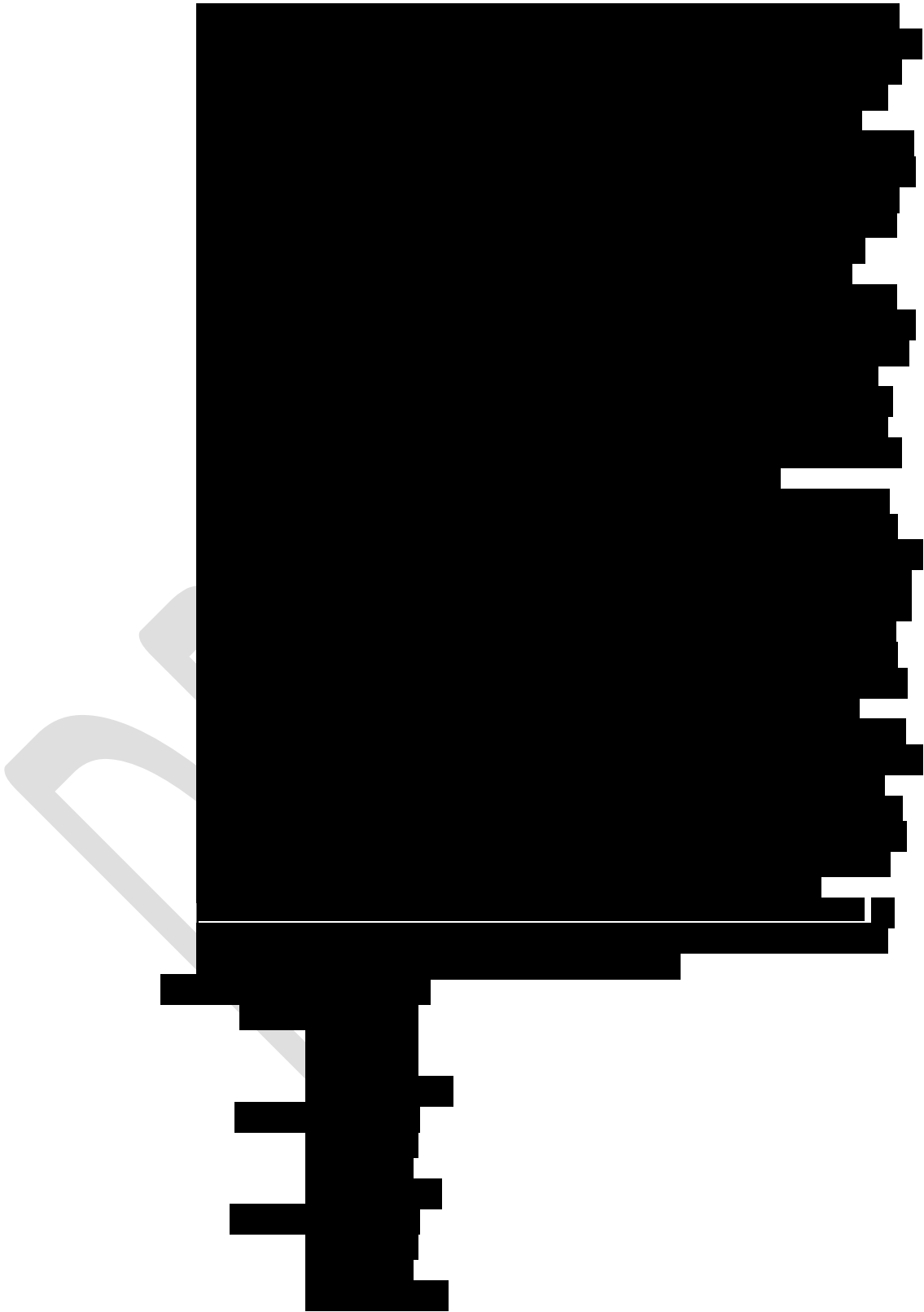
[REDACTED]

1

E. [REDACTED]
Vote to suspend Information Security certificate, minor, and Associate degree effective Fall 2022 (by ballot vote via Google Drive from your UMFK email account) during this meeting.

1. Motion to approve made by Kelly
2. Motion to second made by Scott
3. Discussion - Questions were asked – Dawn asked Do we have numbers of students in the program? Some Students do the certificate program. How many students are currently enrolled in the certificate program? Kaisa stated these were numbers looked at previously in September during COS program review, Kaisa looked up again the numbers and stated that in the last 4 years we have not had any student in the minor, currently have 0 first years and 3 second years in the associates degree and no data for the certificate program. Joe stated that cyber security is supposed to be one of the fastest growing programs between now and 2028. Without data to decide on this fast growing field how can we make an accurate decision? Kaisa stated this is Information Security and Cybersecurity is a slightly different field. Dawn asked if we should wait until we meet with the advisory board and get their opinion? Kelly stated these changes were sent to the advisory board in the last week and a half, everyone was in favor. Dawn asked that advisory board feedback be put into a document and sent to the division. Kaisa stated that Dean Boudreau and President Hedeem will meet with Kelly and Dawn after this meeting to discuss options. Dawn doesn't think we should make severe changes until we see comments from the advisory board. Joe states we should table until we have time to look at it collectively. Kaisa asked if the person who made the motion would like to withdraw their motion at this time- they do not.
4. Recommendation vote –
 1. Yea – 5
 2. Nay – 5
 3. Abstain - 0

4.1



4.1



[REDACTED]

[REDACTED]

4.1

[illegible]

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

5

NAME OF ITEM: Proposed Changes to Board of Trustee Policy 501: *Student Conduct Policy*

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

501: *Student Conduct Policy*

UNIFIED ACCREDITATION CONNECTION:

None

BACKGROUND:

The UMS Student Conduct Code, comprised of policy and procedures, has been in place for many years. The Student Conduct Code is typically reviewed and updated every three years and is ultimately approved by the Board of Trustees. In their governance role, the Board of Trustees is responsible for reviewing and approving the Student Conduct Code with a focus on the policy portion; the implementation of the procedures and process is the responsibility of the Universities under the oversight of the UMS Chancellor's Office. The UMS Student Conduct Code applies to the entire University of Maine System. In July 2021, the Board of Trustees asked for an off-cycle review of the Student Conduct Code. The review has attempted to clarify the policy and the process for implementation and separate policy from process to create a more logical and agile approach to the review and approval of each going forward.

Amon Purinton, UMS Assistant General Counsel, will update the Committee on the review process as well as changes/clarifications to the policy. Erika Lamarre, Director of Community Standards and Mediation at USM, Donna Seppy, Director of Student Success Initiatives and chair of the UMS Student Conduct Review Committee, and Patricia Peard, Interim UMS General Counsel, will also be available to answer questions. The Board of Trustees Academic and Student Affairs Committee will be asked to review these changes at their May and June meetings and recommend that they be approved at the July Board of Trustees meeting.

4/21/2022

UNIVERSITY OF MAINE SYSTEM

Policy Manual

DRAFT
5/2/22

5.1

STUDENT AFFAIRS

Section 501 Student Conduct **Code Policy**

Effective: 3/72

Last Revised: 5/22/00; 5/22/06; 5/18/09; 11/17/14; 5/18/15; 3/19/18; 5/2/22 Draft

Responsible Office: Academic Affairs

Policy Statement:

The purpose of this University of Maine System Student Conduct Policy (this “Policy”) is to promote the intellectual, ethical, and physical development of people within the University of Maine System. This Policy shall be implemented through procedures set forth in the University of Maine System Student Conduct Code (the “Code”). The Code will articulate the expectation that students conduct themselves with proper regard for their rights and responsibilities, and the rights and responsibilities of others including the University. All members of the University community share accountability for maintaining an environment where actions are guided by mutual respect, integrity, and reason. The procedures outlined in the Code seek to promote the safety of persons engaging in those pursuits, the free and peaceful expression of ideas, and the integrity of academic processes. The procedures in the Code will reflect the basic concept of procedural fairness and will make certain that no student is subject to disciplinary action for any misconduct without first being given adequate notice of the charge(s) and the opportunity for a hearing before an impartial body or officer.

In the implementation of this Policy, the University seeks to harmonize its administrative functions in a manner consistent with and grounded in its educational mission with an emphasis on fundamental fairness, due process, personal responsibility, and community relationships.

Governing Law

All members of the University community are governed by University policies, local ordinances, and state and federal laws. For specific governing documents, students and University organizations may refer to: the Code, other University policies and procedures; University student handbooks; University residence hall agreements and manuals; and other official University notices and publications. Individuals who violate state and federal law are subject to prosecution by appropriate state and federal authorities regardless of whether the activity occurs on or off University Property. In addition, students may be subject to disciplinary action by the University pursuant to this Policy and the University of Maine System Student Conduct Code or other applicable University policies, handbooks, catalogs, or standards.

If applicable law or regulation changes in a way that impacts this Policy, this Policy will be construed to comply with applicable law and regulation. Administration and interpretation of the University of Maine System Student Conduct Code will be solely within the jurisdiction of the University.

Freedom of Expression

The UMS Board of Trustees recognizes that students have, within the limits of the law, the right of free expression and advocacy. The UMS Board seeks to encourage and preserve freedom of expression and inquiry within the University.

Non-Discrimination Statement

In complying with the letter and spirit of applicable laws and pursuing its own goals of diversity, the University of Maine System does not discriminate in employment, education, or any other programs and activities on the *basis* of race, color, religion, sex, sexual orientation, transgender status, gender, gender identity or expression, ethnicity, national origin, citizenship status, familial status, ancestry, age, physical or mental disability, genetic information, veteran or military status. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, North Stevens Hall, Orono, ME 04469; voice: (207) 581-1226; TTY 711 (Maine Relay System) email: equal.opportunity@maine.edu.

Training

All persons responsible for the oversight or administration of the Code will receive required training relevant to their role and responsibility, as described in the Code.

Policy Review

Pursuant to the authority of the Board of Trustees, the provisions of this Policy statement are subject to periodic review and amendment.

Student Conduct Code Review

The Student Conduct Code shall be reviewed a minimum of every two years under the direction of the UMS Coordinator of Student Conduct, and in consultation with the University Conduct Officers, Office of the General Counsel, and including representation from the student body, Board of Trustees and other stakeholders, as appropriate.

Related Documents:

Board of Trustees Policy 212 *Free Speech, Academic Freedom and Civility*
 Board of Trustees Policy 402 *Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation*
 Student Conduct Code

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: UMS Student Conduct Code: Review

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

501: *Student Conduct Policy*

UNIFIED ACCREDITATION CONNECTION:

BACKGROUND:

The UMS Student Conduct Code, comprised of policy and procedures, has been in place for many years. The Student Conduct Code is typically reviewed and updated every three years and is ultimately approved by the Board of Trustees. In their governance role, the Board of Trustees is responsible for reviewing and approving the Student Conduct Code with a focus on the policy portion; the implementation of the procedures and process is the responsibility of the Universities under the oversight of the UMS Chancellor's Office. The UMS Student Conduct Code applies to the entire University of Maine System. In July 2021, the Board of Trustees asked for an off-cycle review of the Student Conduct Code. The review has attempted to both clarify the policy and the process for implementation; and to separate policy from process to create a more logical and agile approach to the review and approval of each, going forward.

This agenda item represents the procedures and process; it is, in essence, the actual Student Conduct Code, and is provided for information only. The Student Conduct Code defines University intervention, resolution options, and possible disciplinary actions related to the behavior of both individual students and student organizations. It is included to display the full range of the Code, both that being considered for Board policy and the attendant procedures and processes that are followed within the student conduct process.

Amon Purinton, UMS Assistant General Counsel, will update the Committee on the review process as well as changes/clarifications to the policy. Erika Lamarre, Director of Community Standards and Mediation at USM, Donna Seppy, Director of Student Success Initiatives and chair of the UMS Student Conduct Review Committee and Patricia Peard, Interim UMS General Counsel, will also be available to answer questions. The Board of Trustees Academic and Student Affairs Committee will be asked to review these changes at their May and the following Committee meeting and recommend that they be approved at the July Board of Trustees meeting.

4/21/2022

UNIVERSITY OF MAINE SYSTEM STUDENT CONDUCT CODE

Effective: 1 August 2022

6.1

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- B. Notice to Reporting Party
- C. Preliminary Inquiry
- D. Conflict of Interest
- E. Alternative Resolution
- F. Administrative Resolution
- G. Interim Measures or Actions
- H. Notice of Interim Measures or Actions
- I. Notice of Formal Investigation
- J. Formal Investigation
- K. Determination of Hearing Format
- L. Notice Following Formal Investigation

Hearings

- A. Conduct Officer Hearing
- B. Hearing Board

Appeals

- A. Appeal Panel and Appeal Filing Procedure

Training

Amending the Student Conduct Code

STUDENT CONDUCT CODE

The Student Conduct Code (“Code”) exists to notify students, faculty, and staff of the specific expectations the University of Maine System (“University”) holds related to student behavior and the rights and responsibilities that accompany being a student and participating in student activities and organizations. The University expects students to maintain standards of personal integrity in harmony with its educational goals; to be responsible for their actions; to observe national, state, local laws, and University regulations; and to respect the rights, privileges, and property of others.

The student conduct process is intended to be a learning experience which can yield growth, behavioral changes, and personal understanding of one’s responsibilities and the consequences and impacts of one’s actions. This process balances the needs and rights of students with the needs and expectations of the University and larger community. The student conduct process offers a continuum of responses to allegations of misconduct. Students are treated with care and respect and are afforded the opportunity to receive a fair hearing. Many sanctions and interventions are designed to be educational and restorative in nature, promoting the University’s mission. The Student Conduct Code defines University intervention, resolution options and possible disciplinary actions related to the behavior of both individual students and student organizations.

What constitutes a violation and what sanctions may be imposed will be determined using the definitions set forth in the Code in effect at the time of any alleged violation(s). With regard to the procedures that will be used to resolve any report of an alleged violation, the Code procedures in effect at the time of the report to the University will be used regardless of whether the alleged conduct occurred on or off University Property, and regardless of when the alleged conduct occurred.

Student Rights & Responsibilities

Student rights and responsibilities are outlined throughout this Code. If students have questions or concerns about this Code or the way this Code is being applied, they should contact a Conduct Officer of the University; this may be either the Conduct Officer handling a particular matter or another Student Conduct Officer. If those questions or concerns remain unresolved, the student may contact the Conduct Officer’s supervisor, or the UMS Coordinator of Student Conduct. If those questions or concerns remain unresolved following this process, students may contact the Vice Chancellor for Academic Affairs.

Various timeframes, including for response and submission of information and documents, are outlined throughout this Code. If, at any time, a student would like to request an update or additional information about a particular matter under review, the student may contact the University authority handling the matter.

Bias and Conflict of Interest

A conflict of interest may exist when a person or related organization has an existing or future interest or association which conflicts with their role or responsibility within the University. Faculty, staff, and students participating or serving in any role or process under the UMS Student Conduct Code have the obligation to be unbiased and to avoid ethical, legal, financial or other conflicts of interest and to ensure that their activities and interests do not conflict with their obligation to the University or to its welfare. If a faculty, staff or student believes they may have a current bias or conflict of interest or that one may be foreseen, they shall promptly and fully disclose the bias or conflict to the UMS Coordinator of Student Conduct and shall refrain from participating on behalf of the University.

Accessibility Support

The University is committed to providing necessary accommodations to ensure a fair and safe process for participants. Accommodations will take into consideration disabilities, personal safety and language differences.

Student Conduct Amnesty

The University strives to maintain a balance between student support and accountability. The University believes in addressing student health and safety concerns directly, and confronting dangerous behaviors, but also encouraging students to seek help in situations where their own, or another student's health is endangered. As such, a student who seeks assistance on behalf of themselves or another individual experiencing an alcohol and/or drug related incident, may not be subject to disciplinary action for the alcohol and/or drug use under the Student Conduct Code, at the discretion of the Conduct Officer. Students who participate in student conduct investigations may also be eligible for Student Conduct Amnesty at the discretion of the Conduct Officer.

Student(s) involved in reported incidents of sexual misconduct may receive student conduct amnesty for the alcohol and/or drug violation(s) only, unless the report is determined to be without a proper basis and fact. Student Conduct Amnesty is only granted to individual students, not student groups and/or student organizations.

I. JURISDICTION

This Code applies when the University has jurisdiction over both the Responding Party and the alleged conduct.

- A.** The University has jurisdiction over the Responding Party when the Responding Party is, at the time of the alleged conduct, any one of the following:
 - 1.** A student who is enrolled at the University.
 - a. A "student" means any person who has accepted, registered, or enrolled in any course or program offered by the University, including distance courses, and who has not been absent from the University greater than one (1) calendar year.
 - b. A student is considered to be "enrolled" at the University until such time as the student has:
 - i. Officially graduated from the University; or
 - ii. Been officially dismissed from the University; or
 - iii. Been absent from the University for a period of time greater than or equal to one (1) calendar year.
 - c. A student who is on probation or suspended from the University at the time of the alleged conduct will be considered to be enrolled for the purposes of determining the University's jurisdiction.
 - 2.** A University-recognized student organization, or any student organization not recognized at the time of the report, but under University probation or suspension.
- B.** The University has jurisdiction over the alleged conduct when the alleged conduct occurs:
 - 1.** On any campus of the University, on any property owned or controlled by the University or when the alleged conduct involves University Property; or
 - 2.** At an activity or program sponsored by the University; or
 - 3.** In any context where the University can demonstrate a substantial interest regardless of the location of the conduct, including online or off-campus, and where the conduct threatens:
 - a. Any educational process; or
 - b. Legitimate function of the University; or
 - c. The health or safety of any individual.
 - 4.** It is at the University's discretion to determine whether jurisdiction applies. In general, jurisdiction is determined as of the date of the alleged conduct.

- C. An enrolled student may not graduate if they have a pending conduct case. If a student officially withdraws from the University or does not participate in the disciplinary process, the process will continue and the student may not, at the discretion of the University, be permitted to return to the University or graduate until the student is found not responsible for a violation of this Code or until any imposed sanctions have been satisfied.

II. DEFINITIONS

- A. **Administrative Resolution:** A meeting with a Conduct Officer to determine if a Responding Party has violated any section(s) of the Code.
- B. **Advisor:** A person who is available to advise or support any Party involved in any matter governed by this Code. An Advisor may not serve as a witness or a participant in a hearing. Examples of Advisors include, but are not limited to, family members, friends, University employees, and attorneys.
- C. **Appeal Panel:** A panel that hears appeals from the Administrative Resolution or Student Conduct Hearing Board.
- D. **Conduct Officer:** A person designated by the University to address alleged violations of this Code.
- E. **Conflict of Interest:** When a person or related organization has an existing or future interest or association which conflicts with their role or responsibility within the University.
- F. **Coordinator of Student Conduct:** The University of Maine System person responsible for providing guidance, support and direction in the University conduct process and ensuring compliance with applicable policies, regulations, and laws.
- G. **Consent:** A person's voluntary agreement to engage in specific sexual acts with another person.
1. Consent must be:
 - a. Informed, freely, and actively given, and consist of a mutually agreeable and understandable exchange of words or actions; and
 - b. Clear, knowing, and voluntary; and
 - c. Active, not passive.
 2. Consent may be withdrawn at any time and when outwardly communicated that Consent is withdrawn, sexual activity must cease.
 3. Silence, passivity, or absence of resistance, in and of itself, cannot be interpreted as Consent.
 4. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and conditions of) sexual activity.
 5. Past Consent does not imply future Consent. Even in the context of an ongoing relationship, Consent must be sought and freely given for each sexual act.
 6. Consent to engage in one form of sexual activity does not imply Consent to engage in any other sexual activity.
 7. Consent to engage in sexual activity with one person does not imply Consent to engage in sexual activity with any other person.
 8. There is no Consent when the exchange involves unwanted physical force, coercion, intimidation and/or threats.
 9. If an individual is mentally or physically incapacitated such that one cannot understand the fact, nature, or extent of the sexual situation, and the Incapacitation or impairment is known or should be known to a Reasonable Person, there is no Consent. This includes conditions resulting from voluntary alcohol or drug consumption, being asleep, or unconscious. The assessment is based on objectively and reasonably apparent indications of Incapacitation when viewed from the perspective of a Reasonable Person.
 10. Consent is not valid if the person is too young to Consent to sexual activity under applicable law, even if the minor wanted to engage in the activity.
 11. In evaluating whether Consent was given, consideration will be given to the totality of the facts and circumstances, including but not limited to:

- a. the extent to which a Reporting Party affirmatively uses words or actions indicating a willingness to engage in sexual contact, free from intimidation, fear, or coercion;
 - b. whether a Reasonable Person in the Responding Party's position would have understood such person's words and acts as an expression of Consent; and
 - c. whether there are any circumstances, known or reasonably apparent to the Responding Party, demonstrating Incapacitation or lack of Consent.
- H. Hearing Officer:** A University Official, including, and not limited to, a Conduct Officer or Hearing Board Chair, authorized to facilitate student conduct cases and determine whether a student or an organization has violated the Code and to impose sanctions when it has been determined that a violation has been committed.
- I. Incapacitation; Incapacitated:** An individual who is Incapacitated lacks the ability to make informed judgments. Incapacitation is the inability, temporarily or permanently, to give Consent because an individual is mentally and/or physically unable to understand the fact, nature, or extent of the sexual situation, helpless, asleep, unconscious, or unaware that sexual activity is occurring. Helpless means a person is incapable of appraising or controlling one's own conduct, unable to verbally or otherwise communicate Consent or unwillingness to an act.
 - 1. Where alcohol or other drugs are involved, Incapacitation is a state beyond impairment or intoxication.
 - 2. Where alcohol or other drugs are involved, evaluating Incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person's decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness.
- J. Interim Measures or Actions:** Actions taken to promote the safety and well-being of the Parties or the University community, including, but not limited to, interim suspension from activities, University housing or the University, moving either Party to a new living, dining or working situation; issuing a no contact order; changing class or work schedules; changing transportation; financial aid accommodations; immigration assistance; and other academic and/or employment accommodations and support.
- K. Notice:** Official written communication from the University which is considered effective if hand delivered, mailed with signature confirmation of delivery at the person's or entity's last known address, delivered through the use of the student's University email account with confirmation of receipt, or at the University's discretion, another method requested by a Party. Students are expected to regularly monitor their official University email account.
- L. Party(ies):** May refer to the Reporting Party(ies), Responding Party(ies), or both Parties collectively.
- M. Preponderance of the Evidence:** A standard that requires a fact or event to have more likely than not occurred, e.g., a greater than fifty percent (50%) likelihood.
- N. Reasonable Person:** A representative individual under similar circumstances to the person in question, who exercises care, skill, and judgment.
- O. Reporting Party(ies):** Any person who alleges they, themselves, have been harmed by a student, or student organization and directly aggrieved by the incident. If a Reporting Party declines to participate, at the University's discretion, the University may move forward with the process under this Code.
- P. Responding Party(ies):** Any student or student organization that has been alleged to have violated this Code or has been charged with a violation of this Code.
- Q. Student Conduct Hearing Board ('Hearing Board'):** A body of trained University persons providing due process to students accused of violating this Code.
- R. Support Person:** A person who provides emotional or personal support or assistance to a Party during the investigative and hearing proceedings. Examples of a Support Person include, but are not limited to, family members, friends, or University employees.
- S. University of Maine System (the "University"):** Means either collectively or singularly, any of the of following campuses and/or centers: University of Maine at Augusta; University of Maine at Farmington; University of Maine at Fort Kent; University of Maine at Machias; University of Maine; University of Maine at Presque Isle; University of Southern Maine; University of Maine School of Law; and all University Property.

- T. University Official:** Any person employed or engaged by the University to perform assigned administrative or professional responsibilities, including campus police or security staff. University Officials may be full or part-time, or may be student staff members.
- U. University Property:** Includes, but is not limited to, any Real or Personal Property owned, held, rented, licensed, chartered, or used at the University's discretion, Real or Personal Property otherwise engaged by the University in any manner or by University employees or University organizations as a direct result of and in connection with their service to the University.
 - 1. **Real Property:** Land, buildings, fixtures, improvements, and any interests therein.
 - 2. **Personal Property:** All property, other than real property, and any interests therein.
- V. VAWA (Violence Against Women Act) Offenses:** Offenses of sexual assault (rape, fondling, incest or statutory rape), domestic violence, dating violence and/or stalking.
- W. Violent Crime:** One of a series of offenses described in the regulations of the Family Educational Rights and Privacy Act (FERPA) which includes, but is not limited to, arson, assault offenses, burglary, criminal homicide, destruction & vandalism, kidnapping, and sex offenses - <https://www.ecfr.gov/current/title-34/subtitle-A/part-99>
- X. Witness:** A person who has directly observed an incident, or has personal knowledge or experience of a possible violation of this Code.

III. VIOLATIONS

Violations are actions that contravene this Code.

Disciplinary action taken under this Code is independent of the awarding of grades (an academic matter), and provisions of this Code cannot be used for changing awarded grades. The violations listed below are considered in the context of the student's responsibility as a member of the academic community; other violations may be defined by other documents, for example, residence hall contracts, student handbooks, academic integrity policies, or codes of conduct, ethics or professional responsibility, specific to certain courses of study or majors.

A. Academic Misconduct

- 1. **Plagiarism:** The submission of another's work as one's own, without adequate attribution. Plagiarism is academic theft.
- 2. **Cheating:** The act or attempted act of deception by which a person, student, or student organization seeks to misrepresent that they have mastered information on an academic exercise that they have not mastered. Cheating is also the use or attempted use of unauthorized assistance in an examination, paper, homework assignment, or other project.
- 3. **Fabrication:** The use of invented information or the falsification of research or other findings in an academic exercise.
- 4. **Contributing to academic misconduct:** Assisting another person's, student's, or student organization's academic misconduct.
- 5. **Other forms of academic misconduct:** Any actions by which one seeks an unfair academic advantage over others, or violations of the Academic Integrity Policy as may be reported by a faculty member or other academic officer.

B. Disruption of University Operations

- 1. **Causing a Disturbance:** Conduct which causes interference with or results in substantial disruption of University activities.
- 2. **Failure to Comply with Sanction:** Failure to comply with a sanction imposed under this Code.
- 3. **Failure to Identify:** Failure to identify oneself accurately to a University employee performing their official duties.
- 4. **Interference with Code Enforcement:** Interference with a Reporting Party, Responding Party, witness, investigation or the carrying out of procedures defined in this Code.

5. **Interference with or Failure to Comply with a University Employee:** Direct interference with or failure to comply with a University employee in the performance of their official duties.
 6. **Supplying False Information:** Knowingly supplying false information to University employees in pursuit of their official duties or in the course of a disciplinary proceeding, or knowingly causing false information to be thus supplied.
 7. **Unauthorized Representation:** Unauthorized representation of the University or University employee(s).
 8. **Violation of Residence Hall Contract:** Violation of residence hall contracts, except when the residence hall contract specifically provides for an alternate procedure or remedy for the violation concerned.
 9. **Violation of Student Activity Rules:** Violation of a University rule, policy, procedure, standard of conduct, or code of ethics.
- C. Health & Safety Violations**
1. **Creating a Dangerous Condition:** Creation of a fire hazard or other dangerous condition, which may cause harm to any individual or to property.
 2. **False Reporting of Dangerous Conditions:** Giving or causing to be given false reports of fire or other dangerous conditions to the University or to local, state or federal authorities.
 3. **Endangering Health or Safety:** Conduct which threatens or endangers the health or safety of any individual.
 4. **Violation of Health or Safety Policies:** Violation of University health or safety regulations.
 5. **Illegal Possession, Use, or Sale of Drugs:** Possession, use, or sale of illegal drugs or drug paraphernalia. The misuse of legal prescription drugs. The University is required to follow federal law which classifies cannabis as an illegal drug.
 6. **Interference with Safety Equipment or Alarms:** Tampering with, or disabling, or causing the malfunction of fire and safety equipment or alarm systems.
 7. **Restricting Traffic Flow:** Restriction of normal traffic flow anywhere on University property, including entrances and exits.
 8. **Unauthorized Use or Possession of Chemicals or Explosives:** Unauthorized use or possession of explosive components, chemicals, etc., such as fireworks, explosives, gas, or compressed air.
 9. **Violation of Alcohol, Drug, or Tobacco and Smoke Free Policies or Regulations:** Violations of alcohol beverage, drug, or tobacco and smoke free policies, regulations, or laws.
 10. **Violation of Weapons Policies or Regulations:** Violation concerning possession or misuse of firearms or other dangerous weapons.
- D. Offenses Involving Other People**
1. **Assault:** Intentionally, knowingly, or recklessly causing bodily injury or offensive physical contact to another person.
 2. **Causing Fear of Physical Harm:** Intentionally or knowingly placing another person in fear of imminent bodily injury.
 3. **Dating Violence:** Violence committed against a person by an individual who is or has been in a social relationship of a romantic or intimate nature with that person. Whether a dating relationship exists is determined based on the Reporting Party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence. All forms of dating violence prohibited by applicable law are also included (for example, Assault).

4. **Discrimination:** Discrimination based on actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status.
5. **Domestic Violence:** A felony or misdemeanor crime of violence committed by:
 - a. A current or former spouse or intimate partner of the victim; or
 - b. A person with whom the victim shares a child in common; or
 - c. A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; or
 - d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
 - e. By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

All forms of domestic violence prohibited by applicable law are also included (for example, Domestic Violence Assault, Domestic Violence Criminal Threatening, Domestic Violence Terrorizing, Domestic Violence Stalking, and Domestic Violence Reckless Conduct).
6. **Gender Discrimination:** Discriminating against an individual on the basis of that individual's sex, gender, sexual orientation, gender identity, or gender expression.
7. **Harassment:** Severe or pervasive unwelcome conduct, including but not limited to: comments; jokes; acts; other verbal or physical conduct or bullying, that may be based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status.
8. **Hazing:** Any action or situation, including harassing behavior, that recklessly or intentionally endangers the mental or physical health of any University employee or a person, student, or student organization or any activity expected of a person, student, or student organization as a condition of joining or maintaining membership in a group that humiliates, degrades, abuses or endangers the student, regardless of the student's willingness to participate in the activity.
9. **Interference with Residential Life:** Significant interference with the normal residential life of others.
10. **Intimidation:** The improper use of authority, coercion, or threat for the purpose of compelling or deterring action against that person's will. Intimidation violates this Code when it threatens substantial harm to the other person's membership or status in the community; personal, professional, or academic reputation or opportunities; extracurricular opportunities; or financial security. Intimidation may include, but is not limited to, threatening to accuse someone of illegal activity; threatening to expose a secret that could subject the person to hatred, contempt, or ridicule or otherwise compromise that person's standing in the community; threatening to disseminate sexual images of the other person; or use of a position of authority to take or withhold action against the other person.
11. **Invasion of Privacy:** The violation of another individual's reasonable expectation of privacy where the circumstances justify that expectation.
12. **Indecent Conduct:** Exhibition, including by electronic means, of the genitals, anus, or pubic area of a person other than for legitimate academic purposes. Simulation of a sexual act, sex act in public with or without private parts showing, or public masturbation are also included.
13. **Retaliation:** Action taken by an individual(s) or group or organization against any person or group for any action taken in furtherance of this Code including but not limited to: filing a complaint, testifying, assisting, or participating in an investigation or proceeding under this Code.
14. **Sexual Assault:** An offense that meets the definition of rape, fondling, incest, or statutory rape, as follows:

- a. Rape is the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the Consent of the victim.
 - b. Fondling is the touching of the private body parts of another person for the purpose of sexual gratification, without the Consent of the victim, including instances where the victim is incapable of giving Consent because of their age or because of their temporary or permanent mental incapacity.
 - c. Incest is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - d. Statutory rape is sexual intercourse with a person who is under the statutory age of Consent under applicable law.
 - e. All forms of sexual assault and sexual contact prohibited by applicable law are also included (for example, gross sexual assault, unlawful sexual contact, incest, sexual abuse of minors).
- 15. Sexual Harassment:** Includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including sexual assault, sexual violence, and any sexual act prohibited by applicable law. Sexual harassment, including Sexual Assault, can involve persons of the same or opposite sex, or any sex.

Consistent with the law, this policy prohibits two types of sexual harassment:

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

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

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

- i. The degree to which the conduct affected one or more students' education or individual's employment; and
- ii. The nature, scope, frequency, duration, and location of the incident(s); and
- iii. The identity, number, and relationships of persons involved; and
- iv. The nature of higher education; and
- v. Whether the conduct arose in the context of other discriminatory conduct; and

- vi. Whether the conduct altered the conditions of the Complainant's educational or work performance and/or UMS programs or activities; and
 - vii. Whether the conduct implicates academic freedom or protected speech; and
 - viii. Other relevant factors that may arise from consideration of the reported facts and circumstances.
- 16. Sexual Misconduct:** Includes, but is not limited to, prostituting another person, watching or taking pictures, videos, or audio recordings of another person in a state of undress without their Consent or of another person engaging in a sexual act without the Consent of all parties, disseminating, streaming, or posting images, pictures or video of another in a state of undress or of a sexual nature without the person's Consent; letting others watch you have sex without the knowledge and Consent of your sexual partner, possession of child pornography, voyeurism, and knowingly transmitting an STD or HIV to another person; and any sexual act prohibited by applicable law. Sexual misconduct may constitute Sexual Harassment. All forms of sexual misconduct prohibited by applicable law are also included. (For example, Violation of Privacy, Possession of Sexually Explicit Material, Image-Based Sexual Abuse and Sex Trafficking).
- 17. Stalking:** Engaging in a course of conduct directed at a specific person that would cause a Reasonable Person to:
- a. Fear for the person's safety or the safety of others; or
 - b. Suffer substantial emotional distress.
- For the purposes of this definition:
- a. Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
 - b. Reasonable person as defined in Section II.N.
 - c. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.
- All forms of stalking prohibited by applicable law are also included.
- 18. Unauthorized Recording:** In general, the unauthorized recording of overall course content, classroom sessions, meetings held under this Code, and confidential university meetings is prohibited and considered a violation of this Code. However, exceptions will be considered on a case-by-case basis where a recording is made for the purpose of documenting inappropriate behavior.
- E. Offenses Involving Property**
- 1. Defacement, Destruction, or Misuse of Property:** Intentionally, knowingly, or recklessly misusing, tampering with, damaging, destroying, or defacing University Property or the property of others without appropriate authorization.
 - 2. Misuse of University Computer Network or Computers:** Misuse of the University computer network or computers including, but not limited to, theft of computer files or data, e-mail, or other electronically stored information, hacking or unauthorized probing, sharing of personal sign on information, spamming, sending out computer viruses, or uploading or downloading copyrighted material for personal use or distribution without appropriate authorization or prohibited by state or federal law, including but not limited to possession or distribution of child pornography.
 - 3. Tampering, Destruction, or Falsification of Official Records:** Intentionally or knowingly altering or destroying official documents, or presenting false official documents or information from such documents, to the University, any individual, or to a local, state, or federal agency.

4. **Theft or Unauthorized Use:** Theft, attempted theft, or unauthorized acquisition, removal, distribution, or use of University Property or the property of another.
5. **Trespassing:** Trespassing or unauthorized presence on University Property or the property of another.
6. **Motor Vehicle Violations:** Violation of applicable University motor vehicle policies and/or state, local, or federal laws and ordinances.

F. General Infractions

1. **Aiding Infraction:** Knowingly assisting in a Code violation.
2. **Continued Infraction:** Continued infractions of this Code.
3. **Conviction of a Crime:** Conviction of any crime that threatens: (a) any educational process or legitimate function of the University, or (b) the health or safety of any individual.
4. **Interference with or Failure to Comply with Public Safety Personnel:** Direct interference with or failure to comply with any public safety personnel in the performance of their official duties.
5. **Other Illegal Activity:** Violating any applicable law (e.g., local, state, or federal).

IV. SANCTIONS

If a Responding Party admits to a violation of this Code to the Investigator, Conduct Officer, Hearing Board, or Appeal Panel; or upon determination by the Conduct Officer, Hearing Board, or Appeal Panel that a Responding Party has been found in violation of this Code, one or more sanctions may be imposed:

- A. **Assigned Educational Project(s):** This may include educational programming, research projects, reflective essays, presentations, health and safety assessments, or other related assignments intended to promote learning.
- B. **Community Service:** A type of voluntary service that benefits people, a community, an organization, or the University.
- C. **Deferred Sanction:** A specified period of time during which a sanction has been imposed, but stayed. Any further violation of this Code during that time may, at a minimum, result in the imposition of the deferred sanction, and any new or additional sanction(s) deemed necessary.
- D. **Disciplinary Dismissal:** Permanent separation (subject to a right of review after five years) from the University.
 1. Responding Parties who are dismissed will not be permitted to attend any of the University campuses or centers or to attend any University functions.
 2. **Readmission:** After five (5) years from the date of the Disciplinary Dismissal, the Responding Party may submit a written request to the UMS Coordinator of Student Conduct to be considered for readmission to attend any of the University campuses or centers. The UMS Coordinator of Student Conduct will convene a committee. This committee may draw on the membership of existing committees (such as the Justice Education Development Implementation team); and include representation from any involved University campuses or centers.
 3. **Requests for the removal of letter attached to official transcript:** Responding Parties who have been found responsible for a Violent Crime, including VAWA Offenses, and who request an official transcript from the University, will have a letter attached to their official transcript describing the Disciplinary Dismissal. After five (5) years from the date of the Disciplinary Dismissal, the Responding Party may submit a written request to the UMS Coordinator of Student Conduct to have the letter attached to their official transcript removed. The UMS Coordinator of Student Conduct will convene a committee. This committee may draw on the membership of existing committees, such as the Justice Education Development Implementation team; and shall include representation from any involved University campus or center.

- E. Disciplinary Probation:** A specified period of time when any further violation may result in additional sanctions, up to and including Disciplinary Dismissal from the University.
- F. Disciplinary Suspension:** Separation from the University for a specific period of time and until any stated condition(s) is met.
 - 1. Responding Parties who are suspended will not be permitted to attend any of the University campuses or centers or attend any University functions until all conditions of the Disciplinary Suspension are met and the Disciplinary Suspension period has ended.
 - 2. Official Transcript Letter: Responding Parties subject to Disciplinary Suspension who have been found responsible for a Violent Crime, including VAWA Offenses, and who request an official transcript for the University, will have a letter attached to their official transcript describing the Disciplinary Suspension. After all conditions of the Disciplinary Suspension are met and the Disciplinary Suspension period has ended, the letter describing the Disciplinary Suspension will no longer be attached to the official transcript.
- G. No Contact Order:** A Party may not initiate direct or indirect contact with a specified person(s), as outlined in the Order.
- H. Loss of Visitation Privileges:** May not visit specified area(s) of any University Property.
- I. Official Warning:** Formal acknowledgment of a violation and the expectation that it will not be repeated.
- J. Reassignment, Suspension, or Removal from University Housing.** Removal from a particular hall or all campus housing buildings on one or more University campuses.
- K. Restitution:** Reimbursement to the owner of the property up to the replacement value of the property damaged, stolen, removed, or used without authority.
- L. Other action(s)** as the Conduct Officer, Hearing Board, or Appeal Panel, may reasonably deem appropriate, examples include but are not limited to:
 - 1. Suspension of an organization's official University recognition.
 - 2. Suspension of a student from extracurricular activity(ies).
 - 3. Suspension of guest privileges.
 - 4. Termination from student employment.
 - 5. Academic degree revocation.
 - 6. Loss of visitation privileges to designated area(s) of any University Property.
 - 7. Monetary fine for recognized student organizations only. Individual Responsible Parties are not subject to monetary assessments.

NOTE: The University may impose a more severe sanction on a Responding Party when the Conduct Officer, Hearing Board, or Appeal Panel, determines that a Responding Party intentionally selected the person or organization against whom the violation was committed, or selected the property damaged or stolen, because of the race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, citizenship status, age, disability, genetic information, or veterans status of that person, or the persons in the organization or the owner of the property.

V. RESOLUTION PROCEDURES

NOTE: For any alleged violation that is within the jurisdiction of and involves matters covered by Board of Trustees Policy 402, the regulations and procedures provided in Board of Trustees Policy 402 and the UMS Title IX Procedures are required to be followed.

NOTE Regarding VAWA Offenses: If any of the alleged violations reported to the University under this Code is a VAWA Offense, all of the rights and responsibilities which this Code provides to a Responding Party must be provided simultaneously to the individual allegedly harmed by the violation.

NOTE Regarding Violent Crimes: If any of the alleged violations reported to the University under this Code is a Violent Crime, the final results of any disciplinary proceeding or appeal conducted by the University with respect to that alleged crime, regardless of whether the Responding Party was found in violation or not, shall be disclosed to the individual who was the subject of the Crime of Violence. “Final results” is limited to the name of the Responding Party, the violation alleged or committed, and any sanction imposed by the University against the Responding Party.

NOTE Regarding Gender Discrimination and Sexual Harassment: If any of the alleged violations reported to the University under this Code is Gender Discrimination or Sexual Harassment and any interim measure(s) or action(s) and/or sanction(s) is imposed on the Responding Party, the individual harmed by the Gender Discrimination or Sexual Harassment shall be notified of any such interim measure(s) or action(s) and/or sanction(s) that affects such individual.

A. Reporting Violations

1. Alleged violations of this Code may be brought to the attention of the University by University employees, students, or members of the general public and will result in the initiation of a Preliminary Inquiry.
2. Reports may be made anonymously, however anonymous reporting may limit the University’s ability to investigate and respond.
3. In accordance with Title IX, reports of Sexual Harassment, as defined by Title IX and which fall within the jurisdiction of Title IX, are required to follow the Title IX Procedures which implement University of Maine System Board of Trustees Policy 402.

B. Preliminary Inquiry

1. The purpose of the Preliminary Inquiry is to determine whether the circumstances alleged warrant further review.
2. A Preliminary Inquiry will be conducted by a Conduct Officer.
3. Following the Preliminary Inquiry and a determination that there is sufficient information to proceed, and before interviewing or questioning of the Responding Party occurs, Notice must be provided to the Responding Party and copied to the Reporting Party, unless doing so would likely jeopardize the health or safety of any person, or the integrity of the investigation, or lead to the destruction of evidence. Notice will include:
 - i. Reporting Party(ies);
 - ii. Date(s) of alleged occurrence(s); and
 - iii. Description of the alleged conduct; and
 - iv. Maximum possible sanctions which may be imposed; and
 - v. Right to have an Advisor and a Support Person of their choice present; and
 - vi. Right to review the information to be used in the determination; and
 - vii. Any Interim Measure(s) and Action(s), if applicable; and
 - viii. The procedures that will be used to resolve the matter.
4. If there is no reasonable cause to conclude that the Code has been violated, the disciplinary process will end and Notice will be provided to the Parties.

C. Conflict of Interest

1. Any Party has the right, for demonstrated bias and conflict of interest, to request the removal of an Investigator, Conduct Officer, Hearing Board member, or Appeal Panel member. Requests for removal must be submitted to the UMS Coordinator of Student Conduct stating the grounds for the removal at least three (3) days prior to the first date of the scheduled resolution process.
2. Removal of an Investigator, Conduct Officer, Hearing Board member, or Appeal Panel member, for demonstrated bias or conflict of interest, will be within the authority and at the discretion of the UMS Coordinator of Student Conduct with an alternative(s) appointment provided, as necessary.
3. All Investigators and decision makers are required to avoid both apparent and real conflicts of interest and decline assignments to serve. Each is required to affirm no existing or future interest or association conflicts with their role or responsibility, or bias, prior to participating in each matter.

D. Interim Measures or Actions

1. An Interim Measure may be assigned to any Party.
2. A Responding Party may have privileges revoked or may be suspended from the University pending the outcome of a disciplinary process if, in the judgment of the Conduct Officer, the Responding Party's continued presence or use of privileges at the University is likely to pose:
 - i. A substantial threat to the Reporting Party or other people; or
 - ii. Significant risk of property damage; or
 - iii. Significant risk of disruption to or interference with the normal operations of the University.
3. Interim Measure(s) or Action(s), including but not limited to: interim suspensions; University Property usage restrictions; University account holds; and academic degree holds, will be implemented immediately with the goal of mitigating negative impact on the Parties while maintaining the safety of the University community and integrity of the conduct process.
4. A Responding Party who has been issued an Interim Measure(s) or Action(s) may request a review of that decision within five (5) business days of notification.
5. The review of Interim Measures will be conducted by a University Official appointed by the UMS Coordinator of Student Conduct and a meeting will be scheduled within five (5) business days of receipt of the request.
6. The review will include an opportunity for a Party to provide information and for the University Official to ask questions and seek clarification of the information used in the initial decision.
7. A written determination will be promptly provided to a Party. The decision of the reviewer is final and may not be appealed.
8. Interim Measures or Actions are to remain in place until all University hearings and appeals are final or all University appeal periods have ended unless indicated otherwise in writing.

E. Formal Investigation

1. For more serious or complex cases, the Conduct Officer, at their discretion, may initiate a Formal Investigation and identify a trained investigator, as soon as reasonably practicable.
2. The University may, where appropriate, temporarily delay the Formal Investigation when criminal charges on the basis of the same conduct are being investigated. The University may move forward with the conduct process and does not have to wait for the resolution of the criminal case.
3. Prior to commencement of a Formal Investigation, the Conduct Officer will provide written Notice to the Responding Party. Notice will include the following:
 - i. Alleged Code violation(s) and a description of the alleged conduct constituting each alleged violation; and
 - ii. Reporting Party(ies); and
 - iii. Date(s) of alleged conduct; and
 - iv. Right to have an Advisor and Support Person; and

- v. Maximum possible sanction(s) which may be imposed; and
 - vi. The name of the investigator; and
 - vii. The procedures that will be used to address the alleged Code violation(s).
4. Investigation Process
- i. Will follow applicable standards for objectivity, reliability, thoroughness, impartiality, timeliness, and fairness.
 - ii. Will entail recorded interviews with relevant Parties and witnesses, obtaining and reviewing available evidence, and identifying other sources of reliable and relevant information, as applicable or otherwise deemed necessary.
 - iii. Will, at the discretion of the investigator, be summarized in a written report by the investigator that identifies the relevant evidence, both inculpatory and exculpatory, gathered through the Formal Investigation.
 - iv. Will not make determinations as to whether the Responding Party is responsible for any Code violation(s).
5. While Formal Investigation times may vary, in general, an investigation is completed within ninety (90) calendar days. If a Formal Investigation is going to take longer than ninety (90) calendar days, an update will be provided to relevant Parties indicating the estimated timeframe for completion.
6. Upon the conclusion of the Formal Investigation, the Responding Party will be provided Notice of whether any charge(s) will be filed; and if so, the resolution format that will be used to proceed under the Code.

F. Resolution Formats

There are many ways to resolve an alleged violation of the Conduct Code. The resolution format is determined by the Conduct Officer and based on the seriousness of the matter, the impact to the Parties and the community, the severity of likely sanctions, and other relevant circumstances.

1. **Alternative Resolution** is a voluntary agreement process between the involved Parties which allow the individuals involved in a conflict to have significant influence over the resolution process. An Alternative Resolution will be considered when:
 - i. At the discretion of the Conduct Officer, the facts in the case are determined to be suitable for the alternative processes, such as conflict coaching, mediation, facilitated dialogue or restorative practices. The nature of some conduct matters, for instance, those involving VAWA Offenses and Violent Crimes, may not be suitable for an Alternative Resolution; and
 - ii. The Parties voluntarily agree to pursue participation and engagement willingly, freely, and openly.
 - iii. If determined to be an appropriate format, the Conduct Officer will make arrangements for the resolution process that best fits the circumstances of the matter and may appoint a facilitator.
 - iv. If and when, a mutually satisfactory resolution is reached by the Parties and the Conduct Officer, and an Alternative Resolution agreement is entered into by the Parties, the case is resolved.
 - v. Alternative Resolutions may not be appealed.
 - vi. Violations of the Alternative Resolution agreement are a violation of this Code.
 - vii. If a resolution is not achieved through an attempt at an Alternative Resolution process, the Conduct Officer and the Parties retain their right to pursue formal resolution through processes outlined elsewhere in this Code.
2. **Administrative Resolution** is an official meeting involving a Responding Party and a Hearing Officer to resolve less complex or serious matters, and matters not likely to result in a sanction of suspension,

dismissal, removal from housing, academic degree revocation, or loss of recognition of a campus organization.

- i. An Administrative Resolution will be considered when:
 - a) There is sufficient evidence to charge a Code violation that has not been disposed of through an Alternative Resolution process; and
 - b) The facts are not in dispute; or
 - c) The facts are less complex or serious; or
 - d) A University employee directly observed the conduct violation.
- ii. All the procedures set forth below in G, H, and J, shall apply to Administrative Resolution.

3. Student Conduct Hearing Board ('Hearing Board') is a fact-finding and decision making body designated to adjudicate cases involving more serious violations of this Code.

- i. A Hearing Board may be appointed to hear a case when:
 - a) Facts are serious or more complex; or
 - b) Alleged violation(s) are anticipated to have higher impact to the Parties and the community. For example, cases which could reasonably result in suspension, dismissal, or removal from housing; or
 - c) Alleged violation(s) involve serious physical, emotional, or psychological harm or the threat thereof; or
 - d) A VAWA Offense, Gender Discrimination or Violent Crime is alleged.
- ii. Composition of the Hearing Board:
 - a) The UMS Coordinator of Student Conduct is responsible for appointing the Hearing Board for each matter.
 - b) The Hearing Board is composed of five (5) individuals consisting of:
 - (1) A chair, who is either a faculty or staff member; and
 - (2) At least one (1) enrolled student; and
 - (3) At least one (1) additional faculty or staff member.
 - c) The composition of the Hearing Board will represent the diversity of the University community whenever reasonably practicable.
 - d) Alternate Hearing Board member(s) will be appointed as applicable and appropriate.

G. Timing and Attendance

- 1. The Party(ies) must receive Notice of the resolution format to be used, as identified above, within five (5) business days of the scheduled hearing or resolution format. A hearing or resolution is typically held within twenty (20) business days of the completion of the preliminary inquiry or formal investigation, if any. If extenuating circumstances exist that preclude holding the meeting within 20 business days, a scheduling update will be provided.
 - i. Notice will include the following:
 - a) Alleged Code violation(s); and
 - b) Reporting Party(ies); and
 - c) Date(s) of alleged conduct; and
 - d) Maximum possible sanction(s) which may be imposed; and
 - e) Names of witnesses requested to appear, if applicable; and
 - f) Right to have an Advisor and a Support Person of their choice present; and
 - g) Right to review the evidence; and
 - h) Date and time of the scheduled proceeding; and

- i) Name(s) of the appointed presiding Officer(s).
2. If a relevant Party is unable to attend due to the constraints of a legal process (for example, a protective order) or is unable to attend related to concerns about trauma or future violence, then the Party may be provided alternative means of participation consistent with applicable law and due process.
3. If any relevant Party is not present as scheduled, the presiding Officer, taking into account the reason for the absence, concerns with health and safety, timeliness of the process, and taking into account the totality of the circumstances, may, within their sole discretion:
 - i. Proceed in a normal manner without a Party's attendance; or
 - ii. Hear only a portion of the testimony and adjourn to a later date; or
 - iii. Postpone the entire hearing to a later date.
4. A Hearing Officer may not rely solely on the absence of any Party in determining the outcome of the matter.
5. The Responding Party and the Reporting Party may be accompanied by an Advisor and a Support Person of their choice. Questioning by any Advisor or Support Person will not be permitted, and they may only speak with their advisee, unless otherwise permitted by the Hearing Officer.

H. Evidence and Recording

1. Any relevant information may be considered as evidence.
2. A Responding Party has the right to remain silent, if a criminal prosecution relating to the same violation(s) is being conducted, or such action appears likely. The Hearing Officer(s) will not draw any negative inference from the Responding Party's silence, including the refusal to give information or consent to a search.
3. Only the University is permitted to video or audio record any disciplinary proceeding and the Conduct Officer will make arrangements for the recording, as needed. Disciplinary matters are considered confidential unless otherwise indicated by law, and the record will be the property of the University.
4. A Party, generally, shall have the opportunity to present information or evidence to be considered in the resolution of the matter.
5. The name(s) of any witnesses requested, written statements, or other information from a Party should be submitted to the Hearing Officer at least two (2) business days prior to the hearing for inclusion in the materials presented to the Hearing Board.
6. The Parties may submit additional names of witnesses, written statements, or other information, at the time of the hearing, at the discretion of the presiding Officer.

I. Student Conduct Hearing Board Procedures

1. Responsibility for recognizing and permitting persons to speak is the exclusive purview of the Hearing Board Chair.
2. At the discretion of the Chair, persons disruptive at any stage of the hearing may be asked to leave.
3. Each Party will be permitted to make an opening statement.
4. The available evidence to be considered will be presented, including the results of any Formal Investigation report and shall be provided by the investigator, if feasible.
5. The Hearing Officer(s) may ask questions of any Witness and/or Party.
6. The Parties may pose questions to each other and to any witnesses through the Hearing Board Chair. The Chair will ask the witness or a Party the question posed, if determined to be relevant and appropriate.
7. Questioning by any Advisor or Support Person is not permitted.

8. A Party will have the opportunity to make a closing statement, which may include recommendations regarding appropriate sanctions.
9. After the closing statements, the Hearing Board will go into a closed session to determine if the Responding Party, by the Preponderance of the Evidence standard, has violated this Code. This closed session is not recorded.

J. Determination and Finding(s)

1. Using the Preponderance of the Evidence standard, the Hearing Officer(s) will determine if the Responding Party is responsible or not responsible for each allegation.
2. If the Responding Party is found not to have violated this Code, the case will be dismissed. Such dismissal will not affect any appeal rights of any Party.
3. If the Responding Party is found to have violated this Code, the appropriate sanction(s) will be imposed.
4. Upon completion of the deliberative process, the Responding Party will receive Notice of the determination and outcome. Notice will include:
 - i. The finding outcome; and
 - ii. The reasoning and facts that support the finding; and
 - iii. Any sanction(s) imposed; and
 - iv. The reasoning and facts that support the sanctions; and
 - v. Any specific right of appeal.
5. In a case of a Violent Crime, the University may disclose the final results of the disciplinary proceeding to a Reporting Party.
6. If the case involves an alleged VAWA Offense, simultaneous Notice will be provided to the Reporting Party and the Responding Party.
7. If the case involves alleged Gender Discrimination, the Reporting Party will be notified of any sanctions impacting the Reporting Party.

K. Appeals

1. Right of Appeal

In the event a Hearing Officer imposes a sanction of Disciplinary Suspension, Disciplinary Dismissal, removal from University Housing, academic degree revocation, or loss of recognition of a University organizations, the Responding Party has a right to appeal any finding(s) or sanction(s) to an Appeal Panel.

2. Grounds for Appeal

- i. The Appeal Panel is not intended to be a full rehearing of the allegation(s) and will be limited to the following grounds:
 - a) An alleged substantive error, including a procedural error or omission that substantially impacted the investigation or the outcome of the Administrative Resolution, or Hearing Board, (for example, bias or failure to follow applicable procedures); or
 - b) To consider new evidence, not reasonably available during the investigation, Administrative Resolution, or Hearing Board that could impact the finding(s) or sanction(s). A summary of this new evidence and its potential impact must be included in the request for appeal; or
 - c) The sanction imposed is disproportionate to the severity of the violation, considering the totality of circumstances.
- ii. Appeals must be submitted in writing to the UMS Coordinator of Student Conduct within five (5) business days after the appealing Party has received written Notice of the determination and findings.

- iii. Appeals must clearly state the issue(s) to be reviewed based on at least one of the grounds identified; and be no longer than ten (10) pages in length, plus attachments, unless granted a timely request for additional pages.
- iv. Appeals by Multiple Parties: Appeal requests will be shared with all Parties. Such other Parties may file a response with the Appeal Panel within five (5) business days; this response will be shared with all Parties.
- v. Absent extenuating circumstances, the finding(s) and sanction(s) will stand if the request for appeal is not submitted within five (5) business days or is not based on permissible grounds. Extenuating circumstances are at the discretion of the University Official and in consultation with the Office of General Counsel.

NOTE: Absent a substantial threat to health, safety, or well-being of the University, University community, or individuals on University Property, sanctions will take effect only after all University appeals are final or all University appeal periods have ended. Applicable threat assessment procedures will be used as appropriate. Interim Measures or Actions are to remain in place until all University appeals are final or all University appeal periods have ended unless indicated otherwise in writing by the Hearing Officer.

3. Composition of the Appeal Panel

- i. The UMS Coordinator of Student Conduct is responsible for appointing the Appeal Panel.
- ii. The Appeal Panel is composed of three (3) officials, not previously directly involved in any way, with the matter. The Appeal Panel is composed of:
 - a) A chair who is either a faculty or staff member; and
 - b) At least one (1) enrolled student; and
 - c) At least one (1) additional faculty or staff member; and
 - d) Alternate official(s), as applicable and appropriate.
 - e) The composition of the Appeal Panel will represent the diversity of the University community whenever reasonably practicable.

4. Function of the Appeal Panel

- i. Conduct an initial review for stated grounds.
- ii. Review the conduct matter file including but not limited to: the investigative report; Conduct Officer or Hearing Board files and recordings; and
- iii. Review any new information provided; and
- iv. Ask written clarifying questions as applicable, including but not limited to, as appropriate, asking questions of: the investigator; Conduct Officer; Hearing Board member; individuals who presented information to the Conduct Officer or Hearing Board; and other individuals who have information relevant to the process; and
- v. Make a determination based on the information reviewed. Determinations are based on majority vote.

5. Timing and Attendance

- i. If a request for an appeal is submitted consistent with the parameters identified, the UMS Coordinator of Student Conduct will provide written Notice within five (5) business days from the submitted request. Notice will include:
 - a) The issue(s) to be reviewed and the ground(s) for appeal; and
 - b) Right to review the information that will be used by the Appeal Panel; and
 - c) Date and time of the initial Appeal Panel meeting; and
 - d) Names of the Appeal Panel officials.

- ii. The Appeal Panel will have an initial meeting not earlier than five (5) business days and not later than ten (10) business days after issuance of the Notice of Appeal. If extenuating circumstances exist that preclude the initial Appeal Panel meeting from occurring within ten (10) business days, an update will be provided indicating the estimated timeframe for the hearing.

6. Determinations

- i. The Appeal Panel may make the following determinations:
 - a) Determine if the stated grounds of the appeal meet the requirements, as outlined above.
 - (1) if grounds are not met, the appeal will be dismissed;
 - b) Uphold or change the findings of the Conduct Officer or Hearing Board; or
 - c) Uphold or change the sanctions of the Conduct Officer or Hearing Board; or
 - d) Remand for a new or additional Formal Investigation with a new or same investigator; or
 - e) Remand to the same Conduct Officer or Hearing Board for a new hearing; or
 - f) Remand to a different Conduct Officer or Hearing Board for a new hearing.
- ii. The Appeal Panel's decision, including a decision to remand to the same or a different Hearing Officer or Hearing Board is final (as to the remand decision only and not to the substance of the underlying claim) and not subject to appeal. The decision in a remanded case, can not be appealed.
- iii. The Appeal Panel will provide Notice to the Parties of the determination(s) within a timely manner. Notice will include:
 - a) The decision; and
 - b) The reasoning and facts that support the decision; and
 - c) Any modifications to the sanction(s), including the reasoning and facts that support the modification(s), if applicable.
- iv. If the alleged conduct is a VAWA Offense, the Parties will receive simultaneous written Notice of:
 - a) The decision; and
 - b) The reasoning and facts that support the decision.
- v. If the alleged violation is Gender Discrimination, Sexual Harassment, Discrimination or Harassment, the Reporting Party shall receive written Notice of any sanction that affects the Reporting Party.
- vi. In a case of a Violent Crime, the University may disclose the final results of the disciplinary proceeding to the victim(s), regardless of whether the University concluded a violation was committed.

VI. TRAINING

- A. All persons responsible for the oversight or administration of the Student Conduct Code shall receive annual training relevant to their role and responsibility.
- B. The Conduct Officer(s) and the UMS Coordinator of Student Conduct will identify and invite all persons representing the University community, including enrolled students, faculty and staff to receive training.
- C. Annual training will include understanding the processes and procedures that protects the safety of individuals involved and promotes accountability. In addition, training on issues related to Dating Violence, Domestic Violence, Gender Discrimination, Sexual Assault, Sexual Harassment, Stalking, Discrimination, or Harassment; trauma informed practices, and how to conduct an investigation will be provided.

VII. STUDENT CONDUCT CODE INTERPRETATION AND REVISIONS

Under the authority of the Chancellor, any question of interpretation or application of the Student Conduct Code will be referred to the UMS Coordinator of Student Conduct for final determination.

Student Conduct Code Review

The Student Conduct Code shall be reviewed a minimum of every two years under the direction of the UMS Coordinator of Student Conduct, and in consultation with the University Conduct Officers, Office of the General Counsel, and including representation from the student body, Board of Trustees and other stakeholders, as appropriate.

Effective Date: August 1, 2022

6.1

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: MCECIS Naming and UMaine/USM Engineering Framework Approval

INITIATED BY: Lisa M. Eames, Chair

BOARD INFORMATION:

BOARD ACTION: X

BOARD POLICY:

309 - [Organization & Establishment of Major Units](#)

UNIFIED ACCREDITATION CONNECTION:

The formation of a statewide Maine College of Engineering, Computing, and Information Science (MCECIS) is a signature initiative of the Harold Alfond Foundation's \$240 million grant commitment to the University of Maine System, which relative to MCECIS is intended to facilitate greater academic collaboration between UMS universities to better meet state needs for engineers and computer and information scientists.

BACKGROUND:

The October 2020 grant commitment agreement between UMS and the Harold Alfond Foundation provides \$75 million to UMS over 12 years (2022-2033), \$50 million of which is intended to renovate existing engineering infrastructure and \$25 million of which is intended to support scholarships (\$5 million); new faculty, faculty development, and curricular innovation (up to \$16 million); planning, development, and administration of the MCECIS entity (up to \$3.5 million); and assessment and marketing (up to \$500,000). UMS is required to match an additional \$75 million that advances the MCECIS initiative through privately raised funds and corporate philanthropy, state support (bonding, debt service, or targeted appropriation), and federal grants and congressionally directed spending.

USM engineering faculty and administration requested in November 2021 that UMS commit in writing to an arrangement that allowed USM to continue granting engineering degrees in its own programs even as they partner with University of Maine engineering programs in MCECIS. Further, USM requested to retain administrative control over the USM Department of Engineering and continue to be the "home" of USM engineering faculty.

The MCECIS MOU discussed with the Board at its March 2022 meeting accomplishes these ends. It has been reviewed by the USM and UMaine faculty senates, the MCECIS Steering Committee, and AFUM, and was provided to the UMS Faculty Governance Council with a request for review and comment. To date, all but the UMS Faculty Governance Council have provided written responses, which were provided to the Board as informational items in March. The USM Faculty Senate's response and the AFUM response each expressed opposition to the MCECIS MOU.

UMS shared explanatory memos for the Board's consideration in March in response to the USM Faculty Senate's February 12, 2022 Resolution on the Status of MOUs and AFUM's February 4/21/2022

28, 2022 Response to UMS regarding MCECIS MOU. These memos are attached again for ASA review as well.

The initial academic administrative matter before the Board as an information item in March 2022 – with the expectation of a request for approval through the Academic and Student Affairs Committee and full Board, respectively, in May 2022 – was a general framework for the relationship the USM Department of Engineering will have to the MCECIS entity, which initially is intended to be formed through renaming the existing University of Maine College of Engineering to be MCECIS.

Vice Chancellors Jim Thelen and Joan Ferrini-Mundy, who are the co-Principal Investigators for the UMS TRANSFORMS Harold Alfond Foundation grant initiatives, will discuss the MCECIS MOU framework and address the written responses received to date, as well as the shared governance responsibility for faculty to have primary responsibility for curriculum, academic policy, and program collaboration throughout the implementation of the MCECIS initiative.

TEXT OF PROPOSED RESOLUTION:

That the Academic and Student Affairs Committee of the Board of Trustees approves the following resolution to be forwarded to the full Board of Trustees for approval at the May 22-23, 2022 Board meeting:

That the Board of Trustees:

- Approves the renaming of the University of Maine College of Engineering to be the Maine College of Engineering, Computing and Information Science (MCECIS), to be effective July 1, 2022;
- Approves, under Policy 309, the conceptual framework for collaboration and participation by USM engineering programs in MCECIS as described in the January 2022 MCECIS MOU;
- Encourages and confirms the faculty's shared governance responsibility for curriculum and academic policy development, program and university collaboration, and a focus and strong emphasis on DEI within MCECIS and UMS TRANSFORMS; and
- Directs UMS, UMaine, and USM administration, during the MCECIS implementation, to carefully consider and incorporate appropriate aspects of MCECIS steering committee faculty input from its "strengths and weaknesses" analysis of the MCECIS MOU that do not materially conflict with the MOU's framework for USM engineering participation.

4/21/2022



Maine College of Engineering, Computing and Information Science (MCECIS) Update

Academic and Student Affairs
Committee
May 2, 2022

7.1

In partnership with the Harold Alfond Foundation

Joan Ferrini-Mundy & Jim Thelen

MCECIS Opportunity – Historic Investment

- Historic \$240 million investment by the Harold Alfond Foundation in UMS
- \$150 million for a multi-university Maine College of Engineering, Computing and Information Science
 - \$75 million commitment from the Harold Alfond Foundation with a \$75 million match
- Cooperatively led by the University of Maine



7.1



MCECIS Opportunity – Focus on Maine’s Future

A statewide, integrated solution to providing the technical workforce and innovations that are critical to moving Maine’s economy forward.

- High performing, impactful public higher education for critical industries
- Anticipates state workforce needs
- Delivers solutions that provide skilled workers for employers, such as Pratt and Whitney and Bath Iron Works



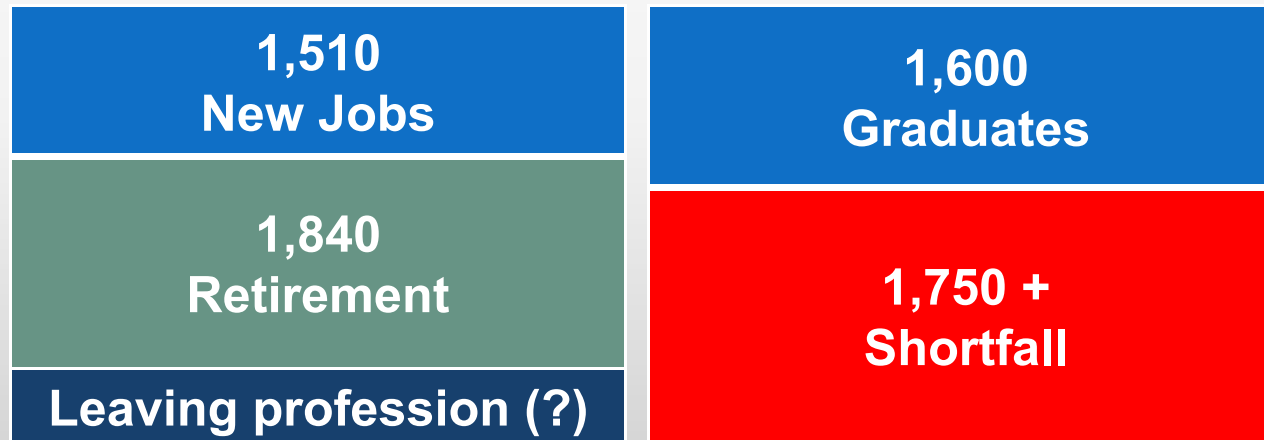
7.1



MCECIS Opportunity – Increase Pipeline

Thousands of new engineering graduates are needed to fill new jobs and replace members of Maine's existing workforce.

7.1



MCECIS Opportunity – Increase Pipeline

Demand for Engineering and Computing Professionals in Maine

Exceeds Supply

Engineering Profession	Maine Number of Starter Jobs*	Maine Degree Conferrals 2020	Maine Ratio Jobs / Degrees
Electrical Engineer	258	43	6.0
Land Surveyor	60	11	5.5
Civil Engineer	191	92	4.3
Mechanical Engineer	123	111	1.1

Computing Profession	Maine Number of Starter Jobs*	Maine Degree Conferrals 2020	Maine Ratio Jobs / Degrees
System Analyst	314	134	2.34
Computer Support Specialist	365	197	1.85
Database Administrator	187	155	1.21
Computer Programmer	186	157	1.18
Software QA Engineer/Tester	182	157	1.16

*0-2 years experience; 2021

Source: Burring Glass Labor Insight

7.1



MCECIS Opportunity – Statewide Approach

- Additional undergraduate engineering, computing, and information science programs at UMaine and USM
- UMaine graduate engineering programs based in Portland
- Expanded pathways into the statewide college from all UMS universities, community colleges, and preK-12
- New opportunities for shared programs, interdisciplinary structures and partnerships

7.1



MCECIS Opportunity – Leverage Funding

Opportunity to attract in excess of \$100 million to accelerate critical infrastructure growth and enhance competitiveness in emerging industries

7.1

- Maine Jobs and Recovery Plan (MeJRP)
- EDA Build Back Better Regional Challenge
- Congressionally Directed Spending

Uses

- UMaine's ASCC Green Engineering Manufacturing (GEM)
- Jenness Fiber Bioproducts Innovation Center
- USM's Dubyak Center... and more



MCECIS – Vision and Mission

Vision

Education, innovation, impact

Mission

We inspire students, faculty, staff, and outside partners from all backgrounds to lead Maine and the world with innovative solutions that matter.



Summer intern **Allie Hayford** of Cape Neddick at Pratt & Whitney in North Berwick

7.1



MCECIS- Goals

- Double graduates in engineering, computing and information science
- Double faculty
- Double research and development funding
- Upgrade and expand facilities for growth
- Increase diversity
- Expand existing and add new degree programs
- Capitalize on engineering and computing synergies
- Strong links with preK-12, community colleges, industry, and across UMS

Based on *Growing Engineering to Grow Maine's Economy* prepared for the UMS BOT by the UMaine-USM Engineering Planning team with assistance from 45 North Research LLC (Feb 2018)

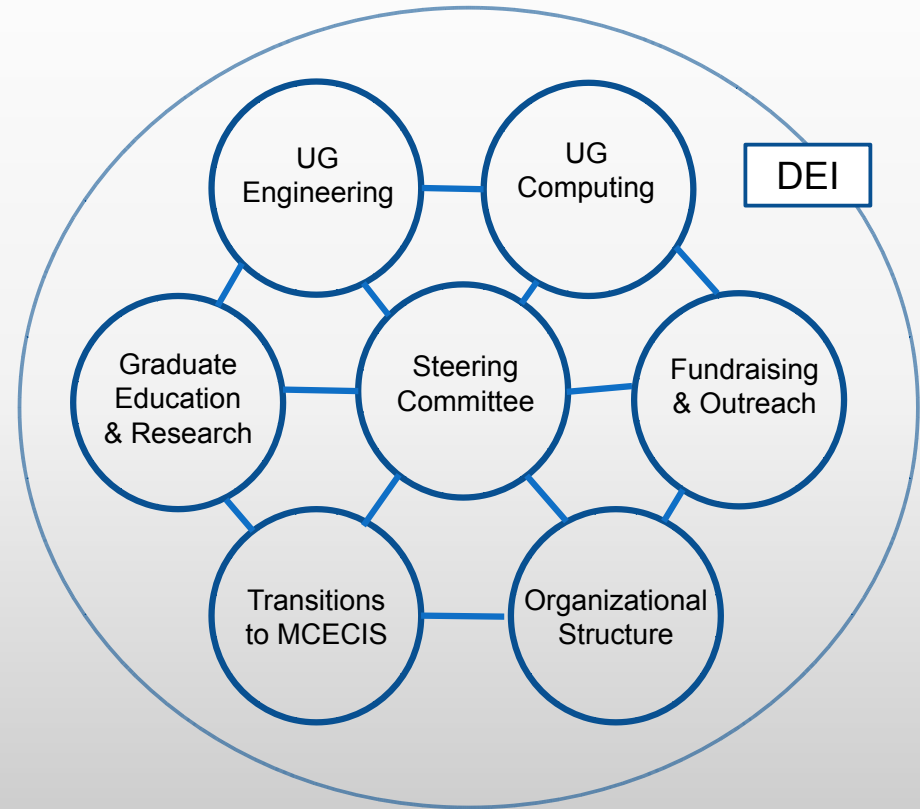


7.1



MCECIS – Engagement

- Seven working committees
- Committee that unifies efforts to increase Diversity, Equity and Inclusion (DEI)
- Approximately 130 faculty, staff, and outside constituents involved
- System-wide engagement with representation from all universities



7.1



MCECIS – UMaine College of Engineering

7.1

- A full suite of undergraduate and graduate programs encompassing 11 distinct disciplines
- 93% of all B.S. and 100 % of M.S. and Ph.D. engineers in Maine
- 57% of these graduates get their first job in Maine
- Placement rates of 99% with great reputations among CEOs of Maine's major companies
- Almost 2,000 undergraduates enrolled
- In 2020-2021 364 degrees conferred (37 graduate)
- Total of 77.5 FTE faculty



MCECIS – USM Department of Engineering

7.1

- Provides 2 undergraduate degrees in engineering
 - Electrical and Computer Engineering (EE)
 - Mechanical Engineering (ME)
- In 2020-21 EE enrolled 96 students and ME enrolled 138 for a total enrollment of 234 students
- In 2020-21 there were 45 degrees conferred
 - 20 in Electrical and Computer Engineering
 - 25 in Mechanical Engineering
- Total of 8 FTE faculty



MCECIS – Pathways to Engineering

- Pre-K-12 / STEM Academies
- Community college followed by transfer
- 1+3 Maine Engineering Pathways Program
 - Start at UMA, UMF, UMM, or UMPI, then transfer to UMaine or USM
- 2+2 USM to UMaine for biomedical, chemical, civil computer and engineering physics



7.1



MCECIS – Leadership

- Search committee convened to recommend the inaugural dean of the Maine College of Engineering, Computing and Information Science
 - Assumes renaming of existing UMaine COE
 - A 22-member search committee, comprised of faculty, staff and students from UMaine and USM, along with external stakeholders, is working with Storbeck Search to find the MCECIS dean
 - Timeline - first round interviews estimated in early- to mid-May with finalist interviews mid- to late-May



7.1



MCECIS- Memorandum of Understanding

- A commitment between the Chancellor, the President of USM, and the Co-PIs of UMS TRANSFORMS, regarding the basis for USM's Department of Engineering programs to participate with MCECIS
- Drafted at the request of the USM Engineering Faculty and Faculty Senate
- Not legally binding or required by the HAF agreement
- Signed January 2022 and shared with the UMaine and USM Faculty Senates, AFUM leadership and the MCECIS Steering Committee for input
 - *All responses shared in full with the UMS Board in March 2022.*

7.1



MCECIS - Next Steps

The MOU shared governance review identified areas that, while not directly pertinent to the MCECIS MOU or the proposed resolution before the ASA, are important for the future implementation of MCECIS:

7.1

- Curriculum development work that will be done by faculty and approved through the universities' senates
- Programmatic coordination and collaboration
- Capital planning review of engineering facilities at both USM and UMaine
- Co



MCECIS – ASA Resolution

7.1

UMS seeks Academic and Student Affairs Committee approval for the BOT to:

- Authorize the renaming of the UMaine College of Engineering to the Maine College of Engineering, Computing and Information Science;
- Approve the conceptual framework for collaboration and participation by USM engineering programs in MCECIS as described in the MOU; and
- Confirm shared governance faculty responsibility for curriculum and academic policy and the overall DEI emphasis for the work.

Organizational Structure Working Committee Addendum to the 50% Draft Report (3-25-2022)

The Organizational Structure Working Committee (OSWC) was asked to provide a list of advantages and disadvantages of the “**MOU Regarding Formation and Initial Governance of MCECIS**” signed by the UMS Chancellor, UMaine President, USM President, and UMS Vice Chancellor for Strategic Initiatives and CLO.

Because of the time constraint, the evaluation was conducted mainly by the three co-chairs of OSWC. In addition to the signed MOU, the comments and proposed edits provided by the MCECIS Steering Committee were also considered.

The bullet list below is a compilation of the individual thoughts. Therefore, potential inconsistencies and duplications may exist.

Advantages:

- The statement that the “*MOU is not a legal contract between USM and UMaine*” is encouraging.
- Keeping the engineering programs and associated degrees at USM and UMaine separate.
- Encouraging the development of future collaborative engineering degree opportunities.
- Recognizing that the units within the College of Engineering at UMaine are distinct from each other and the Engineering Department at USM while encouraging programmatic coordination and collaboration.
- Understanding that the infrastructure at UMaine housing its engineering units are in desperate need of attention and starting the process of modernizing the affiliated facilities.
- Leaving the door open to the future relationships between UMaine SCIS, other UMS computing and information sciences programs, and MCECIS.
- That representatives get together to air and discuss concerns is a good thing in itself.
- Several items appear to respect that USM Engineering remains autonomous.
- There is some discussion of future review of the arrangement; as MCECIS is uncharted territory for UMS, that seems wise; nevertheless, the sentence “*The programs, administration and governance of MCECIS will be reviewed...*” refers to things that do not exist at this time.
- An MOU such as this does help clarify boundaries and raises policy questions that must be resolved.
- The essence of this MOU captures the universal sentiment that units should retain autonomy when participating in MCECIS.
- The concept of “*divisions*” captured in this MOU suggests an organization within MCECIS that associates units with similar needs, interests (balance between research and teaching), missions (graduate, undergraduate, interdisciplinary, etc.), and geography (remote v. local).
- The model suggested by the MOU implies that USM units in the division would report to USM administration (dean, provost, president) instead or in addition to its reporting to the MCECIS Dean. This suggests that a UMaine SCIS MOU could develop a similar reporting structure.

7.2

- The MOU clearly states that accreditation will be separate for USM Engineering.
- The MOU clearly states that degrees for MCECIS students from USM will be issued by USM.
- The MOU restricts its policies to USM Engineering, not attempting to address the concerns for any other unit, school, or program, specifically not including UMaine SCIS nor USM computing disciplines. It further declares that other units should create their own MOU.
- The MOU suggests that the policies for MCECIS including this MOU provides a time limit, no more than three years, after which time these agreements would be reviewed.

Disadvantages:

- An MOU is a poor substitute for a comprehensive Charter that, at least in general terms, would describe what it means to be affiliated with MCECIS without granting any unit a special status.
- There should be no need to establish multiple MOUs within the same university system when the system has already established terms for “Cooperating Departments”.
- Renaming the College of Engineering at UMaine as MCECIS.
- Labelling the USM Engineering Department the “*USM Division of Engineering in MCECIS*” gives the impression that “divisions” would be an appropriate organizational structure. Quite the opposite, grouping the independent engineering departments at UMaine into a similar “UMaine Division of Engineering in MCECIS” would drastically undermine the affiliated units, diminish the massive contributions the engineering units have made and continue to make at UMaine, and woefully compromise the future prospects of a cohesive college under a new name.
- “*Maximizing strengths and efficiencies and reducing unnecessary future duplication...*” appears as euphemism for future elimination of one or more existing programs at UMaine and/or USM.
- Giving USM Engineering Department a seat at the table (i.e., “*full member of the MCECIS executive committee*”) to influence what happens to the Engineering units at UMaine that directly report through the MCECIS Dean while the USM Engineering Department does not.
- That no mention of UM Engineering remaining autonomous reveals the institutional bias of the whole endeavor, that MCECIS is intended to be primarily a UM organ and not a collaboration of equal partners.
- By far the biggest disadvantage is that the relevant faculty were not parties to the MOU and were not consulted
 - Administrators do not always see things that faculty members do and are not always aware of their concerns.
 - It slights that faculty rather than engages them and is less than ideal leadership.
- The nature of the USM Division of Engineering within MCECIS is not entirely clear (there are a number of aspects to administration of a department, and the MOU mentions a few, but not all); it's not clear what being inside MCECIS implies for USM Engineering.
- Faculty positions that are shared across departments are famously problematic, and those across universities could only be more fraught; for such a position to be attractive, details, especially of evaluation, promotion, etc., would need to be elaborated; possibly a better scheme would be loaning a faculty member to another institution for a fixed period.

- It is not clear to me what “Students who complete the degree requirements for any of USM's engineering degree programs **in MCECIS**” (my emphasis) mean; what does completing a degree in MCECIS mean? Does MCECIS have distinct degrees different from those delivered by its participating units?
- Perhaps it was not regarded as pertinent to this document, but more discussion of the DEI and other goals of the grant might be included; only academic programs and facilities get any mention.
- The MOU builds from the 2015 and 2018 APRIP documents which do not account for computing disciplines. A corresponding study of growing Maine’s economy through support of computing should be incorporated, or if does not yet exist, it should be commissioned.
- Despite multiple revisions, the MOU and the Prospectus that it addresses focus largely on Engineering concerns in the UM System.
- The language that describes MCECIS as a renaming or building around the core of the existing UMaine College of Engineering is not helpful in building a wider community.
- The concept of *divisions* captured in this MOU suggests an organization within MCECIS. There are merits for organizing around a functional model, or a model of collective units that share interests or missions; however, these declarations may be premature. The creation of divisions may generate a different set of barriers for collaboration. Also, the nature of the divisions should be examined with respect to existing AFUM policies that provide for *cooperating units*. It is unclear whether a representation of interests by division is preferred to representation by unit.
- The MOU specifically mentions capital improvements to facilities at UMaine in Orono as well as USM, but fails to include the possibility for capital improvements at other UMS universities.
- This MOU suggests that there should be multiple MOUs, perhaps for each unit that cooperates with MCECIS. That is one model, closer to a *contractual* model of the UMS universities working with MCECIS. There are disadvantages to separate MOUs being used to organize a broad institution such as MCECIS. A different approach might be to create a *constitutional* model where a single MOU is created to describe the organizational structure and governance, and later to have all the universities that participate sign the single MOU. Such a singular MOU approach would take considerably more time and effort. It would likely constrain the executive powers of the future MCECIS Dean. However, a joint MOU would likely be more palatable to other UMS universities and programs.

COVER MEMO TO USM FACULTY SENATE RESOLUTION

TO: UMS Faculty Governance Council
UMS Chief Academic Officers

CC: Robert Placido, UMS Vice Chancellor for Academic Affairs
Carolyn Dorsey, UMS Assc Vice Chancellor for Academic Affairs
Jeff St. John, UMS Assc Vice Chancellor for Accreditation and Strategic Initiatives
Professor Shelton Waldrep, President, USM Faculty Senate
UMS Presidents

FROM: Jim Thelen, UMS Vice Chancellor for Strategic Initiatives and Chief Legal Officer

RE: Explanatory Notes Regarding USM Faculty Senate “Resolution on the Status of MOUs” (February 11, 2022)

DATE: February 15, 2022

7.3

On February 12, 2022, USM Faculty Senate President Shelton Waldrep emailed to me the following “Resolution on the Status of MOUs” (“Resolution”), which was adopted by the USM Faculty Senate on February 11, 2022 according to the vote noted at the end of the document. The Resolution was apparently provided as the USM Faculty Senate’s response to their review of a January 2022 “Memorandum of Understanding Regarding Formation and Initial Governance of MCECIS” (“MOU”), the latter of which documents an agreement between the Co-Principal Investigators of the UMS TRANSFORMS MCECIS grant initiative, the President of USM and the UMS Chancellor about the basic administrative arrangements for USM’s engineering programs to initially participate in MCECIS when it is formed.

Of particular note, USM engineering faculty specifically requested that the Chancellor commit in a written MOU that USM’s engineering programs could participate in MCECIS without losing the authority to issue engineering degrees in USM’s name and to maintain primary control over the curriculum of its engineering programs. The MOU addresses both points.

As provided in the MOU, the MCECIS Steering Committee, UMaine and USM Faculty Senates, the UMS Faculty Governance Council, and AFUM were all invited to review and comment on the MOU. The UMaine Faculty Senate briefly reviewed but did not provide any comment on or concerns about the MOU. The Resolution below has been offered as the response of the USM Faculty Senate.

Notes are offered beginning on the next page in **blue** to the statements adopted in the Resolution.

Resolution on the Status of MOUs

Whereas the mechanism of a “Memorandum of Understanding” (MOU), such as the one establishing a Maine College of Engineering and Computer Information Systems (MCECIS), is being used to outline a potential administrative structure that will shape curriculum, which is under the purview of the faculty owing to their expertise and the standards of their profession;

NOTE: The MOU, at p 2, provides that USM engineering faculty will retain primary control of USM engineering curriculum. The MOU further provides that the MCECIS Dean and USM CSTH Dean will coordinate distinct and collaborative programmatic offerings between the participating engineering programs from USM and UMaine.

7.3

Whereas all matters curricular are properly referred to the University of Southern Maine Faculty Senate as outlined in Article IV, Section A, Sub-section 1 of the Governance Document of the University of Southern Maine and affirmed by the Chancellor when he writes, “Among the best of traditions in higher education are shared governance and transparency. They are principles that we strive for in doing our work, and in working together”;

NOTE: This is in keeping with the UMS Statement on Shared Governance.

Whereas this jurisdiction is also reflected in the collective bargaining “Agreement between the University of Maine System and Associated Faculties of the Universities of Maine” (“Agreement”), in Article 7, Section A.7, ‘Cooperating Departments’ and affirmed throughout that document as a basic principle of shared governance;

NOTE: The AFUM contract provision on “Cooperating Departments” is not a provision of shared governance; it is a collectively-bargained provision that states the terms and conditions of employment that will be followed when faculty from one university teach a course that is used by another university for the second university’s academic program.

Whereas this MOU presents the creation of a new college, which must receive the support of a vote by the Faculty Senates of The University of Maine and the University of Southern Maine;

NOTE: UMS Board Policy 309 gives the Board final authority – and requires Board approval – to establish a new college within the System (typically on recommendation from a university president to the Chancellor and then to the Board).

The UMS Statement on Shared Governance provides UMS faculty (generally through their senates) the opportunity to review and provide input and recommendations on a proposal to establish a new college, rename an existing college, or reorganize an existing college. While faculty review and recommendations on such proposals are

therefore a critical element of such a proposal, the Board may approve the renaming, establishment, or reorganization even if the faculty senate(s) do not support the proposal.

Whereas the proper mechanism for establishing new programs across universities within the University of Maine System is the already-existing model of “Cooperating Departments” outlined in the “Agreement”;

NOTE: This is not accurate. The Cooperating Departments provision in the AFUM contract does not restrict UMS from adopting other academic collaboration models, and there are several examples of already-existing successful academic program collaborations different than the Cooperating Departments model (and that pre-date the Cooperating Departments provision in the AFUM contract). Faculty senates may recommend that a cooperating department model be used for academic programs that share courses and faculty between two or more universities, and the Board (under Board Policy 305) may adopt that model or another.

Whereas all curricular changes should originate in a perceived need or opportunity for students that comes from faculty, who work with students and know them best;

NOTE: While primary responsibility for curricular change rests with faculty, it is not exclusively so. UMS Board policy also empowers the Chief Academic Officers Council, the Vice Chancellor for Academic Affairs, and the Chancellor to propose curricular or academic program changes as well, with faculty senates still having important shared governance roles to play in such instances. But it is not true that curricular change cannot occur unless originated by a university’s faculty senate.

Whereas philanthropically-driven curricular change, even when it comes with the best of intentions, is patently in violation of faculty oversight;

NOTE: Faculty have the same shared governance rights with respect to “philanthropically-driven curricular change” as they would for any other curricular change, as do the Chief Academic Officers Council, the Vice Chancellor for Academic Affairs, and the Chancellor.

Whereas the Department of Engineering faculty have expressly stated that they do not wish to contradict the “Cooperating Departments” section of the “Agreement”;

NOTE: The USM Department of Engineering faculty’s December 11, 2020 and February 10, 2022 letters of preference will be provided to the UMS Board, along with this Resolution, when the Board is asked to act on any academic program or college proposal regarding this matter.

Whereas the University of Maine System has yet to work out a basic mechanism for allowing universities within the System to share programs, including financial aid, course credit,

credit transfer, technological infrastructure, equivalent faculty pay scales, governance, curricular approval, housing, transportation, and the myriad of other practical challenges that have never been solved or negotiated;

NOTE: As a general matter, the conclusion stated is not accurate and otherwise does not state any concerns regarding the specific matters covered in the MOU.

Whereas a “Memorandum of Understanding” is, as stated within the text of the “Memorandum” itself, non-binding and extra-legal;

NOTE: The MOU states that it is not a legally binding contract, but it nevertheless documents the express commitment of its signers to its terms.

Whereas universities within the System are independent entities that exist with their own faculties, governance documents, policies, and autonomy;

NOTE: This is a fundamentally inaccurate statement. The University of Maine System is a single public entity and instrumentality of the State of Maine that consists of the seven named universities. No university is completely autonomous or independent in and relative to the System; the System’s legal Charter provides that all universities are subject to the limits defined by the UMS Board and Chancellor. That said, universities are expected to maintain local control over their budgets and the academic programs they offer, which is recognized in the Guiding Principles of unified accreditation. The stated public policy and purpose of the University of Maine System is to unite Maine’s public universities to work in concert together to meet the System’s overall teaching, research, and public service mission to the State of Maine.

Whereas no one university should be allowed to take control of or subsume the programs, reporting structure, or curricular functions of another university within the University of Maine System;

NOTE: No university may do so of its own accord. The University of Maine System Board of Trustees has a fiduciary responsibility to the State of Maine, however, to “[p]lan strategies for programs and allocation of resources that most effectively serve the educational needs of the citizens of this State.” (UMS Charter, §4-B(1)(E))

Further, the Chancellor has the authority and responsibility to “[p]romote system planning, in collaboration with university presidents, for academic affairs, ... financial operations, capital plans and resource allocations” and “[c]oordinate University of Maine System academic offerings to avoid duplication with private and public institutions in this State ...” (UMS Charter, §4-B(2)(C), (H))

Resolved, that the Faculty Senate rejects this and all MOUs meant to establish or re-negotiate administrative or curricular structures between USM and universities within the University of Maine System unless they follow the “Cooperating Departments” section

of the AFUM contract. That agreement allows for cooperation, equivalent representation among the faculties involved, and a clear process to follow as explained in the governance documents of the universities, AFUM, and the Board's own policies.

NOTE: The Resolution states the general objection of the USM Faculty Senate to the MCECIS MOU for the reason stated above, and it will be shared with the UMS Board when a MCECIS MOU proposal is advanced. Unfortunately, the Resolution fails to provide any substantive comment or recommendation on any specific issue addressed in the MOU or acknowledge that USM Engineering faculty specifically asked the Chancellor to prepare it.

Vote: 16-1-4 [76%-5%-19%]

UMS Explanatory Notes to AFUM Response regarding MCECIS MOU

AFUM: It was with concern that we read the plans to house USM engineering as a “division” within a UMaine College.

UMS: The AFUM statement here does not accurately characterize the clear language of the MOU. The MOU states:

*The current USM engineering programs will participate in MCECIS as both a USM degree-granting academic department **administratively housed within USM** as well as a division of engineering within MCECIS ... [emphasis added]*

AFUM: As we are all aware, there is no provision for such an arrangement in the CBA.

UMS: AFUM is correct. There is no provision in the AFUM CBA regarding – or for that matter restricting – the UMS Board’s authority under Board Policy 309 to organize or re-organize academic units within UMS. Specific to the MCECIS initiative, the AFUM CBA does not in any way restrict the ability or authority of UMS, through UMaine and USM, to establish the MCECIS unit at UMaine and establish the relationship that USM’s department of engineering will have to MCECIS while retaining the ability to grant USM degrees and remaining administratively governed by USM.

AFUM: Since the Initial Governance MOU fails to define terms we will take the most obvious meaning that the intent is to make USM faculty “joint appointments” between UM & USM.

UMS: The AFUM statement here does not accurately characterize the clear language of the MOU. The MOU states:

USM will continue to be the “home University” of USM engineering faculty with appointments in the USM Division of Engineering in MCECIS.

AFUM: As UMS is well aware the contract does not provide for such an arrangement.

UMS: It is not clear to what “arrangement” AFUM may be objecting. If the arrangement at issue is the possibility of joint faculty appointments between UMaine and USM (or between other UMS universities, for that matter), AFUM fails to acknowledge that Article 7(A)(6) the CBA expressly provides for joint faculty appointments:

Faculty may receive an appointment with funding and / or responsibilities in more than one department, division or other appropriate unit. Such appointments shall be called Joint Appointments.

The AFUM CBA expressly permits joint faculty appointments, and does not in any way restrict them between universities.

AFUM: Furthermore, AFUM has repeatedly and thoughtfully rejected UMS proposals to allow such joint appointments across Universities.

UMS: This is not true. Joint faculty appointments exist between UMaine and UMPI.

AFUM: It is a serious issue that UMS continues to propose a structure that violates the CBA and will result in an appropriate AFUM response.

UMS: UMS respects its collective bargaining obligations and will consider any accurate claim from AFUM that its actions do not comply with the AFUM CBA. No such claims have been made here.

AFUM: It is also serious that the concerns of our USM colleagues are ignored by this proposed structure.

UMS: The substance of the MCECIS MOU, including USM engineering's relationship to MCECIS, was prepared and agreed to at the specific request of USM engineering faculty and USM academic leadership. Neither the AFUM response here, nor the separate USM Faculty Senate objections, state any valid objection or directly address the substance of the MCECIS MOU.

AFUM: Shared Governance is not just a box to be checked. It is with considerable concern that we point out what should be obvious to all; the nature of the agreement between UMS & the Alford Foundation is a direct threat to shared governance.

UMS: To the contrary, AFUM has not identified any UMS action that violates the UMS Board's Statement of Shared Governance. Moreover, the UMS-Harold Alford Foundation October 2020 grant agreement expressly provides that MCECIS will be formed "following applicable UMS Board and shared governance policies ..."

Specifically, the UMS Board recognizes that faculty are to have critical roles and input in developing curriculum and academic policy, faculty selection and peer review/promotion and tenure, as well as input on academic administrator selection processes, budgeting and strategic planning, all provided for as follows:

Faculty have a critical role in fundamental areas such as curriculum, instruction, research and student life. Faculty engagement in these areas is important to assure the competence and quality of university graduates. Faculty participate in the selection and review of their peers, including recommendations for appointment, reappointment, promotion and tenure, in accordance with the boundaries of the collective bargaining agreement.

Faculty also participate in the selection process for academic administrators.

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

See [UMS Statement on Shared Governance](#) (March 23, 2007).

UMS's commitment to shared governance also meets NECHE's internal governance accreditation standards regarding the role of faculty in an accredited institution of higher education. By those standards, which UMS embraces at both the university and System level in our unified accreditation environment, faculty:

- *Have "primary responsibility for the content, quality, and effectiveness of the curriculum" and a "substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise";*
- *Are to be "consult[ed]" by the accredited institution's chief executive officer – here, the UMS Chancellor – and senior administrators, who are to be "appropriately responsive to their concerns, needs, and initiatives"; and*
- *Share "responsibil[ity] for the quality of the [institution's] academic program" in "concert with" the accredited institution's chief academic officer – here, the UMS Vice Chancellor for Academic Affairs.*

See NECHE Standards for Accreditation, [Standard Three](#) (Numbered Paragraphs 3.13-3.15).

In summary, then, and most importantly, honoring shared governance requires seeking faculty input for consideration before the Board exercises its various governance authority to authorize, eliminate, or reorganize academic programs or units within and across UMS. Respect for shared governance does not restrict or constrain the Board's authority under its Charter and Board policies to do these things, and does not provide faculty or faculty bodies autonomy, independence, or final decision-making authority in these matters.

AFUM: No agreement between UMS [and] the [Harold Alfond] Foundation provides a justification to violate the CBA or collective bargaining requirements.

UMS: UMS respects its collective bargaining obligations and will consider any accurate claim from AFUM that its actions do not comply with the AFUM CBA. No such claims have been made here.

AFUM: In summary, UMS should:

- 1) fully embrace Cooperating Departments for MCECIS,**
- 2) review existing cross-campus collaborations,**
- 3) engage in a review of working in the true spirit of Shared Governance and Collective Bargaining in this and future endeavors.**

UMS: UMS respects its collective bargaining obligations and will consider any accurate claim from AFUM that its actions do not comply with the AFUM CBA. No such claims have been made here. The AFUM contract provision regarding Cooperating Departments does not restrict the

Board's authority, under Board Policy 309, to implement MCECIS on the basis of what is proposed in the MCECIS MOU.

AFUM suggests that the 2019-2021 AFUM contract's provision on "Cooperating Departments" is the only academic model that may be used when two or more universities within UMS collaboratively offer an academic program. This is incorrect.

The "Cooperating Departments" provisions in Article 7 of the AFUM contract are triggered only if two universities – through shared governance engagement with the relevant faculty and appropriate review and approval through applicable System policies – decide that courses taught by faculty in a program offered fully by the first university will be used in the second university's degree program. In that limited situation, Article 7 of the AFUM contract sets a threshold for the percentage of courses that AFUM faculty will teach, confirms that faculty remain "fully a member of the academic unit on their home campus," and provides a process for faculty credential and peer review for faculty whose courses are included in another university's academic program. It does nothing more. Article 7 does not restrict other forms or models of academic governance that collaboration between two or more universities might take to offer a single academic program with faculty and courses combined from these universities. That is a matter for shared governance engagement between faculty, their senates, university CAOs, and university and System leaders, with the Board retaining its full authority under its Charter and Board policy to authorize, eliminate, or reorganize academic programs or units within and across UMS.

7.4

University of Maine System
Board of Trustees

AGENDA ITEM SUMMARY

NAME OF ITEM: Lewiston Auburn Campus (LAC) Update

INITIATED BY: Lisa Marchese Eames, Chair

BOARD INFORMATION: X

BOARD ACTION:

BOARD POLICY:

ACADEMIC AFFAIRS: Section 309 Organization & Establishment of Major Unit

UNIFIED ACCREDITATION CONNECTION:

In support of UMS unified accreditation, several multi-university collaborative efforts and/or expansion of single university programs have been considered as part of the proposed reorganization of the Lewiston-Auburn Campus (LAC).

BACKGROUND:

USM and UMS leadership have been analyzing the current state, and potential future use, of the Lewiston-Auburn Campus (LAC). A community needs assessment was completed as a component of the data collection required for this analysis. Consultant Rebecca Conrad and USM leadership will present findings of the needs assessment and discuss ongoing efforts to develop sustainable programming at the campus; including consideration of multi-university collaborations.

President Glenn Cummings and Jeanne Pacquette, Vice President - Corporate/Workforce Engagement & LAC Administrator will join Ms. Conrad in the presentation.

4/21/2022

USM LEWISTON AUBURN CAMPUS Needs Assessment December 2021

8.1

KEY FINDINGS

The Lewiston Auburn community is of sufficient population to support a university campus but has historically low bachelor's degree attainment.

8.1

Several opportunities exist to increase enrollment, reach LA's underserved and immigrant communities, and meet current and future employment demand.

Finding #1

Insufficient Local Investment

Recommendations

8.1

- **Become an innovative, value-added partner** - Engage with businesses to advance degree completion pathways
- **Participate in community planning and design** - Contribute to local initiatives such as Strengthen LA and the Working Communities Challenge
- **Promote higher education aspirations** - Strengthen K-12 presence, Early College and Dual Enrollment

Finding #2

Underdeveloped Recruitment Partnerships

Recommendations

8.1

- **Leverage community college articulation agreements** - Utilize CMCC to develop associate's to bachelor's career ladders, beginning with early childhood education and healthcare
- **Customize employment sector pathways** - Capitalize on unmet and future demand in the healthcare sector and model more programs on the success of Occupational Therapy
- □ **Recognize LA's potential as Maine's youngest and most diverse community** - Address longstanding desire for business, management and entrepreneurial programs for workforce development

Finding #3

Real and Perceived Barriers

Recommendations

8.1

□ **A four-year degree is perceived as inaccessible financially -**
Use the rebuilding process with community partners to address local barriers

□ **Access to transportation, childcare and broadband compound financial barriers -** Design an Early Childhood degree/lab program that serves children and parents and increases aspirations

□ **The Westminster Street location is perceived as remote -**
Ensure that the campus is accessible and visible to the community and provides entry level courses on site with wraparound services

Desired State: Move the LA campus to the UMaine System

Take full advantage of unified accreditation and use LAC as a launch pad for entry into the University of Maine System

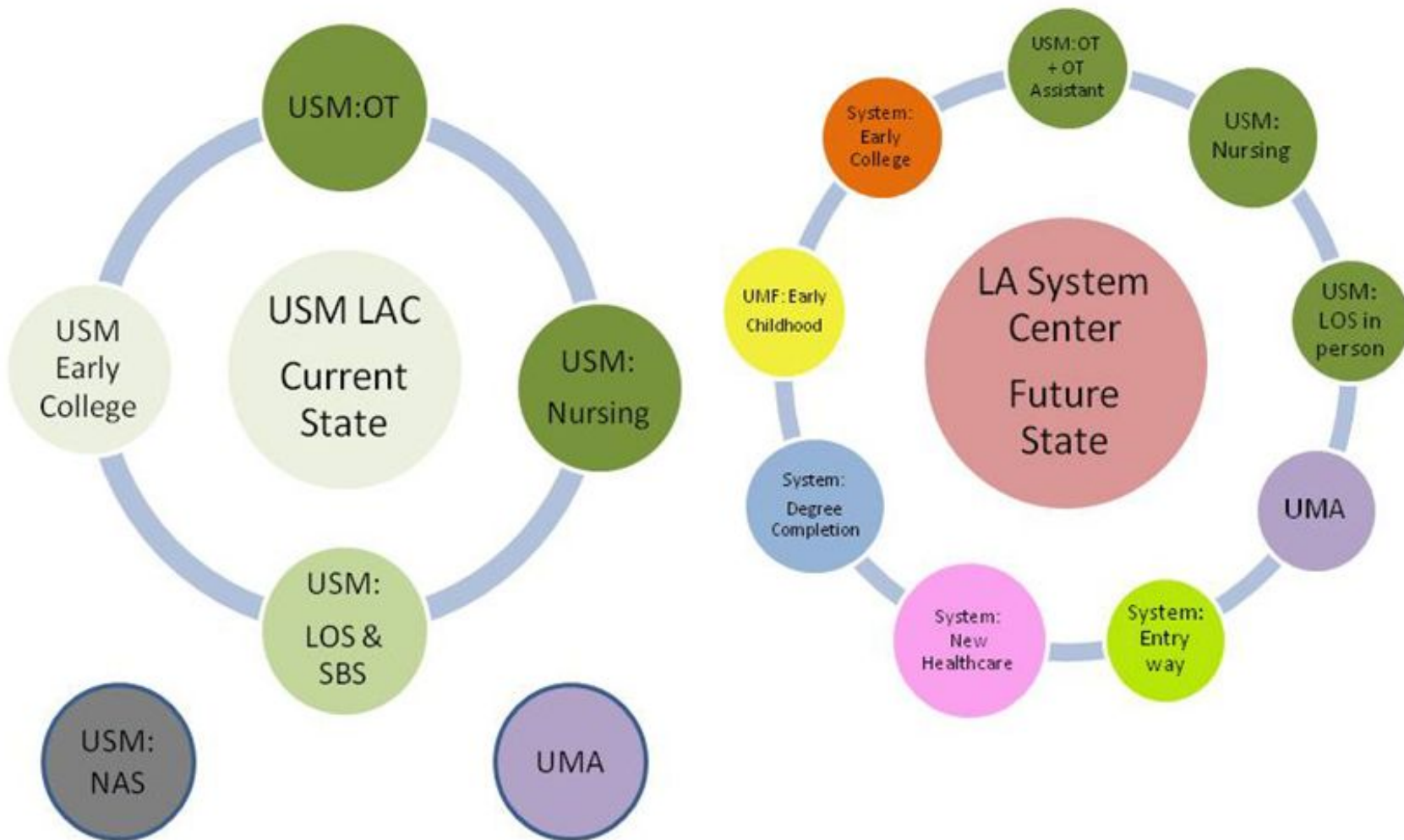
8.1

Fully integrate LAC with the system and the community by activating Lewiston Auburn assets for experiential learning

Drive the region's economic future—and Maine's future—through healthcare innovation at LAC

Leverage the community colleges to elevate access and affordability for underserved communities

Lewiston Auburn Campus Curriculum



8.1

USM Lewiston Auburn Needs Assessment Findings: Increasing Bachelor degree attainment is a priority for Androscoggin County's workforce development

RECOMMENDATION: Utilize unified accreditation to offer selected undergraduate and graduate programs from all UMaine System campuses at Lewiston Auburn College to prepare students for careers in the region's most high demand fields.

BUILD ASPIRATIONS & SUPPORT DEGREE ATTAINMENT	LEVERAGE COMMUNITY COLLEGE ENROLLMENT	INCREASE HEALTHCARE PROGRAMS	SUPPORT COMMUNITY WORKFORCE NEEDS	CAPITALIZE ON LEWISTON AUBURN
<ul style="list-style-type: none"> • Increase Dual Enrollment and Early College • Partner with Adult Education • Provide retention services • Deliver in person and online 	<ul style="list-style-type: none"> • Promote Degree Completion • Use 2+2 Articulation Agreements • Customize employment sector pathways • Create presence at CMCC 	<ul style="list-style-type: none"> • Nursing and specialized tracks • OT + OT Assistant • PT Assistant • Medical Lab Technician • Social and Behavioral Sciences 	<ul style="list-style-type: none"> • General Education • Early Childhood Education + Childcare Center • Skilled Trades Management • IT • Business • Languages 	<ul style="list-style-type: none"> • Experiential education hub • Multicultural partners • Higher education community • Opportunity to engage in significant urban development

<p>MODEL</p>  <p>The Universities AT SHADY GROVE</p> <p>Montgomery County, Maryland https://shadygrove.umd.edu/</p> <p>80 Degree Programs 9 Universities 1 Convenient Campus</p>	<p>The advantage of THE UNIVERSITIES AT LEWISTON AUBURN</p> <p>Supports Maine's youngest and most diverse community</p> <p><i>Students can:</i></p> <ul style="list-style-type: none"> Live at home Maintain family commitments Keep current employment <p>Engage in experiential learning and internships</p> <p><i>While earning a degree from a UMaine System program</i></p>
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