



**Board of Trustees**  
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**Orono, ME 04469**

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May 13, 2022

TO: Members of the Board of Trustees  
Faculty & Student Representatives

FR: Ellen N. Doughty, Clerk of the Board

RE: May 2022 Board of Trustees Meeting

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

Enclosed are the materials for the Board of Trustees Meeting on Sunday and Monday, May 22-23, 2022, hosted by the University of Southern Maine. Directions are included in the Board meeting materials. Parking is available in the parking garage on Surrenden Street on the Portland campus.

**On Sunday, May 22<sup>nd</sup>**, the Board meeting will be called to order at 1:00 pm in Room 423/424 on the 4<sup>th</sup> floor of the Glickman Library. The Board will go directly into an Executive Session until 3:30 pm. At 4:00 pm the Public Board meeting will reconvene in the University Events Room on the 7<sup>th</sup> floor of the Glickman Library.

A reception is scheduled for 6:00 pm, followed by dinner in the Abromson Center on the Portland campus. Individuals invited to the reception and dinner have been notified and include: Trustees, Faculty & Student Representatives to the Board, Chancellor Malloy, Vice Chancellors, Associate Vice Chancellors, Campus Presidents, Dean of the Maine Law School, the UMS Vice President for Finance & Controller, and the Chief Human Resources Officer.

**On Monday, May 23<sup>rd</sup>**, the Board meeting will be called to order at 8:30 am with an opportunity for continental breakfast and networking starting at 8:00 am. The Board meeting on Monday will be in the University Events Room on the 7<sup>th</sup> floor of the Glickman Library. Directly following the public meeting, the Board will enter into an Executive Session for approximately 1½ hours, in 423/424 on the 4<sup>th</sup> floor of the Glickman Library.

Overnight accommodations for those that have requested, have been made at the Hampton Inn, 171 Philbrook Avenue, South Portland, ME 04106 – phone: 773-4400.

Incoming messages can be left with Heather Massey at 991-4724 or Ellen Doughty at 949-4905.

In the event of a postponement, cancellation, or changes to the Board of Trustees meeting, every effort will be made to personally contact the Board of Trustees, the Presidents, and the Faculty and Student Representatives.

cc: Chancellor Dannel P. Malloy  
University Presidents  
System Staff

## **Directions to USM**

### **University of Southern Maine**

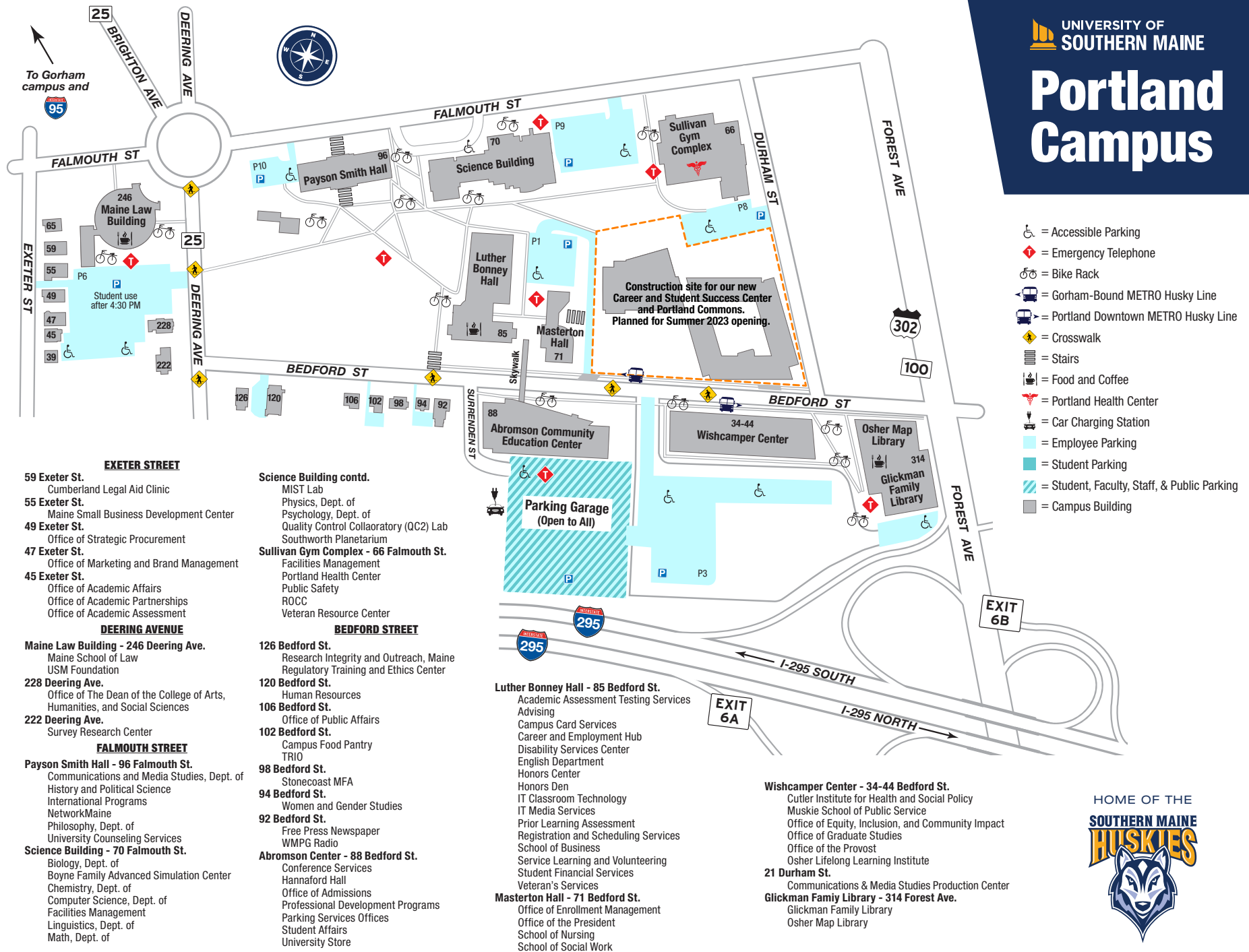
96 Falmouth Street, Portland, Maine  
207-780-4480

From I-295 (north or south bound):

Take Exit 6B (Forest Avenue North). Turn left at the first light onto to Bedford Street and proceed until you see the skywalk over the street. Drive under the skywalk and turn left onto Surrenden Street to enter the parking garage.



# Portland Campus



University of Maine System – Board of Trustees Meeting  
**May 22-23, 2022**  
at the University of Southern Maine  
University Events Room, 7<sup>th</sup> Floor Glickman Library

**AGENDA**

REVISED  
5/20/2022

**Sunday, May 22, 2022**

**Call to Order @ 1:00 pm**

The Board of Trustees will go directly into Executive Session

**Executive Session** from 1:00 pm to 3:30 pm - 4<sup>th</sup> Floor, Glickman Library

The Board of Trustees will go directly into Executive Session under provisions of: 1 MRSA 405 6A, C & E.

**Call to Order/Reconvene Public Meeting @ 4:00 pm, 7<sup>th</sup> Floor Glickman Library**

**Meeting with Faculty & Student Representatives to the Board of Trustees**

Tab 1 - **Engagement with Faculty & Student Representatives to the Board of Trustees (90 minutes)**

Approx. 5:30 pm

UMS Athletics Student Success & Retention (20 minutes)

- **Presentation on USM Athletics**

**Reception @ 6:00 pm (Cash Bar) – USM Abromson Center, Portland**

*(By Invitation Only)*

**Dinner @ 6:30 pm – USM Abromson Center, Portland**

*(By Invitation Only)*

**Monday, May 23, 2022**

**Coffee & Networking @ 8:00 am**

**Call to Order/Reconvene @ 8:30 am**

**Citizen Comment (30 minutes)**

**Individuals who wish to participate in Citizen Comment must indicate their name and topic on the signup sheet, which will be available in the meeting room on May 23rd starting at 8:00 am until 8:25 am.**

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

**Chair's Report (40 minutes)**

Tab 2 - **Election of Board Officers**

- **Investment Committee Update**

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

- **BOV updated process & schedule of engagement**

**Vice Chancellor for Academic Affairs' Report (30 minutes)**

Tab 3 - Academic Affairs Update

Approx. 10:00 am

**Vice Chancellor for Research and Innovation's Report (10 minutes)**

Tab 4 - Vice Chancellor for Research and Innovation Update

**Vice Chancellor for Finance and Administration & Treasurer's Report (35 minutes)**

Tab 5 - Finance & Administration Update

**Tab 6 - FY2023 Updated Proposed University and System Office Operating Budget and Student Charges – Final Approval, UMS**

**Vice Chancellor for Strategic Initiatives' Report**

Tab 7 - Vice Chancellor for Strategic Initiatives and Chief Legal Officer Report (45 minutes)

Tab 8 - Unified Accreditation and Unified Catalog Update (10 minutes)

**Tab 9 - Maine College of Engineering, Computing & Information Science (MCECIS) Naming and UMaine/USM Engineering Framework Approval (20 minutes)**

Approx. 12:40 pm

**Lunch Break (25 minutes)** (Timing of the lunch break will be at the discretion of the Chair)

**Action Items**

**Tab 10 - Executive Employment Approvals (15 minutes)**

**Tab 11 - Confirmation of Faculty & Student Representatives to the Board of Trustees (10 minutes)**

**Tab 12 - Resolution for Trustee Mark Gardner (5 minutes)**

**Tab 13 - Resolution for Trustee James Erwin (5 minutes)**

**Tab 14 - Resolution for USM President Glenn Cummings (5 minutes)**

**Tab 15 - Resolution for UMF President Edward Serna (5 minutes)**

**Tab 16 - Naming of Portland Commons Courtyard, USM (10 minutes)**

**Tab 17 - Financial & Reimbursement Resolution – HVAC Systems and Controls Upgrades, UM (10 minutes)**

Approx. 2:10 pm

**Consent Agenda (5 minutes)**

**Tab 18 - Acceptance of Minutes**

May 2, 2022 Academic & Student Affairs Committee

**Tab 19 - New Academic Program Proposal: MS in Trauma-Informed Emergency Management, UMA**

**Tab 20 - Academic Program Suspension Proposal: B.S. in Cybersecurity, B.S. in Cybersecurity - Online, B.A. in English, A.S. in Information Security - UMFK**

May 4, 2022 Finance, Facilities & Technology Committee

**Tab 21 - One Year Capital Plan, FY2023**

**Tab 22 - Lease Modification, UM/UMM & MD7, LLC**

**Tab 23 - Ground Lease Authorization, UM, Theta Chi Fraternity**

**Tab 24 - Stewardship/Deferred Maintenance: HVAC Systems and Controls Upgrades, UM**

**Tab 25 - Wieden Hall Renovation Project Budget Increase, UMPI**

**Tab 26 - Naming of the New Career & Student Success Center, USM/Portland Campus**

**Discussion Item**

Tab 27 - Proposed Change to Board of Trustees Policy 103 - *Board of Trustees: Bylaws* (5 minutes)

Tab 28 - Proposed Change to Board of Trustees Policy 501 - *Student Conduct Policy* (30 minutes)

**Date of the Next Meeting:** July 11, 2022 hosted by University of Maine System

**Executive Session** (following the public meeting), 4<sup>th</sup> Floor, Glickman Library

The Board of Trustees will go directly into Executive Session under provisions of: 1 MRSA 405 6A, C & D.

**Attachments**

[EAB-Navigate Background Materials](#)  
[UMS Health Services Background Materials](#)  
[Managed Investment Pool Flash Report](#)  
[Pension Fund Flash Report](#)  
[Operating Fund Flash Report](#)  
[FY2023 Operating Budget – Final Reading, UMS](#)  
[MCECIS Background Materials](#)  
[Financing & Project Authorization Resolution](#)  
[UMA New Academic Program Background Materials](#)  
[UMFK Academic Program Suspension Background Materials](#)  
[Agenda Item Summary Sheet for Prior MD7 Lease Approval – January 2019](#)  
[Ground Lease Between UMS and Theta Chi Building Association](#)  
[FY2023 One Year Capital Plan](#)  
[FY2023 One Year Capital Plan – Project List](#)  
[FY2023 One Year Capital Plan Presentation](#)  
[Board of Trustees Policy 103 – \*Board of Trustees: Bylaws\* \(red lined\)](#)  
[Proposed Changes to Board of Trustee Policy 501 – \*Student Conduct Policy\* \(red lined\)](#)  
[Board of Trustees Policy 501 – \*Student Conduct Code\* \(current Policy\)](#)  
[Student Conduct Code \(Procedure & Process\) – information only](#)  
[UMS Board of Trustees Chairs & Vice Chairs from 1989 to present](#)  
[FY2022 Forecast to Budget #3](#)  
[FY2023 Operating Budget - Final Reading, UMS \(full materials\)](#)

**Reports**

[UMS Interactive Dashboard](#)  
[Agenda Calendar](#)  
[UMS Divestment Statement](#)  
[Capital & Bond Project Report Executive Summary](#)  
[Capital Project Status Report](#)  
[Capital Project Status Report – Bond Report](#)  
[2020-2021 Student Financial Aid Report](#)  
[Workforce Profile Report](#)  
[Turnover Report](#)

**Presentations**

[EAB-Navigate Presentation](#)  
[UMS Mental Health Services Presentation](#)  
[DEI Presentation](#)  
[USM Athletics Presentation](#)  
[Research & Innovation Presentation](#)  
[Strategic Planning Presentation](#)  
[MCECIS Presentation](#)  
[Student Conduct Policy Presentation](#)  
[FY 2023 Operating Budget - Final Reading Presentation](#)

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

## Board of Trustees Meeting - May 2022 - Agenda

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

University of Maine System  
Board of Trustees

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Engagement with Faculty & Student Representatives to the Board of Trustees on Student Success

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

Collaboration and engagement with the Board of Trustees and the Faculty and Student Representatives to the Board of Trustees on issues impacting unified accreditation at all campuses.

**BACKGROUND:**

To follow up on the discussion with the Faculty & Student Representatives from the March Board meeting, UMS Associate Vice Chancellor Carolyn Dorsey will introduce this session with brief remarks about how the engagement with the Board Representatives for the May Board meeting was developed based on the conversations in March. Three brief presentations will be provided to share outcomes from the key issues discussed in March. Additional information on each of these topics is provided in the meeting materials.

1. **EAB-Navigate:**

EAB's (formerly Education Advisory Board) Navigate is a student success management system that includes technology that links administrators, advisors, deans, faculty, other staff, and students in a coordinated care network designed to help schools proactively manage student success and deliver a return on education. The software, support and best practice guidance provided by EAB is one part of a multi-part student success strategy for our campuses and was mentioned at the March Board discussion related to student success. Shara Page, Interim Director of Advising at the University of Maine at Presque Isle, and Sheri Fraser, Dean of Students at the University of Maine at Augusta, will provide an overview of their use of EAB-Navigate in supporting student success. More detailed information about EAB-Navigate, including a detailed PowerPoint with resources, is included in the Board materials.

2. **UMS Mental Health Services:**

While mental health and the general well-being of our students has always been a priority on our campuses, issues relating to national and global events, combined with the isolation and stressors of the pandemic, have taken a toll on college students, with some student populations being hit harder than others. Recent mental health statistics indicate depression rates for college students doubled over the past decade with more than 66% of college students experiencing overwhelming levels of anxiety, and 80% of college students reporting "considerable" amounts of stress. In a recent discussion between UMS Trustees and the Faculty and Student Representatives to the Board, it became apparent that there was a need for a greater understanding of the challenges our students are facing, the services we currently have to support their needs, and any possible gaps in services.

UMFK student Lisa Augustine will discuss findings from her research titled "International Students, A Population at Risk". Associate Vice Chancellor for Academic Affairs Carolyn Dorsey will offer

complementary detail as it relates to domestic students, with a detailed summary of current university level services and initiatives offered in the Board materials.

3. **DEI:**

A UMS DEI Steering Committee was formed and charged with oversight of the System-wide application of this work, coordination and collaboration with campus-based DEI Councils, and liaison with the UMS Transforms Action Team associated with the effort to embed DEI principles in the initiatives that comprise *UMS Transforms*. All universities have active Diversity, Equity and Inclusion initiatives underway.

Central to this important UMS focus are the significant and impactful strategies and initiatives of our universities in addressing systemic oppression and building capacity to provide an inclusive culture grounded in equity that is welcoming to faculty, staff and students. The collaboration between our universities, and between the universities and the System, will be a critical component of the progress and sustainability for this work, all done through the lens of the goals of unified accreditation. Megan Clough, an experienced DEI leader and Director of Learning and Organizational Development (UMS), Rosa Redonnett, Associate Vice Chancellor for Student Success and Credential Attainment, Idella Glenn, Vice President for Equity, Inclusion and Community Impact (USM), and Susan Baker, Professor of Science and Co-Chair of the UMA DEI Council (UMA) will provide an update to the Board of Trustees specific to this collaborative work.

4. **To continue the dialog with the Faculty & Student Representatives to the Board of Trustees, the following prompts have been developed for the May Board meeting:**

- If you had to identify one priority or initiative to address and expand upon, which one would it be? Follow up questions would include:
  - a. Why?
  - b. What do you see as the current gap in that area?
  - c. What do you see as the impact on student success?
  - d. Is there a specific success metric you would use to monitor progress in that area?
  - e. What would be considered a successful expansion or improvement to the area?
  - f. What does “improved” or “fixed” look like?
- What are your thoughts on how to improve engagement with the Board moving forward?
  - a. What other engagement elements would you like to see/do you believe would be helpful?
  - b. What would be a good way to offer useful and timely progress updates on previous discussion items?
  - c. What are other topics of interest you believe should be included in the discussions?

Attachments:

[EAB-Navigate Background Materials](#)

[EAB-Navigate Presentation](#)

[UMS Mental Health Services Background Materials](#)

[UMS Mental Health Services Presentation](#)

[DEI Presentation](#)

05/12/2022

University of Maine System  
Board of Trustees

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Election of Board Officers

**INITIATED BY:** Trustee David MacMahon, Chair of the Trustee Nominating Committee

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:** Bylaws – Article II, Section 2.1

**UNIFIED ACCREDITATION CONNECTION:**  
N/A

**BACKGROUND:**

The Board Chair appointed three Trustees to serve as the Nominating Committee. Trustee David MacMahon chaired the Committee.

The Committee will propose a slate of officers at the annual meeting on May 23, 2022.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the Board of Trustees slate of officers for 2022-2023, as presented.

Attachment:

[UMS Board of Trustees Chairs & Vice Chairs from 1989 to present](#)

05/16/22 - Revised



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Academic Affairs Update

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

**BACKGROUND:**

The Vice Chancellor for Academic Affairs (VCAA) update at the May 2022 Board of Trustees meeting has the following items.

**Faculty Spotlight:**

The May faculty spotlight will be presented by Dr. Nicolás Alberto Dosman, Associate Professor of Music-Choral Conducting and Director of Choral Studies at the University of Southern Maine (USM), School of Music. Dr. Dosman will offer information about recent faculty scholarship work, conducting USM student performances, and student success initiatives with both undergraduate and graduate students.

5/12/22

University of Maine System  
Board of Trustees

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**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Vice Chancellor for Research and Innovation Update

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

Unified accreditation requires that the University of Maine System demonstrate that it has addressed all of the NECHE standards. One of these, standard 7, describes expectations for teaching, learning and scholarship:

The institution supports teaching and learning through a well-qualified faculty and academic staff, who, in structures and processes appropriate to the institution, collectively ensure the quality of instruction and support for student learning. Scholarship, research, and creative activities receive support appropriate to the institution's mission. The institution's faculty has primary responsibility for advancing the institution's academic purposes through teaching, learning, and scholarship.

System-wide focus on research and innovation can support achievement of this standard. Additionally, such a focus helps advance the recommendations of the [University of Maine System Research and Development Plan FY20 – FY24](#).

**BACKGROUND:**

Joan Ferrini-Mundy, UMS Vice Chancellor for Research and Innovation, will provide updates at the May 23, 2022 Board of Trustees meeting.

“What will it take to enhance R, D, & I engagement UMS-wide?”

1. Opening up access to UMaine research & innovation infrastructure
2. Building opportunities for faculty to engage undergraduates in research
3. Maximizing internal funding opportunities

Attachment:

[Research and Innovation Presentation](#)

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

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**NAME OF ITEM:** Finance and Administration Update

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

Primary Outcomes:

Enhance fiscal positioning

**BACKGROUND:**

Vice Chancellor for Finance and Administration and Treasurer Ryan Low will provide 2 brief updates at the May 22-23, 2022 Board of Trustees meeting:

- Investment Update – Vice Chancellor Low will present the UMS Flash Reports
- Forecast – Vice Chancellor Low will speak briefly about the current Fiscal Year-to-Date Forecast to Budget

Attachments:

[Managed Investment Pool Flash Reports](#)

[Pension Fund Flash Reports](#)

[Operating Fund Flash Reports](#)

[FY2022 Forecast to Budget #3](#)

[FY2023 Operating Budget - Final Reading, UMS \(full materials\)](#)

[FY 2023 Operating Budget - Final Reading Presentation](#)

Revised - 5/18/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** FY2023 Updated Proposed University and System Office Operating Budget and Student Charges – Final Approval, UMS

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

Policy 701 – [Operating & Capital Budgets](#)

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Vice Chancellor for Finance and Administration & Treasurer Ryan Low will present the FY2023 Updated Proposed University and System Office Operating & Capital Budget and Student Charges for the University of Maine System.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the May 22-23, 2022 Board of Trustees meeting, for approval of the following resolution:

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and approves the FY2023 Updated Proposed University and System Office Operating & Capital Budget, Recommended Student Charges, and proposed transfers from Institutional Reserves including Budget Stabilization Funds.

Attachments:

[FY2023 Operating Budget - Final Reading, UMS](#)

5/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Vice Chancellor for Strategic Initiatives and Chief Legal Officer Report

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

301 [Mission and Strategic Plan Policy](#)

**UNIFIED ACCREDITATION CONNECTION:**

To prepare and adopt a strategic plan by which the University of Maine System, acting through its universities and the University of Maine School of Law, will take full advantage of Unified Accreditation to achieve the UMS tripartite mission of teaching, research, and public service for the benefit of all UMS students and the State of Maine, with national and global impact as well.

**BACKGROUND:**

Following the Board's July 26, 2021 UMS Strategic Planning Resolution charge, and the presentation of a proposed timeline for strategic planning in September 2021, UMS leaders engaged Huron Consulting Group in late 2021 to help UMS undertake the work to develop the plan.

The Huron team supporting UMS has conducted numerous focus group meetings and interviews with UMS and university leaders, faculty, staff, and students and accompanied the Chancellor on his Spring 2022 visits to each university, where additional meetings were held with each university's leadership team, faculty, staff, and students. At the request of the Board's Ad Hoc Strategic Planning Committee, and working with System and university IR, finance, and academic affairs staff, Huron has also developed a data book resource to provide a factual foundation for the development of the UMS strategic plan.

Vice Chancellor for Strategic Initiatives and Chief Legal Officer James Thelen will introduce a presentation and discussion that will be led by the UMS Huron Consulting Group team to review key themes and opportunities developed from stakeholder input to date. The presentation will demonstrate how UMS will identify opportunities from its Self Study assessment report for NECHE regarding unified accreditation to create a foundation for the initial prioritization of themes for foundational elements for the UMS strategic plan.

Attachment:

[Strategic Plan Presentation – Huron Team](#)

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Unified Accreditation and Unified Catalog Update

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

Board engagement/transparency

**BACKGROUND:**

Associate Vice Chancellor for Accreditation and Strategic Initiatives Jeff St. John will share three updates:

- 1) A brief summary of feedback received on the third and final public NECHE self study draft.
- 2) Our plan for completing the self study and sharing it with the UMS community and NECHE.
- 3) Our process and timeline for summer and fall 2022 Unified Catalog work.

5/12/22

University of Maine System  
Board of Trustees

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** MCECIS Naming and UMaine/USM Engineering Framework Approval

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

**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 awarding engineering degrees in USM's name its own programs even as they partner with the University of Maine College of 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 and again at the May 2, 2022 Academic and Student Affairs committee 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 have been previously provided to the Board as informational items in March and again in summary for the May 2 ASA meeting. As has been discussed previously with the Board, the USM Faculty Senate's response and the AFUM response each expressed opposition to the MCECIS MOU, but not specific to the actual framework worked out between university leaders and the Chancellor's office.

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 28, 2022 Response to UMS regarding MCECIS MOU. These memos were provided again for the ASA committee meeting and are attached here again for background and context.

With approval from the Academic and Student Affairs Committee on May 2, the full Board is now asked to approve the general initial framework for the relationship the USM Department of Engineering will have to the MCECIS entity. The Board's approval will also rename the existing University of Maine College of Engineering to be the MCECIS entity.

Vice Chancellors Jim Thelen and Joan Ferrini-Mundy, who are the co-Principal Investigators for the UMS TRANSFORMS Harold Alfond Foundation grant initiatives, will review the MCECIS MOU framework, the renaming of the UMaine College of Engineering, and 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 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.

Attachments:

[MCECIS Presentation](#)

[MCECIS Background Materials](#)

5/12/22



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Executive Employment Approvals

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** **BOARD ACTION:** X

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Dr. Joan Ferrini-Mundy was appointed President of the University of Maine and the University of Maine at Machias effective July 1, 2018. Additional responsibilities were assigned and an additional appointment as Vice Chancellor for Research and Innovation for the University of Maine System were effective March 1, 2021. The Chancellor is recommending an extension of her contractual term of appointment beyond the standard rolling 2-year renewal.

Former Chief Justice of the Maine Supreme Judicial Court the Honorable Leigh Saufley was appointed Dean of the University of Maine School of Law effective April 15, 2020. Recognizing her reporting line to the Chancellor as a peer to UMS university presidents, the Chancellor is recommending the new title “President and Dean” to better align with her colleagues and responsibilities and the University of Maine School of Law’s organizational position in the system relative to other universities.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees:

- approves the revised term of appointment for Dr. Joan Ferrini-Mundy by four years commencing July 1, 2021, resulting in an appointment term ending June 30, 2025, and subject to applicable Board policies regarding presidential appointments and rolling renewal thereafter.
- approves the new title of President and Dean of the University of Maine School of Law for Dean Leigh Saufley, effective July 1, 2022.

05/13/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Confirmation of Faculty & Student Representatives to the Board of Trustees

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

Policy 205 – Faculty & Student Representatives to the Board of Trustees

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

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

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

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

The following nominations are being recommended by the campus:

Student Representative:

Peter “Tony” Lewis, UMA, – Appointed for a 2 year term – May 2022 to May 2024

Faculty Representative:

Clyde Mitchell, UMF – Reappointed for a 3 year term – May 2022 to May 2025

Lisa Leduc, UMPI – Reappointed for a 2 year term – May 2022 to May 2024

**TEXT OF PROPOSED RESOLUTION:**

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

5/12/2022

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Resolution for Mark R. Gardner

**INITIATED BY:** Trish A. Riley, Vice Chair pro tem

**BOARD INFORMATION:** **BOARD ACTION:** X

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Mr. Mark R. Gardner has served as a Trustee for the University of Maine System from September 12, 2021 to May 26, 2022. He has been a dedicated and engaged Board member including service of the following standing committees:

- Academic & Student Affairs Committee
- Audit Committee (10 years)
- Executive Committee (7 years)
- Finance, Facilities & Technology Committee (6 years)
- Human Resources & Labor Relations Committee
- Investment Committee (9 years)

Trustee Gardner was Chair of the Board from May 2021 to May 2022 and Vice Chair from May 2020 to May 2021. He served for several years as the Trustee representative to the UM Pulp and Paper Foundation, the BOT/BOV Executive Committee, the Maine Center Ventures Board and was a member of the Long Range Planning Committee and the Ad Hoc Committee on Strategic Planning.

Trustee Gardner has been a wonderful leader and mentor, great listener and asset to the Trustees. His collaborative leadership style, his many years of experience and his willingness to advocate for change have made a major impact on the success of the University of Maine System.

**TEXT OF PROPOSED RESOLUTION:**

A resolution for Board approval will be presented at the May 22-23, 2022 Board of Trustees meeting.

05/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Resolution for James R. Erwin

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** **BOARD ACTION:** X

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Mr. James R. Erwin has served as a Trustee for the University of Maine System from September 6, 2012 to May 26, 2022. He has been a very engaged Board member including service on the following standing committees:

- Academic & Student Affairs Committee (6 years)
- Audit Committee (6 years)
- Executive Committee (10 years)
- Finance, Facilities & Technology Committee (6 years)
- Human Resources & Labor Relations Committee (10 years)
- Investment Committee (5 years)

Trustee Erwin also served for several years as the Board representative on the BOT/BOV Executive Committee, the Maine Center Ventures Board, and chaired the Long Range Planning Committee and the Ad Hoc Committee on Strategic Planning. Trustee Erwin was Chair of the Board for 4 years and spoke at commencement for many years. Major initiatives under his leadership include Unified Accreditation and the UMS Strategic Plan.

Trustee Erwin has been a strong leader, giving thorough and exacting direction to System Leadership. He has been a champion of System change and a wealth of knowledge for new Board members. Trustee Erwin is committed and passionate about his work as a Trustee and has left a wonderful legacy of success as Chair of the Board.

**TEXT OF PROPOSED RESOLUTION:**

A resolution for Board approval will be presented at the May 22-23, 2022 Board of Trustees meeting.

05/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Resolution for Dr. Glenn Cummings

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** **BOARD ACTION:** X

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Dr. Glenn Cummings has been president at the University of Southern Maine (USM) since July 1, 2015 and he announced in October 2021 that he would step down as President effective July 1, 2022.

During President Cummings tenure, USM has set institutional records in out-of-state enrollment and seen enrollment grow; received national recognition for improvement in student retention; accomplished unprecedented philanthropic fund-raising, including raising over \$10 million for the Promise Scholars Program which ensures first-generation scholars can graduate in four years debt free.

He has also launched the largest construction project in USM history and one that will transform the student experience on the Portland campus with a 580-bed residence hall and a Career and Student Success Center. He not only laid the foundation for a new Center for the Arts but also invested more than \$11 million of deferred maintenance and upgrades for the Gorham campus.

More students are choosing USM as their first-choice school with 16% of the incoming class holding a 4.0 grade point average. During his presidency at USM, he has changed the lives of thousands of students for the better. President Cummings rebuilt trust and a values-driven community by putting USM's students at the center.

The University of Maine System expresses deep appreciation to Dr. Cummings for his dedication and leadership to USM and extends best wishes as he joins the Glickman Family Office in Portland as president and CEO, overseeing two foundations.

**TEXT OF PROPOSED RESOLUTION:**

A resolution for Board approval will be presented at the May 22-23, 2022 Board of Trustees meeting.

05/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Resolution for Dr. Edward Serna

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** **BOARD ACTION:** X

**BOARD POLICY:**

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

Dr. Edward Serna has served as the 15<sup>th</sup> president of the University of Maine at Farmington since July 1, 2019. He was formerly interim chancellor of the University of Arkansas – Fort Smith.

President Serna was instrumental in inspiring and reassuring the UMF campus following the tragic explosion at the LEAP facility in Farmington. He led the campus through the pandemic and guided efforts to transition to remote classes while preserving and supporting the institution's commitment to its educational mission. As the pandemic waned, he led efforts for a safe return to campus, including testing services, peer support initiative, remote classes and virtual commencement.

In May 2020, President Serna began the work of UMF Reimagined developing a comprehensive assessment and strategic recommendations that will demand bold action and an ambitious timeline by 2024. UMF Reimagined will move UMF forward to build a solid structural framework with new strategic initiatives.

He has continued to foster UMF's dedication to excellent undergraduate and graduate education. During his tenure as President, UMF was named as a 2020 Money's "Best College for Your Money" campus. UMF was also recognized as a top 10 college in five separate categories by the U.S. News & World Report 2022 Best Colleges rankings, including Best Value College, Top Public College, Top Regional College, Best College for Veterans and Top Performer on Social Mobility.

The University of Maine System thanks Dr. Serna for his dedication and leadership at UMF and wishes him all the best as he assumes the presidency at Winthrop University in Rock Hill, South Carolina, his alma mater, in July 2022.

**TEXT OF PROPOSED RESOLUTION:**

A resolution for Board approval will be presented at the May 22-23, 2022 Board of Trustees meeting.

05/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Naming of Portland Commons Courtyard, USM

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:** Policy 803 - *Naming of Physical Facilities*

**UNIFIED ACCREDITATION CONNECTION:** n/a

**BACKGROUND:**

The University of Maine System, acting through the University of Southern Maine (USM), requests authorization to name the interior courtyard outside the new residence hall on the Portland campus the “Dr. Glenn A. Cummings Courtyard” (formal name) and “Cummings Courtyard” (common name).

In recognition of outgoing USM President Glenn Cummings, more than 130 friends, colleagues, and donors have contributed in excess of \$100,000 toward the Career & Student Success Center project, with the intention to honor Dr. Cummings with a connected named space on the Portland campus. In consultation with numerous stakeholders, the interior courtyard outside the new residence hall currently known as “Portland Commons” was proposed as an appropriate space.

Under Board of Trustees Policy 803 – *Naming of Physical Facilities* – a university president has the authority to designate the naming of an exterior space without further approval from the Chancellor or Board. However, as President Cummings is a sitting/outgoing president, and the naming is to honor him specifically. The USM Foundation sought permission from the UMS Chancellor to approve the naming; the Chancellor referred the matter to the Facilities, Finance, and Technology Committee of the Board, which recommended that the matter be brought to the full Board for approval.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees authorizes the University of Maine System, acting through the University of Southern Maine, to name the future courtyard outside the Portland Commons residence hall “Dr. Glenn A. Cummings Courtyard” (formal designated name) and the “Cummings Courtyard” (common name).

5/13/2022

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Financing & Reimbursement Resolutions-HVAC Systems & Controls Upgrades, UM

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

Policy 701 – [Operating & Capital Budgets](#)

Section 712 – [Debt Policy](#)

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

As detailed in the Agenda Item Summary regarding Stewardship/Deferred Maintenance: HVAC Systems and Controls Upgrades, the University of Maine System acting through the University of Maine (UM) requests authorization to spend up to \$10 million for multiple projects, in approximately 13 buildings, to upgrade obsolete and unreliable building HVAC systems and update critical parts of Orono’s existing building energy management system.

This initiative will reduce deferred maintenance, increase the buildings’ net asset values, and provide operational efficiencies and energy savings. UM intends to begin work this coming summer with completion anticipated in two years.

UM will work with the Treasurer regarding funding and financing options to achieve economic efficiency while also allowing for construction flexibility given current market conditions. Funding may include operating funds, reserves, internal loans, external debt (e.g., master lease agreement, bond anticipation notes, bank financing, revenue bonding), or a combination thereof. The UM will fund debt service using utility savings, including net metering credits, or other UM resources. Final terms and conditions of financing will be approved by the Treasurer.

The Finance, Facilities and Technology Committee approved this item to be forwarded to the May 22-23, 2022 Board of Trustees meeting, for approval of the following resolution:

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and approves the Financing and Project Authorization Resolution and the Reimbursement of Project Expenditures Resolution related to the issuance of debt for



upgrades to building HVAC systems and controls, and updates to the existing building energy management system and software at the University of Maine with an aggregate principal amount not to exceed \$10,000,000.

Attachment:

[Financing & Project Authorization Resolution](#)

5/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Acceptance of Minutes

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

N/A

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

The following minutes will be presented to the Board of Trustees for approval at the May 22-23, 2022 Board meeting:

March 10, 2022 – Finance, Facilities & Technology Committee Meeting

March 21, 2022 – Ad Hoc Committee on Strategic Planning Meeting

March 22, 2022 – Executive Committee Meeting

March 23, 2022 – Finance, Facilities & Technology Committee Meeting

March 27-28, 2022 – Board of Trustees Meeting

April 4, 2022 – Special Investment Committee Meeting

April 19, 2022 – Special Finance, Facilities & Technology Committee Meeting

April 20, 2022 – Ad Hoc Committee on Strategic Planning Meeting

April 28, 2022 – Special Investment Committee Meeting

May 2, 2022 – Human Resources & Labor Relations Committee Meeting

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

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees approves the minutes as presented.

Revised – 5/18/2022

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** New Academic Program Proposal: MS in Trauma-Informed Emergency Management., UMA

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

**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.

The Academic and Student Affairs Committee approved this item to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board of Trustees meeting

**TEXT OF PROPOSED 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.

Attachment:

[UMA New Academic Program Background Materials](#)

5/12/22

University of Maine System  
Board of Trustees

**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:** Dannel P. Malloy, Chancellor

**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: the Bachelor of Science in Cybersecurity, Bachelor of Science in Cybersecurity - Online, Bachelor of Arts in English, and 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.

The Academic and Student Affairs Committee approved the following resolution to be forwarded to the Consent Agenda for approval at the Board of Trustees meeting on May 22-23, 2022

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Academic and Student Affairs Committee and approves the suspension of the following UMFK Bachelor of Science in Cybersecurity, Bachelor of Science in Cybersecurity- Online, Bachelor of Arts in English, and Associate of Science in Information Security.

Attachment:

[UMFK Academic Program Suspension Background Materials](#)

5/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** One Year Capital Plan, FY2023

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

701 – [Budgets, Operating & Capital](#)

**UNIFIED ACCREDITATION CONNECTION:** N/A

**BACKGROUND:**

As outlined in the Capital Planning Overview and Update presented to the Committee on January 5, 2022, the FY2023 capital plan will be presented for distinct consideration and approval thereof as part of the second reading of the FY2023 budget.

The attached presentation includes a review of the operating funds investment as presented during the first reading of the FY2023 proposed operating budget on March 23, 2022 and provides an overview of the FY2023 capital plan considering all funding sources.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and approves the FY2023 Capital Plan as presented.

Attachments:

[FY2023 One Year Capital Plan](#)

[FY2023 One Year Capital Plan – Project List](#)

[FY2023 One Year Capital Plan Presentation](#)

5/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Lease Modification, UM/UMM & MD7, LLC

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

802 – [Disposition of Real Property](#)

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

**a. Summary of the request:**

The University of Maine System, acting through the University of Maine (UM) / University of Maine at Machias (UMM) requests authorization to modify lease agreement terms with MD7, LLC (formerly Wireless Partners, LLC). The proposed modification through its full duration would provide lease revenue to UM/UMM of approximately \$480,700 over the next twenty-five (25) years.

The current lease, approved by the Finance Facilities and Technology Committee at the January 2019 meeting (see attached AIS), began February 1, 2019 and expires January 31, 2024. The current agreement is for five (5) years with no renewal options.

This request is pursuant to Board Policy 802, Disposition of Real Property, which requires leases with a total value of over \$100,000 and with a term greater than 5 years to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the Committee recommendation will be forwarded to the Consent Agenda at the May 22-23, 2022 Board meeting.

**b. Overall requested budget and funding source:**

N/A

**c. More detailed explanation of rationale for project and metrics for success of the project (ROI or other):**

From MD7, LLC: *“Recent industry developments are changing how wireless telecommunications carriers operate. In the past, carriers primarily focused on rapidly building out their networks in order to provide the best coverage. Today, while consumers are enjoying greater services and better coverage, operating costs continue to escalate. As a result of this shift, Verizon Wireless is re-evaluating its network. Network engineers are reviewing which communications facilities will remain active in the network to reduce expenses and streamline operations.”*

**d. Explanation of the scope and substance of the project as needed to supplement (a) and (c) above.**

The lease consists of approximately 131 square feet on the ground exterior to Torrey Hall and associated space on the roof of Torrey Hall. The proposed new terms include:

- Rent amount of \$1,450.00 per month
- Rent increase of five percent (5%) every term – 5 years (next increase on 05/01/2027)
- Additional renewal terms of four (4) additional five (5) year renewal terms.

**e. Changes, if any, in net square footage or ongoing operating costs resulting from the project:**

N/A

**f. Budget for the project and further elaboration on funding source and selection as needed to supplement (b) above):**

N/A

**g. Alternatives that were considered to meet the need being addressed by this project:**

N/A

**h. Timeline for start, occupancy and completion:**

May of 2022 to May of 2027 for first term with the option to renew four (4) more five-year terms. The maximum lease term would end May 2047.

- i. **Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.**

N/A

- j. **Additional information that may be useful to consideration of the item.**

N/A

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees, accepts the recommendation of the Finance, Facilities and Technology Committee, and authorizes the University of Maine System acting through the University of Maine to enter into a five (5) year lease with MD7, LLC with options for four (4) additional five (5) year renewals for approximately 131 gross square feet adjacent to, and associated space on the roof of, Torrey Hall on the Machias campus, with all final terms and conditions subject to review and approval by the University of Maine System Treasurer and General Counsel.

Attachment:

[Agenda Item Summary Sheet from Prior MD7 Lease Approval – Jan. 2019](#)

5/12/22



University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Ground Lease Authorization, UM, Theta Chi Fraternity

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

802 – [Disposition of Real Property](#)

**UNIFIED ACCREDITATION CONNECTION:** N/A

**BACKGROUND:**

The University of Maine System acting through the University of Maine requests authorization to enter into an amended and restated ground lease for thirty years with Theta Chi Fraternity for the land located at 379 College Avenue, Orono Maine.

This request is pursuant to Board Policy 802, Disposition of Real Property, which requires leases with a total value of over \$100,000 and with a term greater than 5 years to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, given the duration of the lease, the Committee recommendation will be forwarded to the Consent Agenda at the May 22-23, 2022 Board meeting.

Theta Chi is a UMaine fraternity in good standing. Its previous license expired in July 2020 and due to the pandemic and other factors (including illness affecting key members of their housing corporation which owns their house), the renewal process was delayed.

The proposed lease follows the same format and template of other recently approved lease renewals. The term of this lease is 30 years, with an annual rent of \$1. The previous license commenced in 1991 and expired in 2020.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and authorizes the University of Maine System acting through the University of Maine to enter into a ground lease for the land at 379 College Avenue, Orono Maine for the term of thirty years with all final terms and conditions subject to review and approval of the University of Maine System Treasurer and General Counsel.

Attachment:

[Ground Lease between UMS and Theta Chi Building Association](#)

5/12/22

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Stewardship/Deferred Maintenance: HVAC Systems and Controls Upgrades, UM

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

Section 701 – [Operating & Capital Budgets](#)

**UNIFIED ACCREDITATION CONNECTION:**

N/A

**BACKGROUND:**

**a. Summary of the request:**

The University of Maine System acting through the University of Maine (UM) requests authorization to spend up to \$10 million over approximately the next two years for multiple projects to upgrade obsolete and unreliable building HVAC systems and update critical parts of Orono's existing building energy management system.

**b. Overall requested budget and funding source:**

This request is pursuant to Board Policy 701 Operating & Capital Budgets Section VIII Capital Budgets, which requires Board approval for Capital budget items that have a total cost of \$500,000 or more. In this case, the Committee recommendation will be forwarded to the Consent Agenda at the May 22-23, 2022 Board meeting.

The budget of \$10 million will provide funding for approximately thirteen separate projects, each with an expected budget of over \$300,000 but no individual project with a budget of over \$2 million. The form of financing will be a combination of operating funds and internal/external loans which will be repaid in part with utility savings, including net metering credits.

**c. Confirmation of whether the project was included or reflected in the Master Plan, Long Term capital plan or 1-year capital plan most recently approved by Trustees.**

This deferred maintenance initiative, and the necessary funding are included in the stewardship and deferred maintenance line item of the University's Rolling Capital Master Plan which was last presented to the Board on March 10, 2022.

**d. More detailed explanation of rationale for project and metrics for success of the project (ROI or other):**

The existing systems have become unreliable and consume large amounts of staff time and financial resources to keep running. Additionally, they are no longer meeting the needs of the building and its occupants. Portions of the existing building energy management software are no longer supported (i.e. these parts of the system run on a Windows XP 2002 platform). We anticipate that optimization of the new building systems and controls will yield improved operational efficiencies and energy savings.

**e. Explanation of the scope and substance of the project as needed to supplement (a) and (c) above.**

This deferred maintenance initiative will invest up to \$10 million to renew aging and obsolete HVAC building systems that are past their useful life, unreliable and/or no longer meet the building occupants' needs, in approximately thirteen UM buildings. This initiative will also update a portion of the campus' existing obsolete building energy management system and software.

The initiative will increase energy efficiencies within the buildings, improve reliability, and upgrade obsolete building energy management systems software. This initiative will work towards reducing the University's deferred maintenance backlog and increase the buildings' net asset values.

**f. Changes, if any, in net square footage or ongoing operating costs resulting from the project:**

This initiative will not change any net square footage. Reduced operating costs from the installation of modern energy efficient building systems and controls are anticipated.

**g. Budget for the project and further elaboration on funding source and selection as needed to supplement (b) above):**

See Agenda Item Summary regarding HVAC Systems and Controls – Financing and Reimbursement Resolutions, UM, for additional information.

**h. Alternatives that were considered to meet the need being addressed by this project:**

No alternatives exist.

**i. Timeline for start, occupancy and completion:**

Work will begin during the summer of 2022 with completion anticipated in two years.

- j. Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset.** None anticipated at this time.

- k. Additional information that may be useful to consideration of the item.** None

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Maine System acting through the University of Maine (UM) to spend up to \$10 million, funded through a combination of operating funds and internal/external loans, to upgrade obsolete and unreliable building HVAC systems, and update critical parts of Orono's existing building energy management system. Final terms and conditions of financing will be approved by the Vice Chancellor for Finance & Administration and Treasurer.

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Wieden Hall Renovation Project Budget Increase, UMPI

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:** 701 – [Operating & Capital Budgets](#)

**UNIFIED ACCREDITATION CONNECTION:**

Meet the needs of our Student Athletic Program

Support and Build Enrollment in Relevant Health-Related Academic Programs

**BACKGROUND:**

**a. Summary of the request:**

The University of Maine System acting through the University of Maine at Presque Isle (UMPI), requests authorization to increase the budget for the Wieden Hall renovation project to a new total of \$7,652,280. This reflects an increase of \$1,395,280.

**b. Overall requested budget and funding source:**

This request is pursuant to Board of Trustees Policy 701 which requires projects with a total cost of more than \$500,000 and changes to the budget of these projects to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case the Committee's recommendation will be forwarded to the Consent Agenda for approval at the May 22-23, 2022 Board meeting.

At the January 2022 Board of Trustees meeting, Trustees authorized an increase to the project budget resulting in a total budget of \$6,257,000. That increase included the internal loan amount of up to \$2,500,000. At the time the initial gift from the Smith Family Foundation of \$1,200,000 was also acknowledged and it was noted that this gift might be used to offset a portion of the \$2.5 million internal loan. Due to bids received being over budget it is now expected that the gift will be needed and will not be able to offset the internal loan.

Funding for the new proposed project budget of \$7,652,280 comes from:

- \$3,757,000 provided by the 2018 Bond
- \$2,500,000 internal loan
- \$1,200,000 initial Smith Family Foundation Gift
- \$195,000 second Smith Family Foundation Gift

Diminished from Bid:

- *\$100,000 gift/offset from Bowman Construction to offset construction ductwork costs*

**c. Confirmation of whether the project was included or reflected in the Master Plan, Long Term capital plan or 1-year capital plan most recently approved by Trustees.**

05/12/2022

This project is and has been reflected in the UMPI Master Plan, Long Term capital plan and 1-year capital plan most recently approved by Trustees.

**d. More detailed explanation of rationale for project and metrics for success of the project (ROI or other):**

Rationale and project metrics remain as previously reported.

**e. Explanation of the scope and substance of the project as needed to supplement (a) and (c) above.**

The budget increase is due to current construction market conditions. After due diligence and project advertising was completed bids for the work were received February 22, 2022. The low bid for this Phase 2 work exceeded the projected construction budget by \$1,555,720; or approximately 33%. Following the bid opening, the University worked with the contractor to understand if there were any areas for cost savings in order for this project to move forward. At the time the contractor provided a gift/reduction in bid of \$100,000 to pay for the Wieden duct work.

**f. Changes, if any, in net square footage or ongoing operating costs resulting from the project:**

No changes in square footage or operating costs are anticipated.

**g. Budget for the project and further elaboration on funding source and selection as needed to supplement (b) above):** None

**h. Alternatives that were considered to meet the need being addressed by this project:**  
See previous Agenda Item Summary Sheet for more information.

**i. Timeline for start, occupancy and completion:**

The project continues on the previously anticipated schedule with construction completion expected in early 2023.

**j. Timeline for any further consideration or action anticipated to be needed by the Board or its committees regarding this project if full authority is not being requested from the outset:**

No additional authorization is anticipated.

**k. Additional information that may be useful to consideration of the item.**

None

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities and Technology Committee, and authorizes the University of Maine System acting through the University of Maine at Presque Isle to increase the total renovation budget of the Wieden Hall Renovation to \$7,652,280; and to allow donations from the Smith Family Foundation, amounting to \$1,395,000, be used as funding for this renovation.

05/12/2022

University of Maine System  
Board of Trustees

**AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Naming of the New Career & Student Success Center,  
USM/Portland campus

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

**BOARD INFORMATION:**

**BOARD ACTION:** X

**BOARD POLICY:**

803- [Naming of Physical Facilities](#)

**UNIFIED ACCREDITATION CONNECTION:**

Not applicable

**BACKGROUND:**

The University of Maine System, acting through the University of Southern Maine (USM), requests authorization to name the new Career & Student Success Center (CSSC) building on the Portland campus. This request is pursuant to Board Policy 803 Naming of Physical Facilities, which requires Board approval for the naming of any physical facility in the University of Maine System, after receiving a proposal from the USM Foundation and at the recommendation of the campus President.

After due diligence and careful deliberation and consultation, in accordance with Board Policy Section 803, the naming of the CSSC will be in honor of two extraordinary benefactors who have championed student success at USM in deeply impactful ways through their personal philanthropy, advocacy and volunteer service. The donors have most recently made a \$2 million philanthropic commitment toward student supports, bringing their total giving to more than \$5.2 million. Additionally, they have leveraged their own giving to help the USM Foundation raise nearly \$10 million in scholarship and student support dollars.

Per Board Policy 803 Section 3.a : “Honorific or memorial naming: Facilities may be named to honor someone, living or dead, who embodies the university’s ideals and reputation through distinguished accomplishments that advance the university and/or the public good. Serving Trustees, current elected officials, and current UMS employees are not eligible for a naming opportunity except in extraordinary circumstances.”

If approved by the Trustees, the University of Southern Maine and the USM Foundation intend to publicly announce the name of the Career & Student Success Center at a public event in September 2022. As the naming is confidential at this time, the details of the naming were discussed with the Committee during Executive Session.

The Career & Student Success Center is a core element of USM’s Board of Trustee-approved comprehensive master plan for its Portland campus. The Career and Student Success Center is a 42,000 square-foot a space for our students, faculty, and staff as well as alumni, employers, and community members to make connections for our students' future success. The building will

5/12/2022

include on the first floor a 300-seat dining hall, a fireside student lounge, a University Store, and a cafe/pub featuring a daytime coffee & espresso bar and offering a pub-style environment in the evening. The second floor house the career and Employment Hub, a 4,500 sq. ft. Multi-Purpose room, and a Conference/dining room. The third floor house the Diversity & Multicultural Center, Student Government offices, and various student lounge spaces for studying and socializing. Construction/demolition started on the property and existing buildings in March 2021 and the CSSC is scheduled for completion in May 2023. Currently the Career & Student Success Center is on schedule to open for the 2023 spring semester.

The Finance, Facilities and Technology Committee approved this recommendation to be forwarded to the Consent Agenda for Board of Trustee approval at the May 22-23, 2022 Board meeting.

**TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees accepts the recommendation of the Finance, Facilities, and Technology Committee, and authorizes the University of Maine System acting through the University of Southern Maine to name the future Career & Student Success Center, with the naming details to be announced publicly at a later date.

5/12/2022



University of Maine System  
Board of Trustees

## **AGENDA ITEM SUMMARY**

**NAME OF ITEM:** Proposed Change to Board of Trustees Policy Manual  
Section 103 Board of Trustees: Bylaws

**INITIATED BY:** Mark R. Gardner, Chair

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:** Bylaws

**UNIFIED ACCREDITATION CONNECTION:**  
N/A

**BACKGROUND:**

The Board of Trustees Bylaws state in Article II, Section 2.1 Officers that:

“At the annual meeting, the Board of Trustees shall elect from among its members a Chair and a Vice-Chair, and such other officers as the Board may determine. The term of office shall commence at the conclusion of the annual meeting. A Chair shall be ineligible to serve more than four (4) successive terms.”

The proposed change would add the following sentence to that section:

“The Chair and Vice Chair must have residency in Maine.”

A red-lined copy of the Bylaws is included in the meeting materials. This Bylaw change will be discussed at the May 22-23, 2022 Board meeting as an information item. If Board if in agreement with the change, it will be added to the agenda as an action item for the July 11, 2022 Board meeting.

Attachment:

[Board of Trustees Bylaws \(with proposed change\)](#)

05/12/22

University of Maine System  
Board of Trustees

## AGENDA ITEM SUMMARY

**NAME OF ITEM:** Proposed Changes to Board of Trustee Policy 501: Student Conduct Policy

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

**BOARD INFORMATION:** X

**BOARD ACTION:**

**BOARD POLICY:**

501: Student Conduct Policy – FIRST READ

**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 are 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 align with other Board policies and to create a more logical and agile approach to the review and approval of each, going forward.

Patricia Peard, Interim General Counsel, and Amon Purinton, UMS Assistant General Counsel, will update the Board on the review process as well as changes/clarifications to the policy. David Fiacco, Director of Community Standards, Rights and Responsibilities at UM, Donna Seppy, Director of Student Success Initiatives and chair of the UMS Student Conduct Review Committee, and Nina Lavoie, Senior Associate General Counsel will also be available to answer questions. It is intended that the Board will consider the proposed Policy again at its June 6 Academic and Student Affairs Committee and the July Board of Trustees meetings.

**Attachments:**

[Proposed Changes to Board of Trustees Policy 501: Student Conduct Policy](#)

[Current Board Policy 501: Student Conduct Code](#)

[Student Conduct Policy Presentation](#)

[Student Conduct Code \(Procedures and Process\)](#) – information only

5/12/22



# EAB Navigate Update for the University of Maine System

*Prepared for the Board of Trustees*

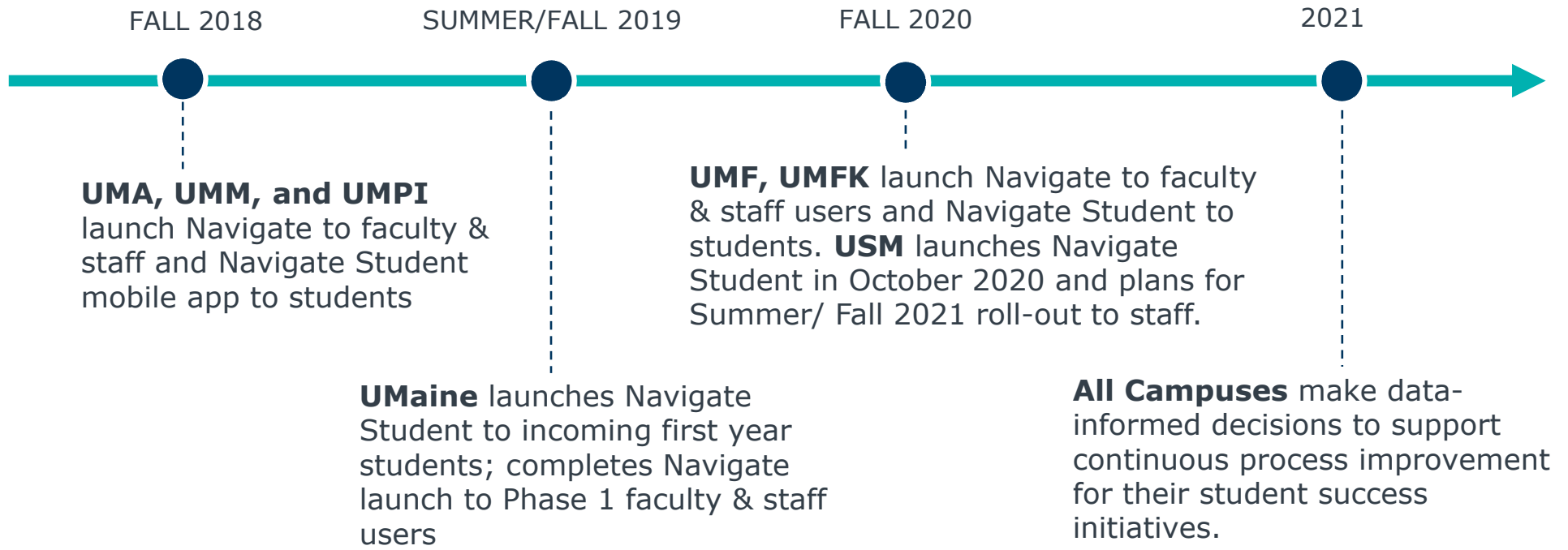
May 23, 2022

Student Success Collaborative

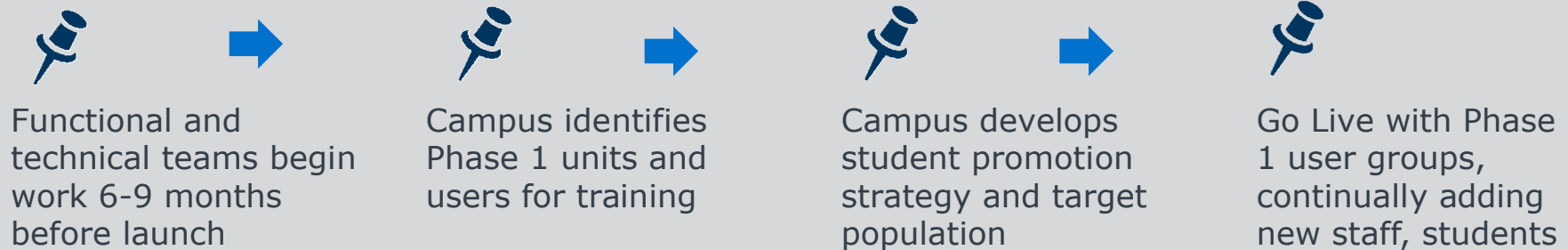
- 1 Introduction to EAB Navigate
- 2 Work to Date and Major Campus Initiatives
- 3 Quantifying Our Impact
- 4 Working as a System in Supporting Student Success



# Implementation Timelines of UMS Campuses



## Typical Launch Process





**We help schools support students from enrollment to graduation and beyond**

➤ **ROOTED IN RESEARCH**

**7,500+** Peer-tested best practices

**500+** Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

**1,500+** Institutions served

**4 M+** Students supported by our SSMS

➤ **WE DELIVER RESULTS**

**95%** Of our partners continue with us year after year, reflecting the goals we **achieve together**

K-12 | Community Colleges | Four-Year Colleges and Universities | Graduate and Adult Learning

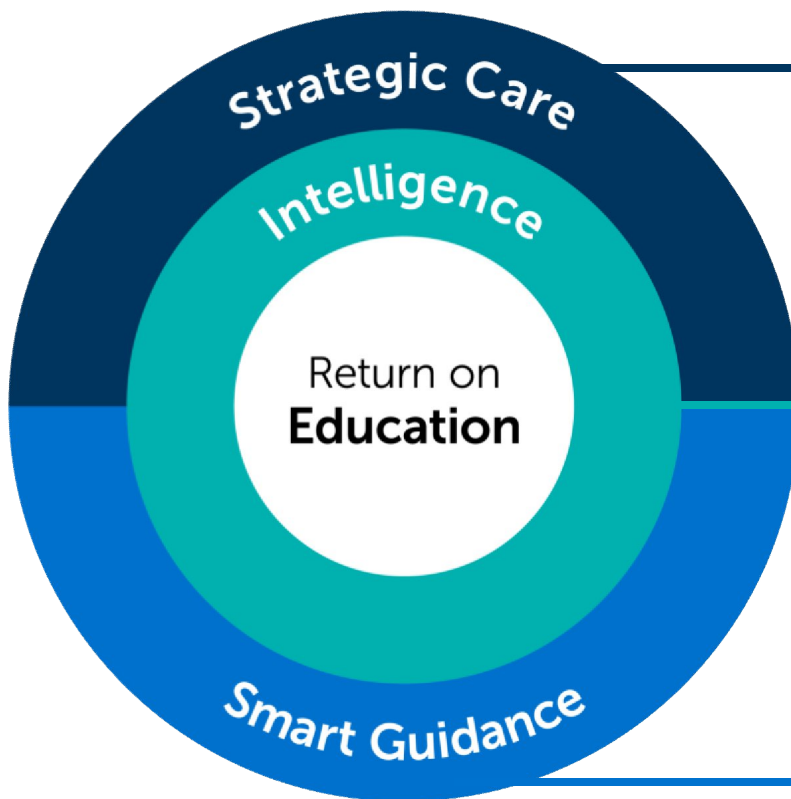




# Inside Navigate



Navigate, EAB's **Student Success Management System**, is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a Coordinated Care Network designed to help schools proactively manage student success and deliver a Return on Education.



## STRATEGIC CARE

Hardwire staff within a **Coordinated Care Network** to power information-sharing, united support, and targeted interventions

## INTELLIGENCE

Infuse strategy into your student success efforts with the power of **data analytics** and machine learning to ensure student interventions are effective and efficient

## SMART GUIDANCE

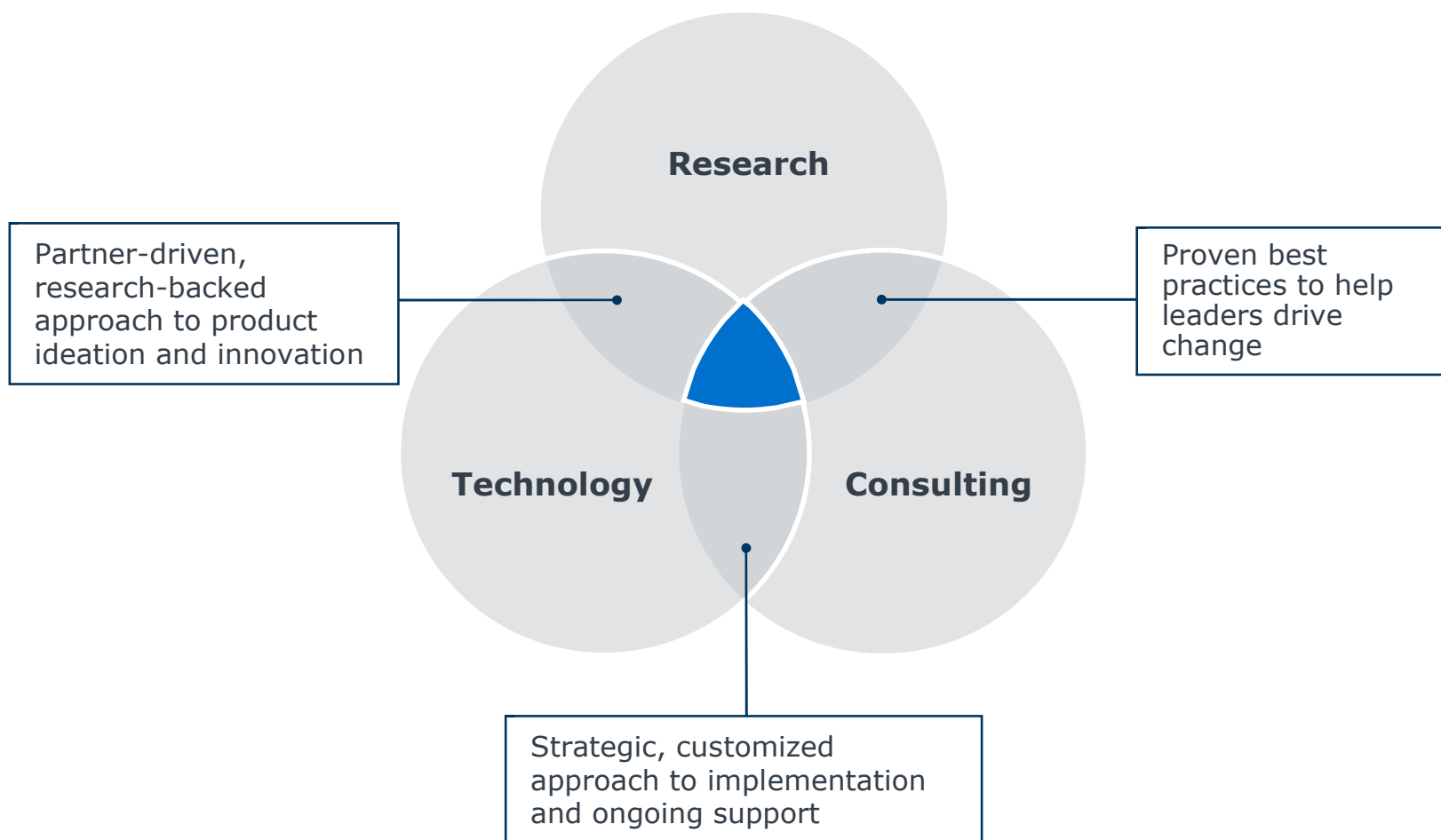
Empower students to be agents of their own success through **targeted guidance** and self-service tools at the most pivotal moments in their journey toward degree completion



# What Is the Student Success Collaborative?

500+ Colleges & Universities Going Beyond Technology to Drive Impact

## Three-Part “Collaborative” Approach to the Student Success Challenge





- 1 Introduction to EAB Navigate
- 2 **Work to Date and Major Campus Initiatives**
- 3 Quantifying Our Impact
- 4 Working as a System in Supporting Student Success

# Campus Status Updates: UMaine & Presque Isle



## Implementation Approach

Build buy-in from core group of phase 1 users across Colleges, expand across Colleges and units. Promote appointment campaigns for proactive student support. Prioritize app promotion to incoming students. Roll-out progress reports for key courses.

## Major Wins to Date

Continue to maintain high (90%) first year student adoption rates (**best in class**), with about 87% of all users across AY21-22 returning to Navigate on multiple occasions. Launched & expanded Progress Reporting through Navigate.

## Upcoming Initiatives

Expanding user base to include graduate students and focus on engagement opportunities with returning students.



**Achievements** Selected as EAB Community Champion in 2021



## Implementation Approach

Prioritizing Academic Alerts and Case Management as core to student success strategy. Centering campus communication and buy-in to achieve strong faculty participation and robust interventions to follow-up on concerns.

## Major Wins to Date

Developed robust Early Alert program that adjusts to needs of students across semester and institution across years and documented the positive impact of this program on the retention rate of students who received intervention.

## Upcoming Initiatives

Expansion of re-enrollment efforts through enrollment campaigns and expand the use of Navigate to support tutoring.



**Paving the Way** UMPI was the first to use the new enrollment campaign functionality



# Campus Status Updates: Augusta & Machias



## Implementation Approach

Building Coordinated Care Network where student appointments, interactions, and notes are centrally located, easily accessible to streamline student experience and create culture of care.

## Major Wins to Date

In AY21-22, UMA launched their first early alert program using Navigate ad hoc alert and case management functionality, identifying 100 unique students in need of support. UMA has rolled out early and mid-semester progress reports for all students in all courses. Faculty participation is high (60% avg), 15% reports identify risk factors.

## Upcoming Initiatives

Streamlining intervention pathways for early alerts and cases, with support from a clearly defined team. Focusing on strategic content using nudges in Navigate Student.



### Catalyst for Change

Navigate used as lever to launch new campus Early Alerts initiative



## Implementation Approach

Launch robust platform across campus and quickly adopt appointment campaigns, Early Alerts through Progress Reports, and student app promotion.

## Major Wins to Date

First campus to pilot **text messaging** through Navigate and has maintained strong student engagement with appointment campaigns for streamlined scheduling and communication. Initiated a large enrollment campaign that will extend through May 2022.

## Upcoming Initiatives

Planning to leverage Progress Reports and new Staff To-Do functionality in Fall 2022.



### Paving the Way UMM

piloted Navigate text messaging, first in System

# Implementation Status Updates for 2020 Campus Launches



## University of Maine at Farmington

### Implementation Strategy

Building a Coordinated Care Network across offices and stakeholders to streamline student experience.

### Early Wins

Streamlined student scheduling and launched ad hoc early alerting. Successful launch of progress reporting.

### Looking Ahead

Launch enrollment census, refresh analytics, and expand user base.



## University of Maine at Fort Kent

### Implementation Strategy

Focused on features to support students amidst COVID-19 through Advising, Student Success Center, and Career Planning care units.

### Early Wins

Automated academic alert feedback via case functionality, launched tutoring, groundwork in place for leveraging analytics.; successful use of enrollment census to identify students not attending class in week 1

### Looking Ahead

Develop analytics toolkit as a resource for end users, rollout predictive analytics, and expand utilization to support athletics.



## University of Southern Maine

### Implementation Strategy

Focused on increasing adoption of Navigate Student and usage, and pursued expansion of the Coordinated Care Network through specific workflows like travel letters.

### Early Wins

Creative uses in Student Affairs including Covid-impacted absences which saved over 60 hours of staff time; use of the student app and quick polls

### Looking Ahead

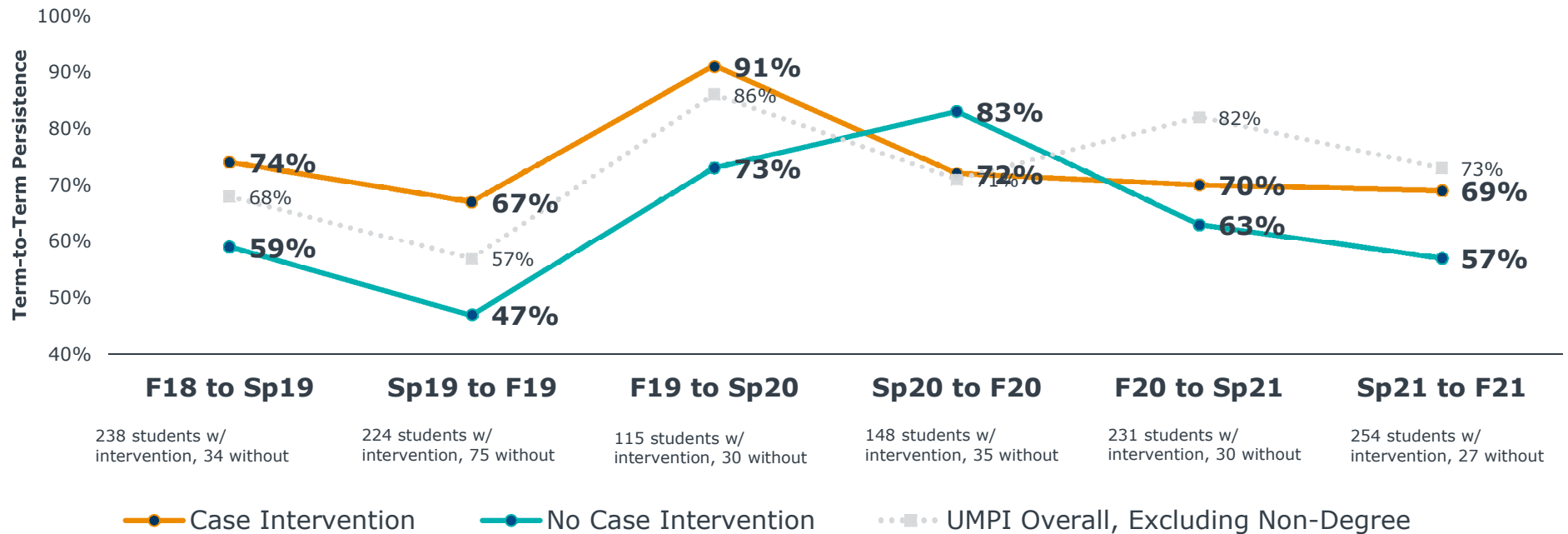
Identify additional campus partners to bring into Navigate

- 1 Introduction to EAB Navigate
- 2 Work to Date and Major Campus Initiatives
- 3 **Quantifying Our Impact**
- 4 Working as a System in Supporting Student Success

# UMPI: Case Outcomes Linked to Term Persistence

12

Students who receive an alert from Progress Reports have cases opened for follow-up intervention. Over 6 semesters, students who respond to outreach and receive an intervention persist at higher rates than their peers who do not receive an intervention.



## Quantifying the Impact of Student Support

*Calculating the difference in tuition revenue had students with interventions instead persisted at the rate of their peers who did not receive an intervention/ did not respond to outreach, from Fall 2018 – Fall 2021*

**132** Difference in student enrollments across 6 terms

**1,584** Difference in attempted credit hours

**\$388,080** Difference in-state tuition revenue



# USM: Using Travel Letters for Covid Absences

## Innovative Use of Navigate Travel Letters to Streamline, Simplify Outreach

### The Challenge

Dean of Students tasked with notifying all instructors of student excused absences for Covid exposure or illness from contact tracing.

Manual process to find student class schedule and instructor contact information, manually send individual emails about absence to each instructor.

**12-17 minutes per student absence**

### Travel Letters

Navigate functionality to notify instructors of student excused absence for athletics adapted for Covid contact tracing. Navigate can batch students by return date and automatically send excused absence notifications.

**3-5 minutes per student group**



### Calculating Time Savings

- Roughly 350 students were excused from classes for Covid-related reasons during Fall 2021 semester
- Over **64 hours** of manual time saved during Fall 2021 semester, 1.5 FTE work weeks

- 1 Introduction to EAB Navigate
- 2 Work to Date and Major Campus Initiatives
- 3 Quantifying Our Impact
- 4 **Working as a System in Supporting Student Success**





# System-Wide Collaboration Opportunities



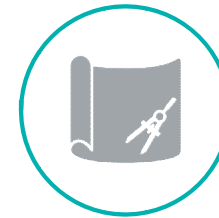
## Recurring EAB Support

- Monthly meetings with campus Leadership Teams lead by Strategic Leader (more frequent in implementation)
- Bimonthly campuses check-in for networking and best practice sharing
- Quarterly updates with System office



## Regional Convenings

- Support for University of Maine System Navigate conference and/or presentations for standing UMS Summits
- Invitations to Regional Summits as hosted by volunteer Navigate partner institutions



## CONNECTED Conference

- Annual EAB Summit for Navigate partners, lauded as leading conference dedicated to student success
- CONNECTED22 will be in-person in Orlando, FL with attendees from institutions across the Collaborative

# Building on Successes

Ability to tailor by campus integral to **successful implementation** and strategic adoption across System

Navigate allows faculty & staff to **streamline and triage** student support, tied to retention increases

Campus successes possible when technology implementation is used as a **catalyst for change**

All campuses have paths for continued success by tying work with Navigate to **larger student success and institutional goals**

Success can be big or small – the goal is for it to be **strategic and replicable** to have the biggest impact on student outcomes



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# Appendix

Student Success Collaborative and Navigate Reference Materials

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Student Success Collaborative

## A Partnership to Solve the Student Success Challenge

### THE CHALLENGE The Economic Imperative of Retention

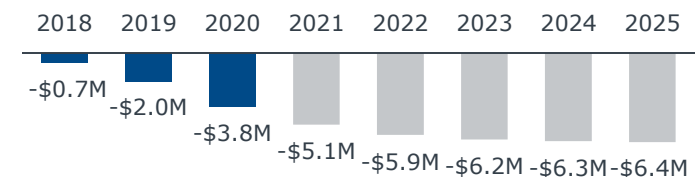
As most geographical regions experience a decline in high school graduates, maintaining enrollment numbers has become a nation-wide challenge. The cost of recruiting new students has increased by 5% for private institutions and by 8% for public institutions each year since 2004. Given this, many institutions are now thinking about retention as not just the right thing to do for students, but as a financial imperative to preserve these investments. Moreover, EAB data shows that even a modest decline in persistence (3% modeled at right) can impact net tuition revenue by millions of dollars annually, long after the initial decline.

### Financial Impact of a Retention Decline

Projected Net Revenue Below Baseline

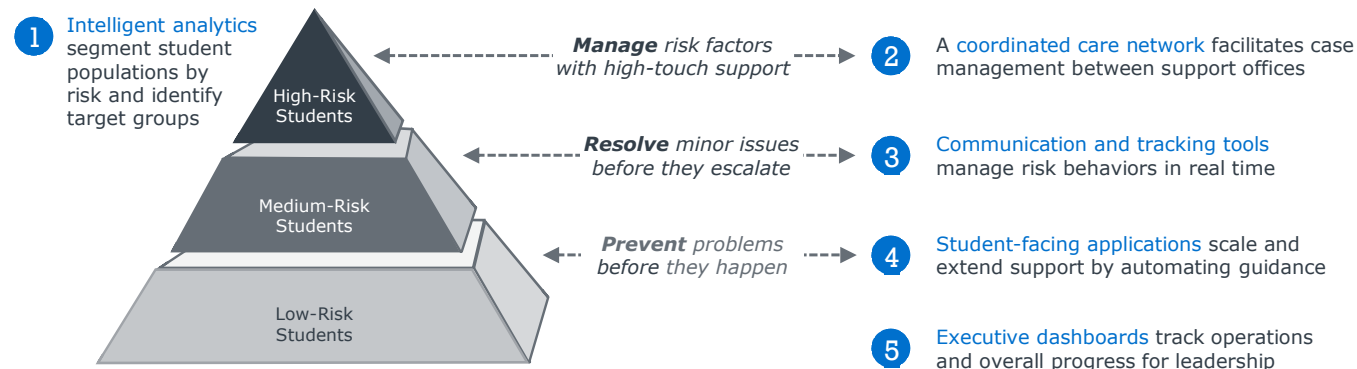


**10,000**-student public institution  
**\$12,000** net revenue per student



### OUR APPROACH The Emerging Discipline of Student Success Management

Researchers at EAB have been studying what progressive schools are doing to successfully tackle the retention imperative. Many of these schools are taking a five-pronged approach comprising an emerging discipline, "Student Success Management."



### WHO WE ARE A Partnership to Improve Student Success Outcomes and the Student Experience

The **Student Success Collaborative** is a membership of more than 500 colleges and universities across the country working together to improve student outcomes and the student experience. Members of the Collaborative use a Student Success Management System called **Navigate** that helps faculty, staff, advisors, and administrators to support students from enrollment to graduation and beyond. Partnering with the Student Success Collaborative, members have seen improvements across a wide variety of key metrics, including retention and graduation gains of 2 to 12%.

# Overview of the Student Success Collaborative

Combining Research, Technology, and Consulting to Drive Meaningful Student Success Improvements



## Best Practice Research

**50+** Published student success best practices studies and toolkits

- Hardwiring Student Success
- Promoting Student Self-Direction
- Next-Generation Advising
- Policies for Persistence

## Provost Network and Resources



National Summits



Expert Consultations



Onsite Presentations



## Data and Technology



**Intelligence**  
for Administrators

**475M+**

Student course records  
in our analytics dataset



**Strategic Care**  
for Faculty and Staff

**340K+**

Staff and faculty members  
active in Navigate



**Smart Guidance**  
for Students

**5M+**

Students supported across  
our member institutions



## Change Management Consulting

### Kickoff

EAB-facilitated onsite kickoff, leadership planning sessions, and data integration

### Implementation Support

Facilitated campus working groups, training sessions, and implementation pilots

### Strategy Formation

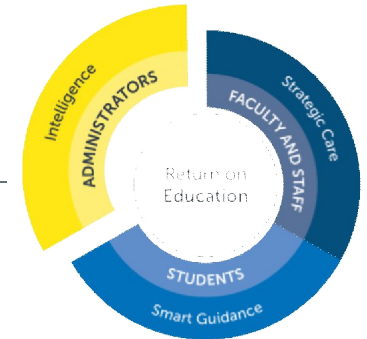
Opportunity assessments, reports on predictive courses, department and college success factors

### Ongoing Consulting

Data insights integrated with best practice to continuously elevate institutional effectiveness

# Intelligence for Administrators

Research-Based and User-Driven Analytics Help Leaders Translate Insights Into Action



## Predictive Analytics

Understand both cohort-level and individual student risk to facilitate timely and strategic care across all students groups. Our **machine learning engine** ingests 8+ years of historical data (recommended) to configure a customized predictive model for your institution.



## Effectiveness Analytics

Analyze and compare the progress and performance of student cohorts over time to assess the impact of interventions within and beyond Navigate.



## Population Health Analytics

Track key academic performance and progress indicators with dashboards that help identify intervention opportunities across discrete student populations and assess the impact of those interventions.



## Historical Trend Analytics

Identify opportunities and evaluate patterns of student success, risk, and failure using historical analyses at the institution and program level.

## Members Unlocking the Power of Data to Guide Impactful Changes

8 fewer

Excess credit hours at graduation on average, after re-targeting resources based on analytics  
GEORGIA STATE UNIVERSITY

2%

Increase in undergraduate persistence following data-driven changes to curricular policies  
UNIVERSITY OF NORTHERN COLORADO

120

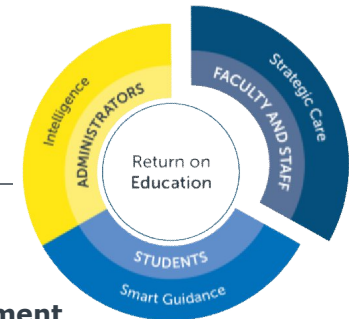
Degree plans created based on historical data trends, in order to reduce time to degree  
SALISBURY UNIVERSITY

27+

Courses re-designed following analysis and identification of "barrier" courses  
MIDDLE TENNESSEE STATE UNIVERSITY

# Strategic Care for Faculty, Advisors, and Staff

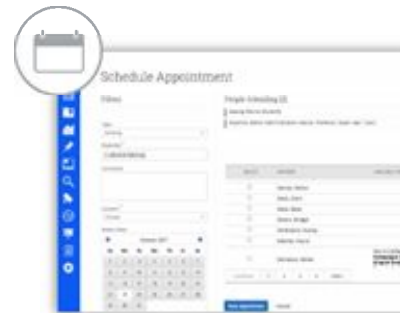
Workflow Tools Enable Targeted Interventions and a Coordinated Network of Support



## Smart Student Profile

We provide a 360-degree view of the most actionable student data (academic, financial, and behavioral) to support holistic and strategic student care. The Smart Student Profile includes:

- Personal information
- GPA and credit trends by term
- Key academic indicators including predicted risk
- Alerts and cases
- Unofficial transcript and class information
- Assigned advisors and tutors
- Mobile app engagement data



## Appointment Scheduling and Multi-Modal Student Communications

Engage with individual and groups of students through email, text, or click-to-call directly through the platform. Provide faculty and staff with flexible appointment scheduling and tools to promote better planning and availability management.



## Advanced Search and Campaign Management

Identify segments of students based on a wide range of criteria including personal data, academic performance, and success indicators. Use searches to generate campaigns, which allow you to improve advisor efficiency and promote proactive advising with targeted mass outreach to students, including responsive scheduling and tools to monitor campaign results.



## Coordinated Care Network

Coordinate campus-wide student support through observational early alerts, case referrals, closed-loop reporting, and centralized interaction records like notes, documents, and scheduling. Customize for right-sized data access and workflow configurations at the service or location-level.



## Strategic Care Analytics

Access aggregate and line item reports on student groups, alerts, assignments, cases, appointments, attendance, and risk.

## Staff Embedding Strategic Care Tools into Their Daily Work—Leading to Impressive Results

100%

Of full-time advisors using the system daily

BOWLING GREEN STATE UNIVERSITY

22

Percentage point increase in student satisfaction with advising

UNIVERSITY OF SOUTH CAROLINA

8

Percentage point increase in four-year graduation rate

VIRGINIA COMMONWEALTH UNIVERSITY

\$674K

In additional tuition revenue with zero increase in staff

SAMFORD UNIVERSITY



# Smart Guidance for Students: Milestone Guidance Module

Dynamic Mobile and Desktop Platform Provides Tailored Support to Help Students Succeed



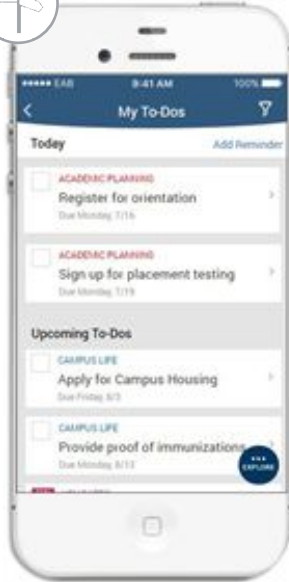
## Pivotal Moments Path

EAB researchers have identified “pivotal moments” (or turning points) across a student’s college journey that factor into, or jeopardize, their success.

The Pivotal Moments Path organizes key onboarding and ongoing guidance in a prioritized timeline so that students can navigate their college journey with confidence.

Students only see the content relevant to them, based on multiple datasets including in-app micro-surveys, student SIS, and in-app student activity.

Alert notifications remind students about important deadlines and overdue tasks.



## Term-to-Term Tools

Self-service tools equip students to take action, including scheduling appointments with staff in their personal success network, viewing their class schedule, joining study groups, looking up resources, and clearing holds.



## Program Explorer

The Program Explorer tool allows students to initiate a program of study and engage in career exploration early in the college experience.

Based on students’ interests and career preferences, the Program Explorer generates a customized list of best-fit programs and job recommendations paired with real-time career data.



## Content Administration Tool

The tool provides approved administrators with the ability to create, customize, and manage the content that students see.

Administrators can tailor and maintain path items to reflect your school’s unique events, dates, and requirements.



## Student Milestone Analytics

Track student behavior within Navigate to monitor engagement and inform student intervention strategies.

## Members Seeing Rapid Adoption and Robust Usage Among Their Students

### 86%

Of first-time freshmen downloaded the mobile platform at orientation

ABILENE CHRISTIAN UNIVERSITY

### 93%

Of freshmen downloaded the mobile platform in first-year seminars

ROBERT MORRIS UNIVERSITY

### 80%

Of steps completed by students in the mobile platform on average

METROPOLITAN STATE UNIVERSITY OF DENVER

### +13K

Steps completed in the mobile platform during orientation

UNIVERSITY OF MARY WASHINGTON



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## **Mental Health Service and Support within the University of Maine System**

### **University of Maine**

#### **Overview:**

UMaine largely maintained services and programs throughout the pandemic. UMaine critical services such as counseling, accessibility support, and engagement initiatives continued in variable formats, including online, virtual, and person.

Clinical Counseling: UMaine offers a comprehensive set of services and programs focusing on mental health. The Counseling Center has a full complement of staff offering individual and group interventions and is joined by Student Wellness in outreach and prevention programs. These are complemented by MOUs with Mabel Wadsworth Center, The Psychological Services Center, Rape Response Services, Spruce Run, and Northern Light Health. The Counseling Center has provided live and recorded workshops for staff and faculty on working with students in distress.

Special Training: There are special training and services available for Veterans, Athletes, students with disabilities, LGBTQ+ students, women, and underrepresented students. Police, Athletics, and specialty groups like the Wabanaki Center offer directed special initiative programs.

Faith-based supports: A substantial faith-based presence on campus covers all religious interests and students questioning faith. There are also student affiliation groups for cultural, religious, ethnic, and race which provides a sense of connection.

Engagement Activities: UMaine offers a substantial engagement initiative through Campus Activities, Student Leadership, Fraternity and Sorority Affairs, and the Center for Student Involvement.

These examples are intended to support and encourage students while providing engagement opportunities and services. It is a goal that needs continuous reinforcement, but it is a hallmark for UMaine. UMaine is an engaged campus, to begin with, as measured by student involvement, utilization of resources, etc.

#### **Gaps/Needs:**

Generally, student development is an ever-changing landscape that requires continuous attention, as does maintaining an engaged campus. UMaine feels well-positioned with a decent resource

base, a functioning staff, and a theory that guides us. While needing more funding and staff, they think they are doing an excellent job of maintaining an environment conducive to positive mental health and a strong sense of community.

## **The University of Maine at Augusta**

### **Overview:**

**Clinical Counseling:** UMA has two full-time mental health counselors and two Directors of Student Support and Development that are professionally trained and licensed mental health clinicians. Most of the Directors' workload are administrative and program management/oversight (tutoring, success coaching, ADA accommodation processes, and mental health services); however, both Directors serve in a clinical support capacity for a number of UMA students. UMA also utilizes graduate-level clinical practicum students and hosted three graduate students between our Augusta and Bangor campuses this academic year. During hours of campus operation, crisis intervention services are available in-person on the Augusta and Bangor campuses, and crisis intervention consultation is available at the UMA Centers. Additionally, UMA pays for the regular use of a confidential electronic medical record (EMR). The EMR also allows us to meet industry standards regarding confidential record-keeping and access important analytics regarding service utilization.

**Case Management:** One of UMA's full-time clinicians also serves as the Coordinator of Case Management. Although formal case management at UMA is still in the nascent stages, UMA plans to build a full service of graduate-level interns and potentially several full-time staff who can help meet the mental health and general wellbeing needs of our students.

**Care Navigator:** UMA has recently received a grant from DHHS to fund a .5 position to provide Suicide Prevention Education and work with the CARE team. The Grants run through December 2023.

**Mental Health Podcast:** UMA's two full-time clinicians are currently in the process of implementing a mental health-related podcast, where there will be monthly broadcasts highlighting an area/ aspect of mental health and wellness relevant to students and community members.

**Mental Health Awareness Education & resources:** UMA's clinical staff work with UMA's Student Communications Specialist, Residential Life, and Student Life to offer workshops and post information in the Student Newsletter on topics such as tips/ strategies for maintaining mental wellness, consciousness-raising regarding the frequency and prevalence of mental and emotional distress in the current times, resources for promoting mental wellness (such as free apps, podcasts, etc.), and information about connecting with services at UMA.

UMA does not bill for clinical mental health services. This is crucial with the UMA student population, many of whom do not have regular health insurance coverage, live at or below the poverty line, and would not be able to access clinical support services if they were required to pay any amount, even the nominal fees associated with a sliding scale. Changing the UMA model of service would pose significant barriers for UMA students to access mental health support through UMA.

### **GAPS/Needs**

Specialized Staffing: 1) Given the neurodiversity on the campus (Autism Spectrum Disorders, PTSD, Generalized Anxiety D/O, OCD, Major Depression, Bipolar, etc.) as well as addiction concerns and executive functioning deficits (ADHD) - having even limited access to a mental health prescriber would likely serve to improve outcomes for UMA students. Often UMA students are unable to concentrate, focus, complete tasks, and so forth due to complex interactions of unresolved, untreated mental health conditions; 2) Similarly, having access to a registered school nurse in a limited capacity might serve residential and commuter students, by providing one fewer system interface if they needed routine medical care/access (rapid strep test, ear infection, sustained a cut/minor injury somehow, including access to birth control, etc.). Nobody tracks the health conditions of our students or employees (including the regular conditions and medications) in the way that an Employee Health Office, School Nurse, or Health Clinic on campus would do; 3) sufficient fiscal resources to hire one FTE for Mental Health Outreach Coordinator; 4) access to a professional capable of completing neuropsychological/ psychoeducational assessments. Essentially, more significant financial resources for staff and programming to address our students' currently overwhelming need for mental health support.

## **The University of Maine at Farmington**

### **Overview:**

Clinical Counseling: UMF offers individual mental health counseling services to all UMF students. In addition to scheduled appointments, UMF has an emergency hour every day for students who have urgent concerns and need to be seen immediately. UMF has two licensed clinicians on campus and one remote. This semester UMF brought on a graduate intern who can provide counseling services under the director's supervision. UMF does bill insurance for their services; students who do not have insurance that we accept (e.g., an out-of-state Medicaid plan) can be seen by a licensed clinician for a \$20 fee or see an intern for free. Student health services

have a full-time psychiatric provider available for students with whom we closely collaborate and refer.

Special Training: One of the licensed clinicians directs UMF's Bystander Intervention program. UMF provides outreach programs across campus and assists with student life training (e.g., CA training). UMF provides consultation for faculty/staff members trying to support students.

Student Support Committees: The director and counseling staff are also active members of several campus committees - Academic Success Team, Diversity & Inclusion Action Team, Global Education Counsel, Wellbeing Committee, Campus Safety Project, and Queer Student Union. Whenever a student is hospitalized, staff coordinate care upon return to campus. The counseling staff maintains a 24/7 on-call rotation for residential life, campus safety, and study abroad.

Gaps/Needs:

Staffing: UMF faces a deficit of staff needed to decrease individual clinical caseload sizes and create room for other projects. Students face 2-3 week wait times to get an initial appointment. Involvement from the counseling graduate program to support advocacy programs/events would be highly appreciated/encouraged. While UMF has already started an internship program through counseling services, increased staff could allow for more collaboration with our graduate program and possibly even the ability to support a practicum student.

Clinical Professional Development: UMF faces a new, dire need for funding to cover mandatory continuing education credits, clinical resources, and professional organization memberships. In the past, staff senate funding was available. The current recommendation is to use departmental funds for these requirements, which are not budgeted.

Faculty/Staff training - Training for faculty and staff could significantly impact students' well-being, particularly Safe Zone and Trauma-Informed Teaching training. Additionally, incentivizing and requiring attendance for faculty/staff to bolster participation might be necessary.

Other Gaps:

- Due to the size of UMF caseloads for individual counseling, they have not been able to implement therapy/support groups that might be helpful to students.
- Improving communication between faculty, staff, and student groups/clubs/organizations to support mental health awareness and events collaboratively and inclusively.

- Development of a monthly newsletter could also be a way to promote wellness and make sure faculty, staff, and students are aware of our services and share information about tools to support mental wellness, such as Silvercloud.
- UMF needs a budget and marketing support for the Step-Up/Campus Advocacy Project bystander intervention program.

## **The University of Maine at Machias**

### **Overview:**

Clinical Counseling: UMM has one part-time counselor available during the academic year who provides short-term counseling and educational programming around mental health and sexual assault prevention. This is a free service to anyone registered for six or more credits at UMM. Students enrolled in fewer than six credits are eligible for one consultation session to assess their situation and receive appropriate information about available resources on campus and in the community. They also qualify for group counseling and outreach and education programs through UMM.

### **Gaps/Needs:**

Staffing – Currently, UMM has the challenge of only having one part-time counselor. The Director of Student Life is hoping to work with UMaine this summer to see if UMM students would be able to make virtual appointments with UMaine Counseling Center staff. An additional option would be a 2nd part-time counselor or some collaboration with another organization where students could have counselors to choose from.

## **University of Maine at Presque Isle**

### **Overview:**

Clinical Counseling: UMPI has a full-time counselor on campus whose hours extend into the evening to accommodate student schedules and who is well connected to resources in the community. UMPI has relationships with community partners: AMHC, Hope and Justice, ACAP, etc. Hope and Justice also offer weekly office hours on campus for folks experiencing domestic violence or other related issues.

Student-led Support Groups: UMPI has held preliminary discussions about offering some student support groups, which are likely to come. Students also often utilize the student support services office, Dean of Students' office, or the Health Center. The UMPI nurse practitioner collaborates with the counselor and SSS as needed.

Student Support Committees: UMPI has a CARE team that meets regularly. When referrals are needed, students are connected with whichever campus person would be the right person to make the initial contact and refer from there. We also have the traditional student support folks: Owl Mentors, RAs, etc.

**Gaps and Needs:**

Student support – Development of service roadmaps for first-year students and transfers - once in the habit of knowing where to go, students can follow roadmaps throughout their academic experience.

“Counseling out” support – UMPI has identified critical points in a student's academic journey that predict future academic success. It would be helpful to have someone reach out to students at those key points to discuss options. Those options could include being out a semester, going to community college for a semester, or doing classes online rather than in person. So much time is spent on retaining students when some students would be better served with support in finding a changed pathway.

Staffing - More staffing within the student support service office would be helpful - that office is the cornerstone of our student's mental and emotional health.

## **University of Southern Maine**

**Overview:**

USM offers comprehensive psychological services to students. Staff includes licensed psychologists, clinical counselors, alcohol and drug counselors, multicultural counselors, and graduate interns. In addition to direct services to the student population, the office also acts as a resource to the entire USM community and to Maine Law.

Clinical Services: Brief Consultation (free), Individual therapy, Intakes, Psychiatric evaluations for medications, ADHD evaluations, Group therapy and psychoeducation groups (support groups, grief group, stress management group, trauma groups, free), Workshops (Happiness, Self Care, stress management), Couples Therapy, Crisis Intervention (free) same-day



appointments, Crisis after hours (contract with Cumberland County Crisis team for direct access to them), Consultation to faculty and Res Life on student cases, Threat/risk assessments, Intern training program for doctoral and master's level trainees in counseling

Outreach Services: Outreach, education, and training (gatekeeper training, bystander training, suicide prevention, self-care, supporting distressed students, maintaining good boundaries for faculty staff and students, orientation training for RA's and first-year students), Large program events like Movies for Mental Health for entire USM community, Partner with other departments to offer mental health prevention programs, Monthly Substance Abuse News Letter sent to 10 department heads

Recovery Services: Recovery Oriented Services through the ROCC: Peer-led groups (all recovery groups, women's groups, social work support groups), sober free activities on and off-campus, community luncheons, Narcan training, Ally training, training in running groups, guest speakers and entertainers in recovery, and the Basics Program (evaluation and education for students with conduct-related issues to their substance use.)

Online Services: Robust website online materials: self-help, SCREEN U and SILVERCLOUD, numerous online website offerings for DBT, CBT, depression, anxiety, insomnia, guided imagery, mindfulness activities, resources for BIPOC and LGBT-Q, what to do if you are suicidal, statewide resources and campus resources for food, emergency funds, sexual violence.

**Gaps/Needs:**

Professional Development - Funding for professional development

Staffing – Both resources and staff for additional outreach and prevention work and additional staff and resources to support students in crisis (the office relies heavily on holding aside crisis appointments and using Opportunity Alliance after hours).

Space shortage – USM does not have adequate office spaces for all of their clinicians, especially on the Portland campus - this will continue to be a significant concern, especially when the new residence hall opens. They are also working hard to identify space on the Gorham campus for the very successful Recovery Oriented Campus Center program. They have room in Portland and are looking to expand to Gorham.

## University of Maine School of Law

### Overview:

The law school uses USM's Counseling Services which has much capability and skill in working with the graduate/professional population. The Law School is part of the ABA Wellness Pledge, which is a national movement of law schools, law firms, and state bar associations working to support and promote mental health support, battle substance abuse, and teach wellness and self-care as an aspect of professional identity and responsibility to clients and the profession.

Clinical Counseling: The Dean of Students has worked to promote the Counseling Service and Silvercloud to our students. Several students have used the Counseling Center's groups and individual counseling appointments and referrals.

Special Training: Staff members have participated in the free 1-day Mental Health First Aid course offered by NAMIMaine.org and have leaned on that training many times. The Dean of Students would like to recommend that resource to her faculty and staff colleagues who may encounter students in crisis -- and perhaps the system facilitating one-day training on campus could be a supportive way to work with that nonprofit to tailor their message to the issues of our communities and make it easier for more people, in more roles around campus, to contribute to student support.

### Gaps/Needs:

Staffing - While grateful for the emergency/same-day service, the Dean of Students has heard from students that it would be great to get in for regular appointments more quickly (approx three week wait time). Resources that support the ability to provide robust, in-person (or telehealth) counseling sessions and the ability for sliding scale co-pays to keep this counseling affordable for all would be beneficial.

Special Training – Training from NAMIMaine, additional training on anxiety, depression, substance abuse, addiction, and learning differences like ADHD.

Purchasing/group discounts - Headspace or BetterHelp, and any other services that our students and staff might benefit from, could be a practical use of System negotiating power -- beyond what any of our campuses could offer.

## University of Maine System

### Overview:

UMS contracted with and pays for the SilverCloud mental health platform. It offers a range of personalized digital tools on the computer, tablet, and cell phone and focuses on topical areas such as stress, anxiety, depression, sleep issues, and resilience. The platform is secure, and privacy is ensured. It provides helpful guidance on strategies and nudges along the way. Based on cognitive behavioral therapy principles, the self-guided program is available at any time, on any device. Aimed at helping to address mild to moderate issues, SilverCloud allows individuals to manage day-to-day stressors personally and anonymously.

<https://umainesystem.silvercloudhealth.com/signup/>

Approximately 1200 students have activated accounts. 49% of the usage is for depression and anxiety, 21% focused on stress, and 17% on anxiety only. Other usage includes resilience (8%), only depression (7%), insomnia and sleep issues (6%), and covid-19 (only 2%). 49% of the student usage is from UM, with UMA and USM around 20%. On a satisfaction scale for the various modules, 92% of the respondents agreed or strongly agreed that the program was helpful. The percentage of students as measured by PHQ9 and GAD7 who improved was 50-60%.

### Gaps/Needs:

Known gaps include staffing, funding for programming and shared programming, availability of training and professional development, and opportunities for cost savings in the form of joint memberships, etc. The Chief Student Affairs Officers are interested in exploring possible collaborations across the System. The Associate Vice Chancellor for Student Success and Credential Attainment will be convening a group of health and counseling professionals this summer.

# University of Maine System Managed Investment Pool

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>MIP Composite</b>	<b>435,059,764</b>	<b>100.0</b>	<b>100.0</b>	<b>0.5</b>	<b>-5.8</b>	<b>-2.3</b>	<b>2.8</b>	<b>8.8</b>	<b>7.3</b>	<b>6.0</b>	<b>6.6</b>
Allocation Index				1.0	-4.6	-0.8	4.4	9.9	8.3	6.9	7.2
Policy Index				0.9	-4.4	-0.8	4.2	9.6	8.5	7.2	7.3
<b>Total Domestic Large Cap</b>	<b>90,739,247</b>	<b>20.9</b>	<b>22.0</b>	<b>3.7</b>	<b>-4.6</b>	<b>6.5</b>	<b>15.6</b>	<b>18.9</b>	<b>15.9</b>	<b>13.9</b>	<b>14.4</b>
S&P 500				3.7	-4.6	6.5	15.6	18.9	16.0	14.0	14.6
SSgA S&P 500	90,739,247	20.9	22.0	3.7	-4.6	6.5	15.6	18.9	15.9	13.9	14.6
S&P 500				3.7	-4.6	6.5	15.6	18.9	16.0	14.0	14.6
<b>Total Domestic Small/Mid Cap</b>	<b>23,653,054</b>	<b>5.4</b>	<b>6.0</b>	<b>0.6</b>	<b>-5.8</b>	<b>-0.2</b>	<b>5.0</b>	<b>17.1</b>	<b>13.1</b>	<b>10.8</b>	<b>12.8</b>
Russell 2500				1.6	-5.8	-4.8	0.3	13.8	11.6	10.0	12.1
Westfield Capital	11,430,000	2.6	3.0	0.6	-11.4	-6.6	-0.8	16.6	15.0	11.3	13.1
Russell 2500 Growth				0.7	-12.3	-15.2	-10.1	13.0	13.2	10.5	12.7
DFA	12,223,054	2.8	3.0	0.6	-0.1	6.4	10.8	15.9	10.0	9.3	11.7
Russell 2000 Value				2.0	-2.4	-1.2	3.3	12.7	8.6	8.8	10.5
<b>Global Equity</b>	<b>44,766,026</b>	<b>10.3</b>	<b>10.0</b>	<b>2.4</b>	<b>-8.9</b>	<b>-0.6</b>	<b>7.6</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
MSCI World				2.7	-5.2	2.2	10.1	15.0	12.4	10.3	10.9
Walter Scott Global Equity	44,766,026	10.3	10.0	2.4	-8.9	-0.6	7.6	--	--	--	--
MSCI World				2.7	-5.2	2.2	10.1	15.0	12.4	10.3	10.9
<b>Total International Equity (including emerging markets)</b>	<b>77,705,752</b>	<b>17.9</b>	<b>21.0</b>	<b>-1.2</b>	<b>-11.0</b>	<b>-13.8</b>	<b>-8.6</b>	<b>4.2</b>	<b>3.9</b>	<b>3.2</b>	<b>4.1</b>
MSCI EAFE				0.6	-5.9	-3.8	1.2	7.8	6.7	5.1	6.3
Morgan Stanley	20,589,244	4.7	5.0	-2.1	-6.5	-9.1	-3.2	5.5	5.4	4.0	5.3
JO Hambro	18,834,599	4.3	5.0	0.2	-13.6	-9.3	-5.8	--	--	--	--
MSCI EAFE				0.6	-5.9	-3.8	1.2	7.8	6.7	5.1	6.3
Kabouter International Opportunities Offshore Fund II	12,972,892	3.0	4.0	-0.1	-15.2	-24.2	-19.3	-1.3	--	--	--
MSCI EAFE Small Cap				0.0	-8.5	-7.6	-3.6	8.5	7.4	7.3	8.3
<b>Emerging Markets Equity</b>	<b>25,309,017</b>	<b>5.8</b>	<b>7.0</b>	<b>-2.0</b>	<b>-10.1</b>	<b>-14.3</b>	<b>-8.5</b>	<b>7.5</b>	<b>5.5</b>	<b>3.8</b>	<b>2.9</b>
Emerging Markets Equity Custom Benchmark				0.2	-5.6	-10.5	-3.2	8.4	8.1	6.2	4.4
Aberdeen Emerging Mkts	10,811,735	2.5	3.5	-5.3	-13.5	-22.6	-19.3	4.5	4.7	4.0	3.0
MSCI Emerging Markets				-2.3	-7.0	-15.6	-11.4	4.9	6.0	4.7	3.4
Mondrian EM Small Cap	14,497,282	3.3	3.5	0.9	-7.1	-6.2	2.6	10.0	6.0	3.3	--
MSCI Emerging Markets Small Cap				2.7	-4.3	-5.2	5.5	11.9	7.8	6.1	5.3



March 31, 2022

# University of Maine System Managed Investment Pool

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Fixed Income</b>	<b>98,542,685</b>	<b>22.7</b>	<b>26.5</b>	<b>-1.6</b>	<b>-3.6</b>	<b>-2.6</b>	<b>-0.5</b>	<b>3.5</b>	<b>3.3</b>	<b>3.0</b>	<b>3.8</b>
Bloomberg US Aggregate TR				-2.8	-5.9	-5.9	-4.2	1.7	2.1	1.9	2.2
Commonfund	47,511,639	10.9	9.5	-2.8	-5.8	-5.6	-3.3	2.2	2.6	2.4	3.0
Bloomberg US Aggregate TR				-2.8	-5.9	-5.9	-4.2	1.7	2.1	1.9	2.2
Vanguard Inflation-Protected Securities	6,124,477	1.4	3.5	-1.7	-2.8	1.1	4.3	6.2	4.3	--	--
Bloomberg US TIPS TR				-1.9	-3.0	1.0	4.3	6.2	4.4	3.6	2.7
Vanguard Short-Term Inflation-Protected Securities	6,342,365	1.5	3.5	-0.8	-0.3	2.1	3.9	4.4	--	--	--
Bloomberg US TIPS 1-5 Yr TR				-1.0	-0.7	1.9	3.6	4.6	3.2	2.7	1.8
Blackrock Strategic Income Opportunities	19,691,615	4.5	5.0	-0.7	-2.8	-3.1	-2.0	3.5	--	--	--
3-Month Libor Total Return USD				0.1	0.1	0.2	0.3	0.9	1.3	1.1	0.9
Bain Capital Senior Loan Fund	18,872,589	4.3	5.0	0.3	-0.4	2.0	4.2	5.0	--	--	--
Credit Suisse Leveraged Loans				0.0	-0.1	1.8	3.2	4.1	4.1	4.1	4.5
<b>Total GAA</b>	<b>28,625,003</b>	<b>6.6</b>	<b>7.5</b>	<b>-0.5</b>	<b>-4.8</b>	<b>-1.9</b>	<b>0.6</b>	<b>3.8</b>	<b>3.6</b>	<b>2.9</b>	<b>3.5</b>
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*				-0.5	-4.0	-2.3	0.6	5.6	6.1	5.4	5.9
Newton Global Real Return	28,625,003	6.6	7.5	-0.5	-4.8	-1.9	0.6	6.2	5.3	--	--
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills				-0.5	-4.0	-2.3	0.6	5.2	4.9	--	--
<b>Total Hedge Funds</b>	<b>29,763,954</b>	<b>6.8</b>	<b>7.0</b>	<b>-0.3</b>	<b>0.4</b>	<b>-0.9</b>	<b>-0.5</b>	<b>10.0</b>	<b>6.5</b>	<b>4.7</b>	<b>4.4</b>
HFRI Fund of Funds Composite Index				0.6	-2.6	-1.5	1.3	5.9	4.6	3.3	3.9
Lighthouse	29,763,954	6.8	7.0	-0.3	0.4	-0.9	-0.5	10.0	7.0	--	--
Credit Suisse Long Shrt Eqt USD				0.5	-3.3	-0.5	2.3	6.3	5.8	4.3	5.6
<b>Private Equity</b>	<b>2,017,443</b>	<b>0.5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>8.6</b>	<b>14.7</b>	<b>16.0</b>	<b>14.2</b>	<b>12.6</b>	<b>--</b>
Landmark Equity Partners XV	2,017,443	0.5	0.0	0.0	0.0	8.6	14.7	16.0	14.2	12.6	--
CJA US All PE (1 Qtr Lag)				5.4	5.4	25.9	38.7	24.2	20.0	16.8	16.4
<b>Total Cash</b>	<b>39,246,601</b>	<b>9.0</b>	<b>0.0</b>								
Distribution Account	39,246,601	9.0	0.0	0.0	0.0	0.0	0.0	0.5	0.8	0.6	0.4
91 Day T-Bills				0.0	0.0	0.1	0.1	0.7	1.1	0.8	0.6

## Notes:

Fiscal YTD begins 7/1

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

Emerging Markets Equity Custom Benchmark consists of MSCI EM from Inception to 5/31/2019 and 50% MSCI EM / 50% MSCI EM Small Cap from 6/1/2019 to present.

Returns are net of manager fees

Landmark market value is estimated as of 3/31/2022.

In Sept 2021, the benchmark for Newton Global Real Return changed to 40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91- day T-Bills.

March 31, 2022

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A “since inception” return, if reported, begins with the first full month after funding, although actual inception dates (e.g. the middle of a month) and the timing of cash flows are taken into account in Composite return calculations.

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

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Source of private fund performance benchmark data: Cambridge Associates, via Refinitiv



# University of Maine System Pension Plan

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Pension Composite</b>	<b>22,992,815</b>	<b>100.0</b>	<b>100.0</b>	<b>0.0</b>	<b>-4.9</b>	<b>-0.5</b>	<b>3.8</b>	<b>7.7</b>	<b>6.4</b>	<b>5.2</b>	<b>5.8</b>
Allocation Index				0.7	-3.3	0.8	5.0	7.8	6.8	5.8	6.4
Policy Index				0.7	-3.2	0.8	4.9	7.7	6.9	6.0	6.5
<b>Total Global Equity</b>	<b>6,863,697</b>	<b>29.9</b>	<b>30.0</b>	<b>2.2</b>	<b>-9.2</b>	<b>-0.6</b>	<b>7.6</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>
MSCI World				2.7	-5.2	2.2	10.1	15.0	12.4	10.3	10.9
Walter Scott Global Equity Fund	6,863,697	29.9	30.0	2.2	-9.2	-0.6	7.6	--	--	--	--
MSCI World				2.7	-5.2	2.2	10.1	15.0	12.4	10.3	10.9
<b>Emerging Markets Equity</b>	<b>746,089</b>	<b>3.2</b>	<b>3.0</b>	<b>0.9</b>	<b>-7.1</b>	<b>-6.2</b>	<b>2.6</b>	<b>10.0</b>	<b>6.0</b>	<b>3.3</b>	<b>2.8</b>
Emerging Markets Equity Benchmark				2.7	-4.3	-5.2	5.5	11.7	10.0	7.5	5.3
Mondrian EM Small Cap	746,089	3.2	3.0	0.9	-7.1	-6.2	2.6	10.0	6.0	3.3	--
MSCI Emerging Markets Small Cap				2.7	-4.3	-5.2	5.5	11.9	7.8	6.1	5.3
<b>Total Fixed Income</b>	<b>9,764,914</b>	<b>42.5</b>	<b>43.0</b>	<b>-2.1</b>	<b>-4.9</b>	<b>-4.3</b>	<b>-2.4</b>	<b>2.6</b>	<b>2.7</b>	<b>2.4</b>	<b>3.0</b>
Bloomberg US Aggregate TR				-2.8	-5.9	-5.9	-4.2	1.7	2.1	1.9	2.2
Baird Aggregate Bond Fund - BAGIX	6,496,577	28.3	26.0	-2.9	-6.4	-6.4	-4.6	--	--	--	--
Bloomberg US Aggregate TR				-2.8	-5.9	-5.9	-4.2	1.7	2.1	1.9	2.2
Vanguard Inflation-Protected Securities	448,900	2.0	3.5	-1.7	-2.8	1.1	4.3	6.2	--	--	--
Bloomberg US TIPS TR				-1.9	-3.0	1.0	4.3	6.2	4.4	3.6	2.7
Vanguard Short-Term Inflation-Protected Securities - VTSPX	454,226	2.0	3.5	-0.8	-0.3	2.1	3.9	--	--	--	--
Bloomberg US TIPS 1-5 Yr TR				-1.0	-0.7	1.9	3.6	4.6	3.2	2.7	1.8
BlackRock Strategic Income Opportunities	1,141,877	5.0	5.0	-0.7	-2.8	-3.1	-2.0	3.5	--	--	--
3-Month Libor Total Return USD				0.1	0.1	0.2	0.3	0.9	1.3	1.1	0.9
Bain Capital Senior Loan Fund	1,223,334	5.3	5.0	0.3	-0.4	2.0	4.2	5.0	--	--	--
Credit Suisse Leveraged Loans				0.0	-0.1	1.8	3.2	4.1	4.1	4.1	4.5
<b>Total GAA</b>	<b>1,860,872</b>	<b>8.1</b>	<b>8.0</b>	<b>-0.5</b>	<b>-4.8</b>	<b>-1.9</b>	<b>0.6</b>	<b>6.5</b>	<b>5.2</b>	<b>4.0</b>	<b>4.2</b>
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills*				-0.5	-4.0	-2.3	0.6	5.6	6.1	5.4	5.9
Newton Global Real Return	1,860,872	8.1	8.0	-0.5	-4.8	-1.9	0.6	6.2	5.3	--	--
40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills				-0.5	-4.0	-2.3	0.6	5.2	4.9	--	--
<b>Total Alternative Investments</b>	<b>1,155,976</b>	<b>5.0</b>	<b>5.0</b>	<b>-0.3</b>	<b>0.4</b>	<b>-0.9</b>	<b>-0.5</b>	<b>10.0</b>	<b>6.6</b>	<b>4.8</b>	<b>4.6</b>
HFRI Fund of Funds Composite Index				0.6	-2.6	-1.5	1.3	5.9	4.6	3.3	3.9
Lighthouse	1,155,976	5.0	5.0	-0.3	0.4	-0.9	-0.5	10.0	7.0	--	--
Credit Suisse Long Shrt Eqt USD				0.5	-3.3	-0.5	2.3	6.3	5.8	4.3	5.6



March 31, 2022

## University of Maine System Pension Plan

# TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Total Real Assets</b>	<b>2,243,071</b>	<b>9.8</b>	<b>8.0</b>								
Principal	2,243,071	9.8	8.0	3.1	7.3	23.9	28.4	11.2	9.8	10.1	10.8
NCREIF ODCE				7.4	7.4	23.6	28.5	11.3	9.9	10.2	10.9
<b>Total Cash</b>	<b>358,196</b>	<b>1.6</b>	<b>3.0</b>								
Distribution Account	358,196	1.6	3.0	0.0	0.0	0.0	0.0	0.5	0.8	0.6	0.4
91 Day T-Bills				0.0	0.0	0.1	0.1	0.7	1.1	0.8	0.6

## Notes:

Fiscal YTD begins 7/1

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

Emerging Markets Equity Benchmark consists of MSCI EM from inception to 5/31/2019 and MSCI EM Small Cap from 6/1/2019 to present.

Returns are net of manager fees.

In Sept 2021, the benchmark for Newton Global Real Return changed to 40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91- day T-Bills.



March 31, 2022



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Source of private fund performance benchmark data: Cambridge Associates, via Refinitiv



# University of Maine System Operating Fund

## TOTAL PLAN PERFORMANCE

	Market Value (\$)	% of Portfolio	Policy %	1 Mo (%)	3 Mo (%)	Fiscal YTD (%)	1 Yr (%)	3 Yrs (%)	5 Yrs (%)	7 Yrs (%)	10 Yrs (%)
<b>Operating Funds Composite</b>	<b>343,808,993</b>	<b>100.0</b>	<b>100.0</b>	<b>-0.3</b>	<b>-1.9</b>	<b>-1.2</b>	<b>0.2</b>	<b>4.0</b>	<b>3.5</b>	<b>2.9</b>	<b>2.9</b>
<i>Allocation Index</i>				-0.3	-2.0	-1.1	0.2	3.2	3.1	2.6	2.7
<b>Liquidity Pool Composite</b>	<b>130,404,514</b>	<b>37.9</b>	<b>30.0</b>	<b>0.0</b>	<b>0.1</b>	<b>0.3</b>	<b>0.4</b>	<b>1.0</b>	<b>1.2</b>	<b>0.9</b>	<b>0.7</b>
State Pool	95,207,742	27.7		0.0	0.1	0.4	0.5	1.2	1.3	1.1	0.8
BOA General Fund	5,704,594	1.7		0.0	0.2	0.4	0.5	0.6	0.5	0.4	0.3
Federated Gov't Obligations	1,392,836	0.4		0.0	0.0	0.0	0.1	0.7	1.0	--	--
JP Morgan US Gov't Money Market Fund	28,099,341	8.2		0.0	0.0	0.0	0.0	0.7	1.0	--	--
<i>FTSE T-Bill 3 Months TR</i>				0.0	0.0	0.0	0.1	0.8	1.1	0.8	0.6
<b>Income Pool Composite</b>	<b>144,690,671</b>	<b>42.1</b>	<b>47.5</b>	<b>-1.3</b>	<b>-2.9</b>	<b>-2.9</b>	<b>-2.2</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>	<b>2.2</b>
Income Research + Management	80,551,066	23.4	26.0	-1.2	-2.3	-2.9	-2.7	1.7	1.7	1.5	--
<i>Bloomberg US Govt/Credit 1-3 Yr. TR</i>				-1.4	-2.5	-3.0	-2.9	1.0	1.3	1.1	1.1
BlackRock Strategic Income Opportunities	20,712,867	6.0	7.0	-0.7	-2.8	-3.1	-2.0	3.5	3.2	--	--
<i>3-Month Libor Total Return USD</i>				0.1	0.1	0.2	0.3	0.9	1.3	1.1	0.9
Baird Aggregate Bond Fund - BAGIX	24,459,960	7.1	7.5	-2.9	-6.3	-6.4	-4.5	--	--	--	--
<i>Bloomberg US Aggregate TR</i>				-2.8	-5.9	-5.9	-4.2	1.7	2.1	1.9	2.2
Bain Senior Floating Rate Fund	18,966,778	5.5	7.0	0.3	-0.4	2.0	--	--	--	--	--
<i>Credit Suisse Leveraged Loans</i>				0.0	-0.1	1.8	3.2	4.1	4.1	4.1	4.5
<b>Total Return Pool Composite</b>	<b>68,713,808</b>	<b>20.0</b>	<b>22.5</b>	<b>0.7</b>	<b>-3.5</b>	<b>-0.9</b>	<b>3.9</b>	<b>10.8</b>	<b>8.5</b>	<b>6.9</b>	<b>6.4</b>
Lighthouse	15,560,618	4.5	5.0	-0.3	0.4	-0.9	-0.5	10.0	7.0	--	--
<i>Credit Suisse Long Shrt Eqt USD</i>				0.5	-3.3	-0.5	2.3	6.3	5.8	4.3	5.6
Newton Global Real Return	12,055,011	3.5	4.0	-0.5	-4.8	-2.0	0.5	6.2	5.3	--	--
<i>40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91-day T-Bills</i>				-0.5	-4.0	-2.3	0.6	5.2	4.9	--	--
PIMCO All Asset	12,572,409	3.7	4.0	0.8	-2.2	0.4	6.5	9.3	7.2	6.4	5.5
<i>Blended Index</i>				-1.5	-5.5	-3.4	-0.5	4.4	4.1	3.8	3.9
Vanguard Total World Stock Index	28,525,769	8.3	9.5	1.8	-5.6	-0.9	6.1	13.7	11.6	9.8	--
<i>FTSE Global All Cap Index</i>				2.1	-5.3	-0.4	6.8	13.9	11.8	9.2	9.1

## Notes:

Returns are net of manager fees.

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

Fiscal YTD begins 7/1

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

Composite excludes external loans.

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

In Sept 2021, the benchmark for Newton Global Real Return changed to 40% Bloomberg Agg/30% MSCI ACWI/30% ICE BoA 91- day T-Bills.

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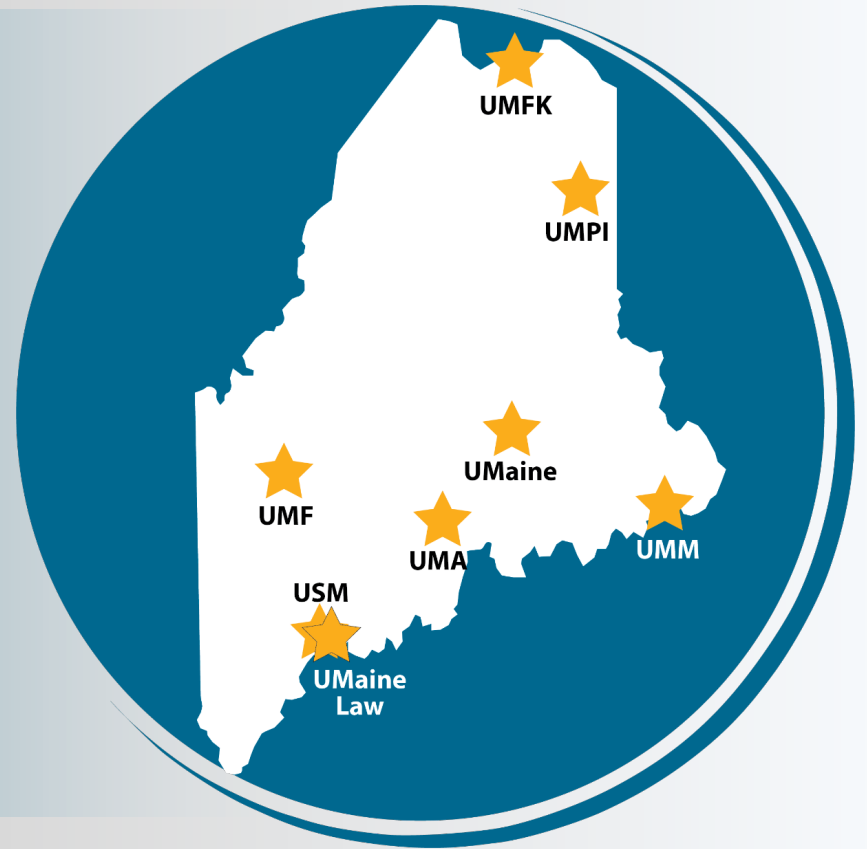
Source of private fund performance benchmark data: Cambridge Associates, via Refinitiv





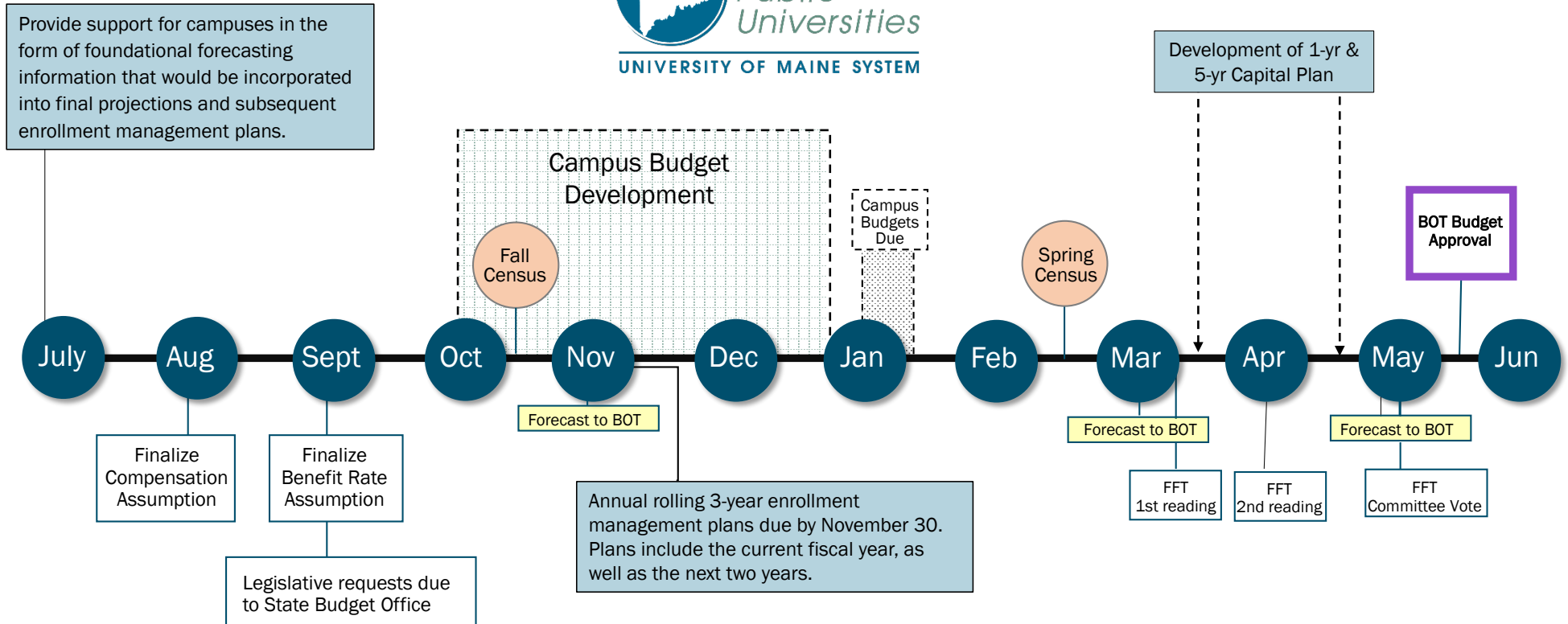
# FY23

## Operating Budget, Final Reading



University of Maine System Board of Trustees  
May 2022

# Unified Budget Timeline



BOT – Board of Trustees  
FFT – Finance, Facilities & Technology



## FY23 Budget Overview

- Enrollment

Enrollment budgeting process focuses on returning students and realistic trends in a post-COVID 19 environment.

FY23 budgeted credit hours are 1.1% below FY22 budget and 0.3% above FY22 actuals.

- Low student housing occupancy rates continue to be an issue at some of the smaller campuses.
- FY23 ongoing appropriation increase of \$6.1M and one-time additional appropriation of \$7.9M (contingent on no increase in FY23 in-state undergraduate tuition rates)
- Unrestricted capital investments are increasing by \$2.8M or 10.3% over FY22 budget





## FY23 Budget Overview

	E&G	Auxiliary	Total	Campus Reserves	Proposed Budget Stabilization	Total
UMaine	\$ (11,794,134)	\$ (146,791)	\$ (11,940,925)	\$ 11,940,925	\$ 0	\$ 0
UMA	341,634	(341,634)	-	-	-	0
UMF	(1,801,386)	(220,245)	(2,021,631)	160,000*	1,861,631	0
UMFK	(287,060)	(650,940)	(938,000)	-	938,000	0
UMPI	(1,912,211)	(545,995)	(2,458,206)	-	2,458,206	0
USM	486,441	(486,441)	-	-	-	0
Maine Law	(1,255,512)	-	(1,255,512)	-	1,255,512	0
Governance/Univ. Serv.	(200,257)	-	(200,257)	200,257*	-	0
<b>Total</b>	<b>\$(16,422,485)</b>	<b>\$ (2,392,046)</b>	<b>\$ (18,814,531)</b>	<b>\$ 12,301,182</b>	<b>\$6,513,349</b>	<b>\$ 0</b>

\* Early College





## Budget Stabilization Fund

The Budget Stabilization Fund was created to enable the UMS to smooth the financial impact of adverse markets, economic conditions, and address other financial challenges.

The Fund was established in 2010 and has been built from net investment income that exceeded budget pursuant to the Board of Trustees investment policy.

The Treasurer will authorize only the transfer needed to offset a net unrestricted operating loss for each institution at the close of FY22 and FY23.

Balance 4/22/22

\$ 23,874,163

Utilization	FY22 (approved)	FY22* (amended)	FY23* (recommended)
UMF	(1,552,147)	(3,000,000)	(1,861,631)
UMFK	-	-	(938,000)
UMPI	-	(1,825,496)	(2,458,206)
Law School	(1,926,386)	(1,767,592)	(1,255,512)
Investment gain/loss	TBD	TBD	TBD
Subtotal	(\$3,478,533)	(\$6,593,088)	(\$6,513,349)

*Law School appropriation increased from \$3.3M in FY22 to \$3.9M in FY23*

Projected Balance

\$10,767,726

*\*requires BOT approval*

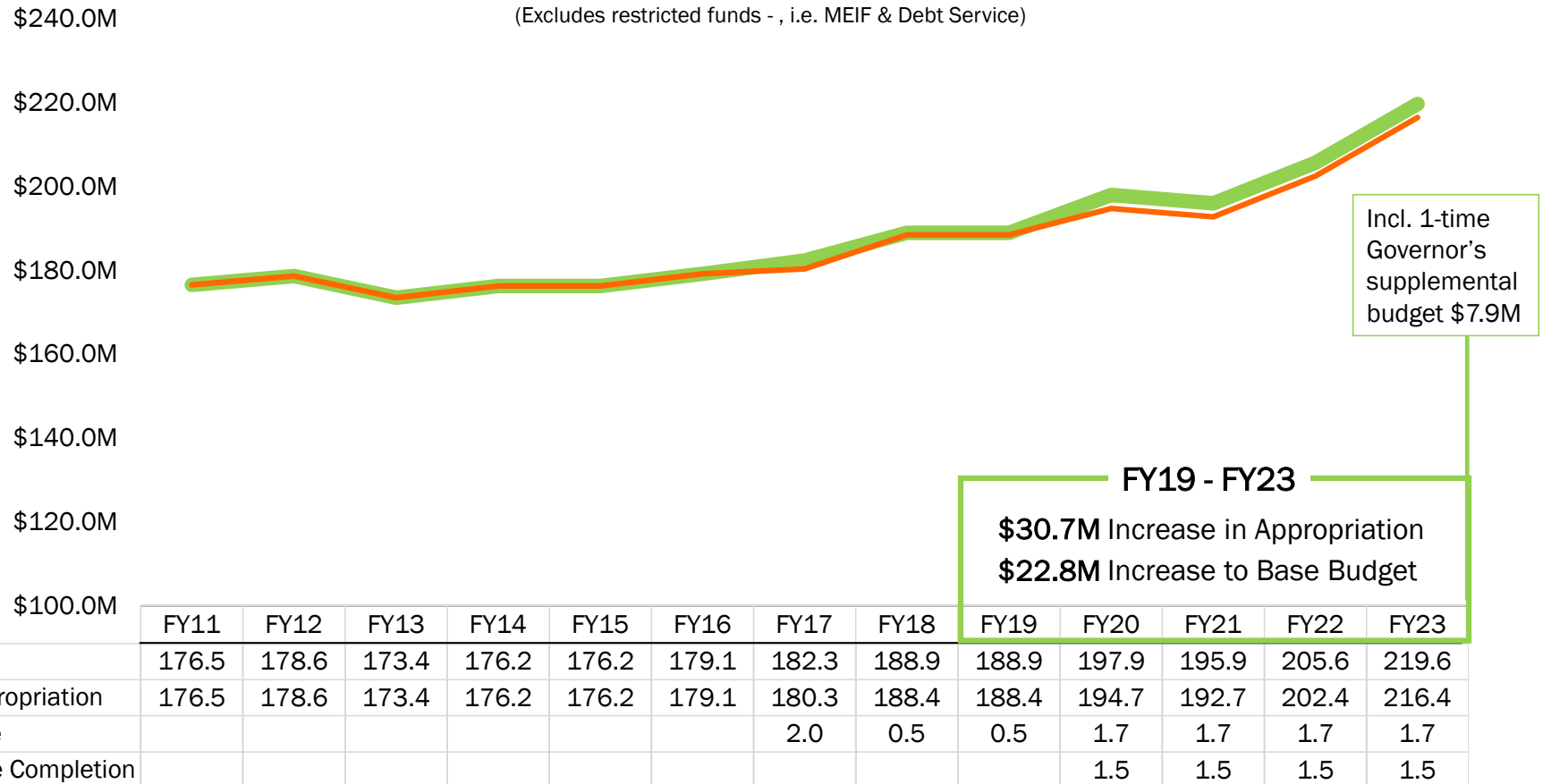






## E&G State Appropriation

(Excludes restricted funds - , i.e. MEIF & Debt Service)

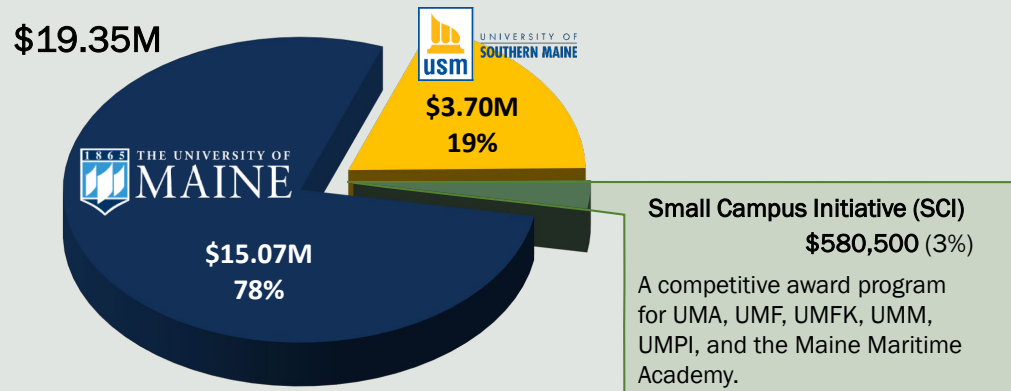




## Maine Economic Improvement Fund (MEIF)

	UMaine	USM	SCI	Total
Biotechnology	\$1,628,329	\$110,180		\$ 1,738,509
Aquaculture & Marine	2,497,059	348,563		2,845,622
Composite Materials	1,454,783	50,000		1,504,783
Environmental	1,307,294	100,000		1,407,294
Forestry & Agriculture	1,802,928	510,760		2,313,688
Information Technology	1,885,124	524,253		2,409,377
Precision Manufacturing	1,380,804	100,000		1,480,804
Cross Sector	3,109,279	1,960,144		5,069,423
Small Campus Initiative			\$ 580,500	580,500
<b>Total</b>	<b>\$15,065,600</b>	<b>\$3,703,900</b>	<b>\$580,500</b>	<b>\$19,350,000</b>

MEIF appropriation increase  
of \$2 million

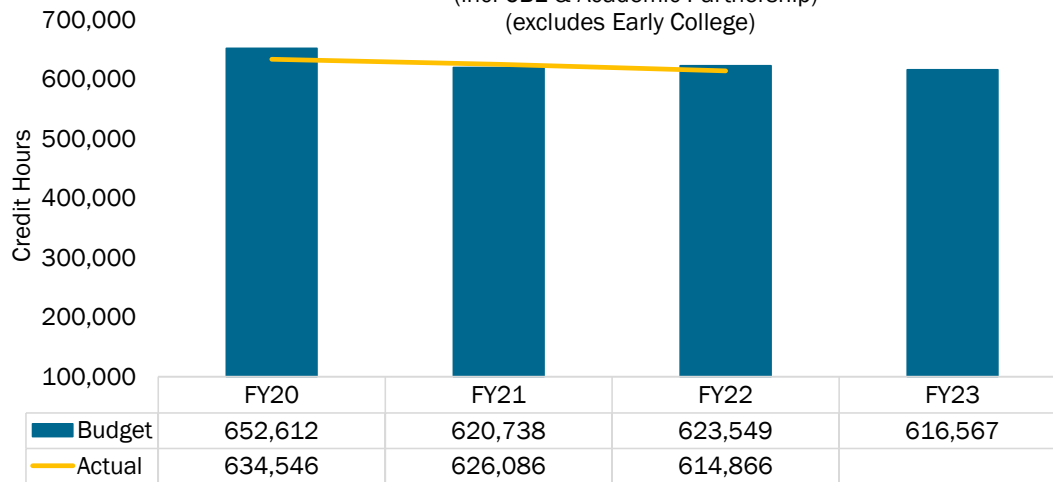




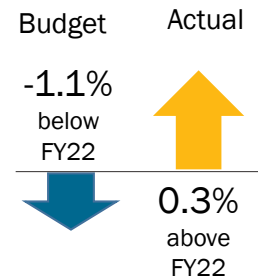
# UMS Enrollment

## UMS Total Credit Hour Enrollment

(incl CBE & Academic Partnership)  
(excludes Early College)



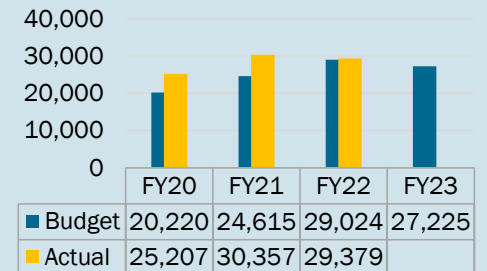
## FY23 Enrollment Budget



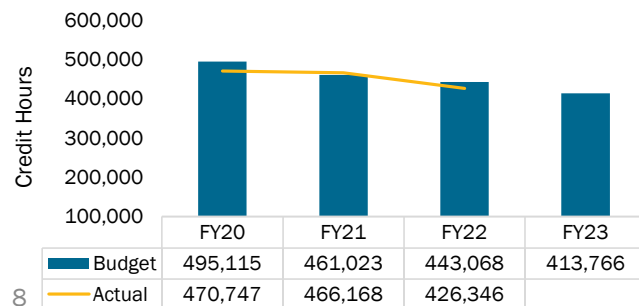
## Major factors impacting enrollment:

- Budgeting a modest increase in credit hours above FY22 actuals
- Out of state credit hours comprise 33% of total credit hours – primarily due to growth in Academic Partnership programs.

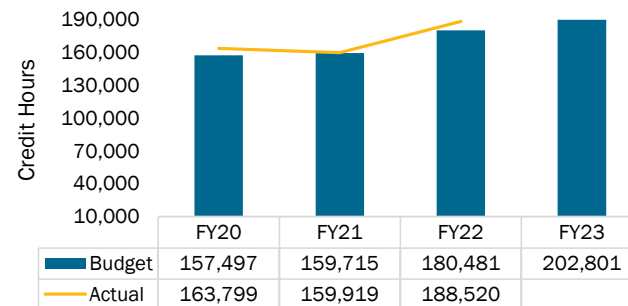
## Early College



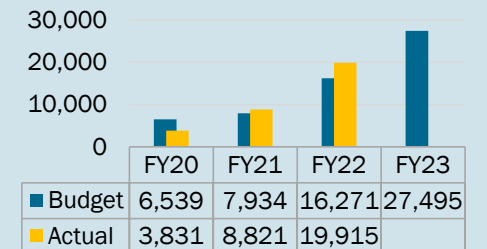
## In-State (excludes EC)



## Out-of-State



## CBE/AP

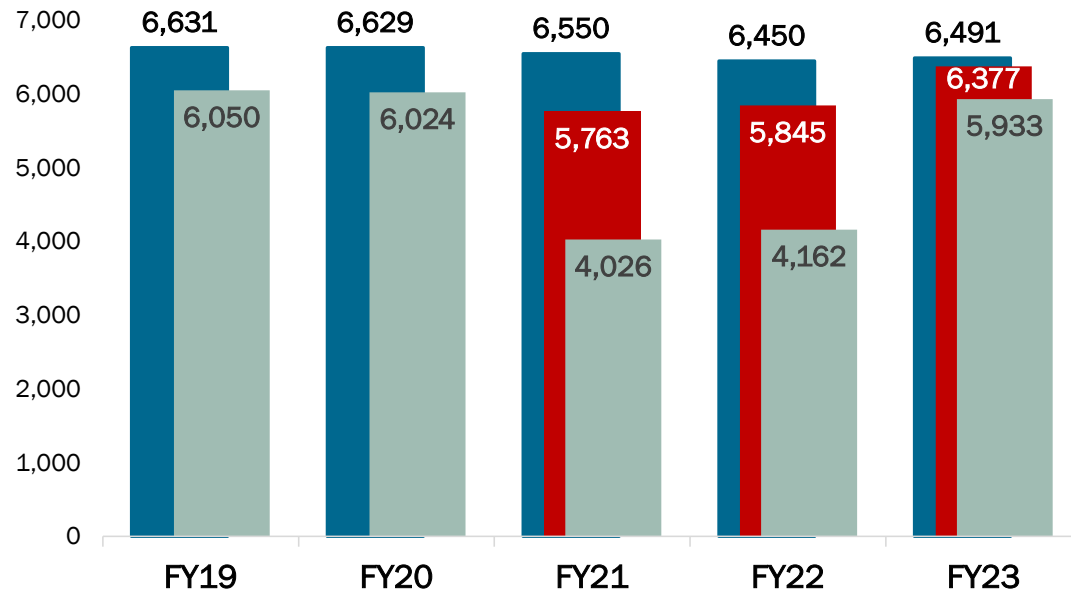




## Residence Hall Occupancy (Annual Average)

### UMS Total

Capacity COVID Capacity Residents



Normal Occupancy

92%

91%

91%

65%

91%

COVID Occupancy

71%

93%

### FY23

- Normal Occupancy Rates range from 61% at UMFK to 100% at UMF.
- Based on COVID Capacity UMF & USM occupancy = 100%.





## FY23 Recommended Tuition Rates

### Undergraduate

In-State/Canadian	FY22 Rate/CH	FY23 Proposed Rate/CH	FY23 Proposed Increases	
			\$	%
UMaine	\$388	\$388	\$0	0%
UMM	\$282	\$282	\$0	0%
UMA/UMFK/UMPI	\$245	\$245	\$0	0%
UMF / USM	\$288	\$288	\$0	0%

#### Out-of-State

UMaine	\$1,108	\$1,108	\$0	0%
UMM	\$540	\$540	\$0	0%
UMA	\$607	\$625	\$18	3.0%
UMF	\$661	\$680	\$19	2.9%
UMFK/UMPI	\$392	\$404	\$12	3.1%
USM	\$788	\$810	\$22	2.8%

### Graduate

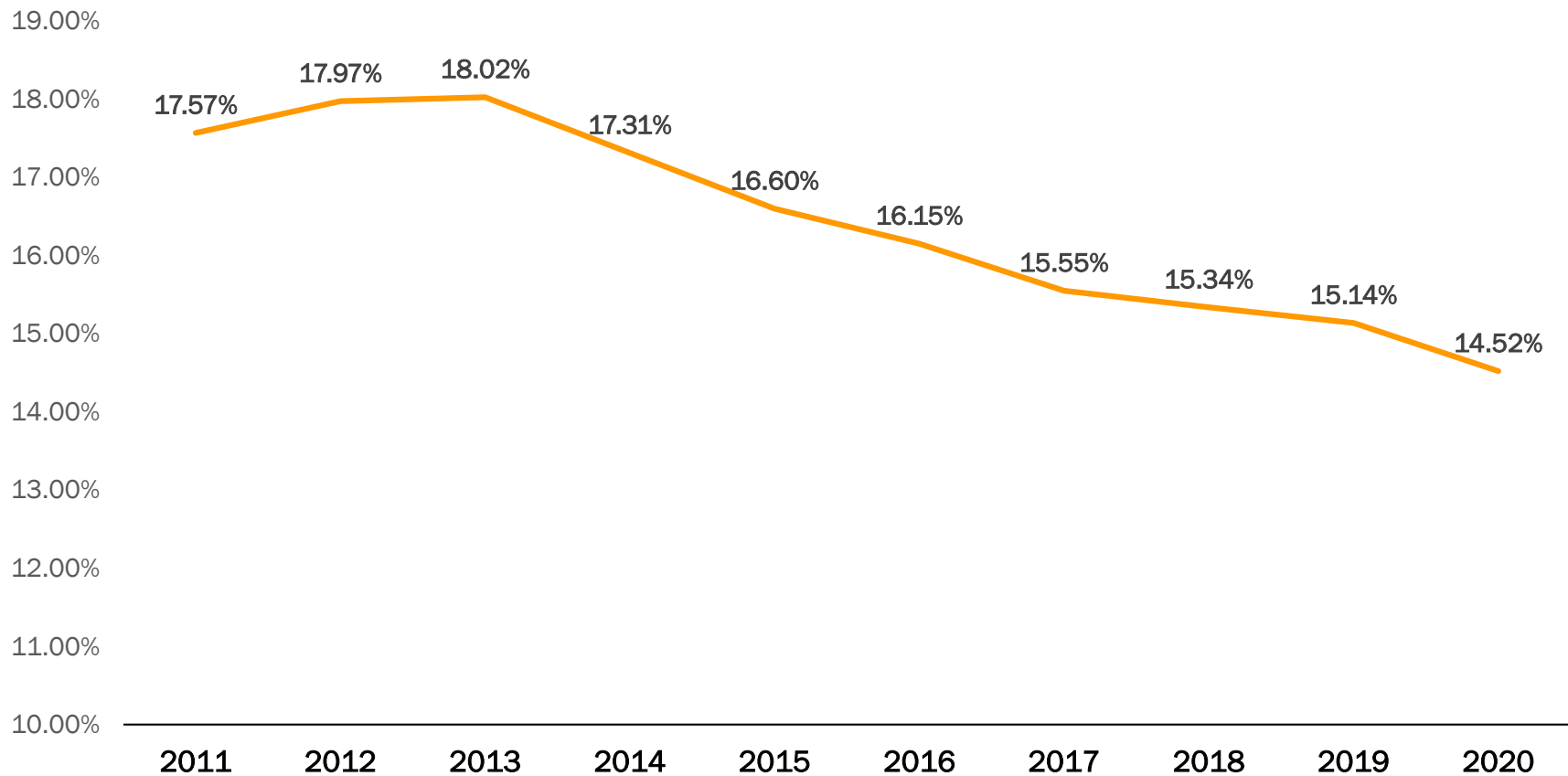
In-State/Canadian	FY22 Rate/CH	FY23 Proposed Rate/CH	FY23 Proposed Increases	
			\$	%
UMaine	\$541	\$541	\$0	0%
UMA/USM	\$432	\$432	\$0	0%
UMF	\$427	\$439	\$12	2.8%
Law School	\$773	\$773	\$0	0%

#### Out-of-State

UMaine	\$1,623	\$1,623	\$0	0%
UMA	\$ 554	\$ 570	\$16	2.9%
UMF	\$ 427	\$ 439	\$12	2.8%
USM	\$1,216	\$1,250	\$34	2.8%
Law School	\$1,156	\$1,200	\$44	3.8%



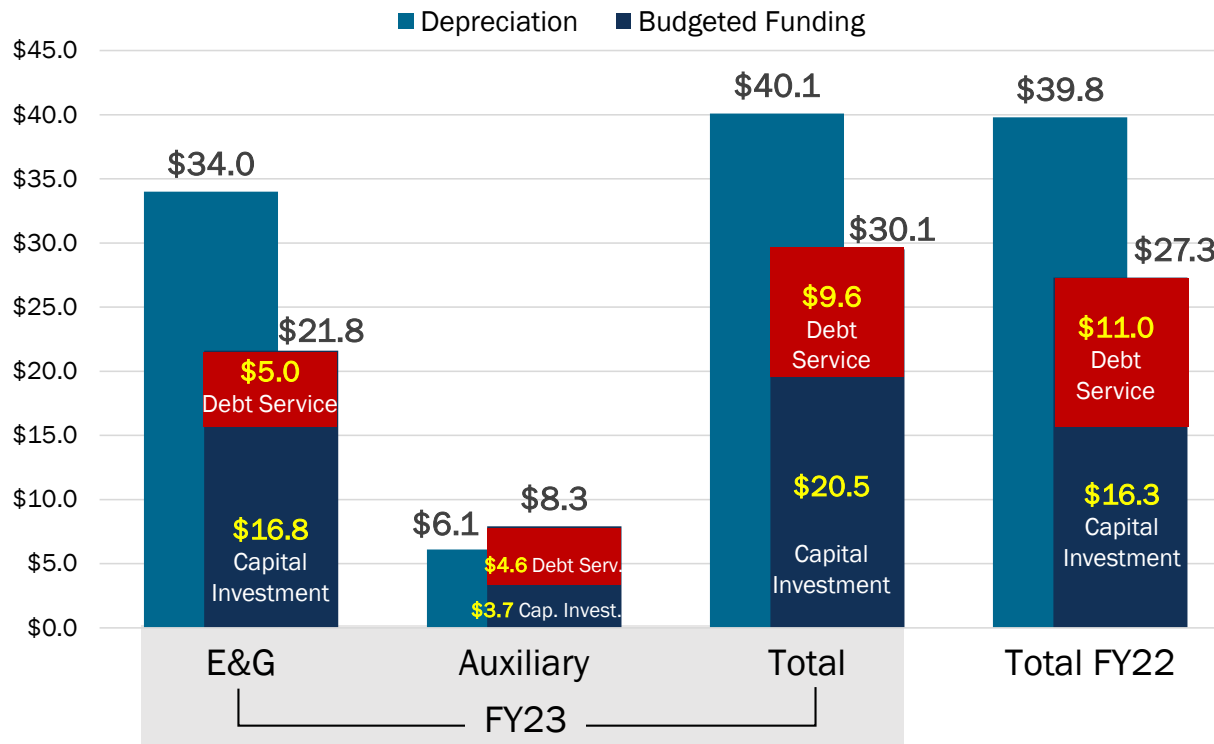
## UMS In-State Tuition as a % of Maine Per Capita Income





# Funding Depreciation

## Funding Depreciation by Fund (\$ in millions)

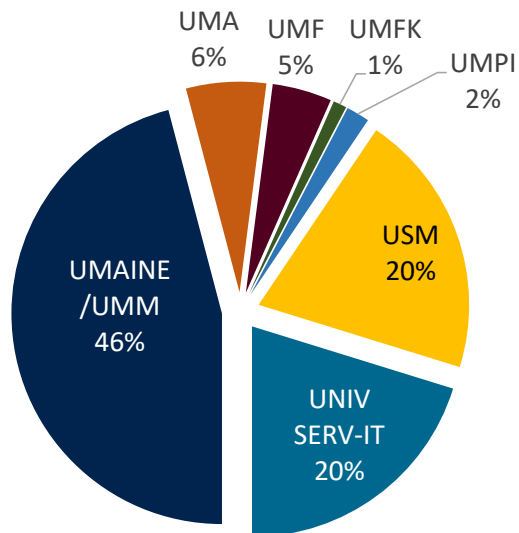


- FY23 required a 5% minimum increase in capital funding sources
- Total investment increase is \$2.8M or 10.3%
- Depreciation expense increased by \$0.3M from \$39.8M in FY22 to \$40.1M in FY23.
- E&G and Auxiliary budgeted capital investment = \$20.5M; an increase of \$4.2M.
- Funding through Debt Service decreasing by \$1.4M.
- 75% of the total depreciation expense is funded in the FY23 budget – up 6% from the FY22 budget.



## Capital Investments from Operations

TOTAL % INVESTMENT



SUMMARY

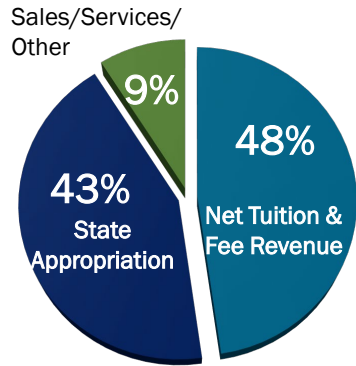
Campus	Facilities & Infrastructure	Equipment & Vehicles	Projects to be determined during FY23	Capital Reserve Deposits (utilized in FY24 or after)	TOTAL INVESTMENT
UMAINE/UMM	\$ 2,311,035	\$ 1,732,866	\$ 4,577,396	\$ 760,111	\$ 9,381,408
UMA	1,249,428	6,000	-	-	1,255,428
UMF	326,183	115,000	-	490,834	932,017
UMFK	186,176	25,000	-	-	211,176
UMPI	366,232	-	-	-	366,232
USM	4,158,910	-	-	-	4,158,910
US-IT	850,000	645,875	-	2,637,125	4,133,000
<b>TOTAL</b>	<b>\$ 9,447,964</b>	<b>\$ 2,524,741</b>	<b>\$ 4,577,396</b>	<b>\$ 3,888,070</b>	<b>\$ 20,438,171</b>



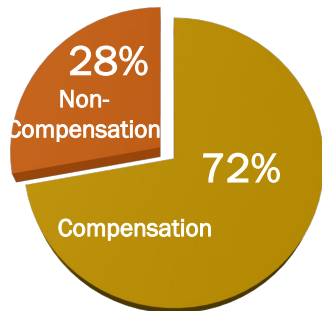


## FY23 Proposed Budget: E&G

### FY23 Revenue



### FY23 Expense

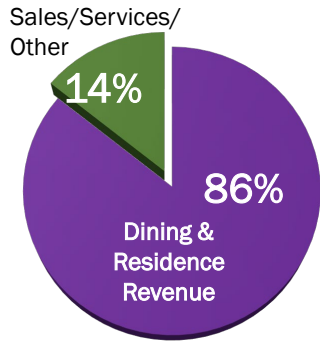


	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b> Tuition & Fees	\$ 330,228,947	\$ 338,827,614	\$ 8,598,667	2.6%
Tuition Waivers/Scholarships	(93,142,900)	(96,429,146)	(3,286,246)	3.5%
State Appropriation	205,554,730	219,611,726	14,056,996	6.8%
Sales/Services/Other	40,881,416	46,022,431	5,141,015	12.6%
<b>Total Revenue</b>	<b>483,522,193</b>	<b>508,032,625</b>	<b>24,510,432</b>	<b>5.1%</b>
<b>Expense:</b> Personnel (net of \$11.5 attrition)	369,886,057	386,982,222	17,096,165	4.6%
Fuel & Electricity	15,351,701	17,398,736	2,047,035	13.3%
Supplies & Services	34,543,179	39,220,178	4,676,999	13.5%
Travel	5,879,541	6,149,147	269,606	4.6%
Memberships, Contributions & Sponsorships	1,133,260	1,191,117	57,857	5.1%
Maintenance & Alterations	12,045,993	12,052,663	6,670	0.1%
Interest Expense	1,239,891	1,691,663	451,772	36.4%
Depreciation	33,148,096	34,015,099	867,003	2.6%
MAFES/CES/MEIF Transfers	20,880,207	19,586,710	(1,293,497)	-6.2%
Other Expenses & Transfers	16,841,675	18,389,173	1,547,498	9.2%
<b>Total Operating Expenses &amp; Transfers</b>	<b>510,949,600</b>	<b>536,676,708</b>	<b>25,727,108</b>	<b>5.0%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (27,427,407)</b>	<b>\$ (28,644,083)</b>	<b>\$ (1,216,676)</b>	<b>4.4%</b>
<b>Modified Cash Flow:</b> Add back Depreciation	33,148,096	34,015,099	867,003	2.6%
Less Capital Expenditures	(11,746,266)	(13,753,613)	(2,007,347)	17.1%
Less Capital Reserve Funding	(1,356,653)	(3,011,611)	(1,654,958)	122.0%
Less Debt Service Principal	(5,773,560)	(5,028,277)	745,283	-12.9%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(13,155,790)</b>	<b>(16,422,485)</b>	<b>(3,266,695)</b>	
Transfer from/(to) Budget Stabilization	6,593,088	5,096,169	(1,496,919)	
<b>Net Change Subtotal</b>	<b>(6,562,702)</b>	<b>(11,326,316)</b>	<b>(4,763,614)</b>	
Other Strategic Transfers from/(to) Reserves	6,408,624	12,154,391	5,745,767	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (154,078)</b>	<b>\$ 828,075</b>	<b>\$ 982,153</b>	

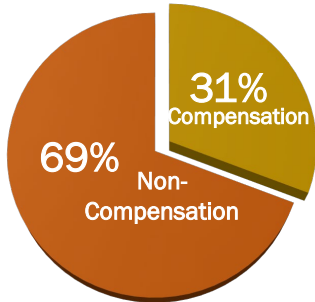


## FY23 Proposed Budget: Auxiliary

### FY23 Revenue



### FY23 Expense

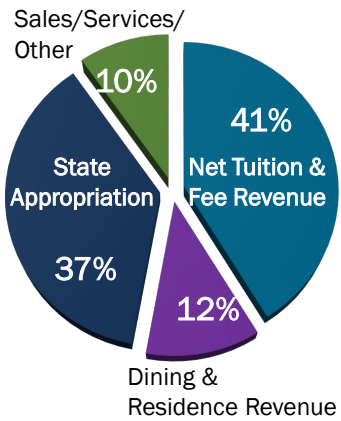


	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b> Tuition & Fees	\$ 873,175	\$ -	\$ (873,175)	-100.0%
Dining	30,644,081	33,575,913	2,931,832	9.6%
Residence	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(2,461,735)	(2,482,714)	(20,979)	0.9%
HEERF - Lost Revenue	650,000	-	(650,000)	-100.0%
Sales/Services/Other	10,380,115	11,383,853	1,003,738	9.7%
<b>Total Revenue</b>	<b>73,948,959</b>	<b>79,847,413</b>	<b>5,898,454</b>	<b>8.0%</b>
<b>Expense:</b> Personnel Expense (net of \$0.2 Attrition)	25,513,348	24,699,234	(814,114)	-3.2%
Fuel & Electricity	5,880,560	5,697,927	(182,633)	-3.1%
Supplies & Services	21,131,764	23,623,854	2,492,090	11.8%
Travel	76,359	52,080	(24,279)	-31.8%
Memberships, Contributions & Sponsorships	18,876	16,727	(2,149)	-11.4%
Maintenance & Alterations	4,179,811	4,326,419	146,608	3.5%
Interest Expense	2,994,438	2,107,013	(887,425)	-29.6%
Depreciation	6,655,351	6,053,495	(601,856)	-9.0%
Other Expenses & Transfers	8,502,162	13,446,575	4,944,413	58.2%
<b>Total Operating Expenses &amp; Transfers</b>	<b>74,952,669</b>	<b>80,023,324</b>	<b>5,070,655</b>	<b>6.8%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (1,003,710)</b>	<b>\$ (175,911)</b>	<b>\$ 827,799</b>	<b>-82.5%</b>
<b>Modified Cash Flow:</b> Add back Depreciation	6,655,351	6,053,495	(601,856)	-9.0%
Less Capital Expenditures	(3,073,910)	(2,796,488)	277,422	-9.0%
Less Capital Reserve Funding	(110,808)	(876,459)	(765,651)	691.0%
Less Debt Service Principal	(5,214,144)	(4,596,683)	617,461	-11.8%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(2,747,221)</b>	<b>(2,392,046)</b>	<b>(355,175)</b>	
Transfer from/to Budget Stabilization	-	1,417,180	1,417,180	
Other Strategic Transfers from/(to) Reserves	-	146,791	146,791	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (2,747,221)</b>	<b>\$ (828,075)</b>	<b>\$ 1,919,146</b>	

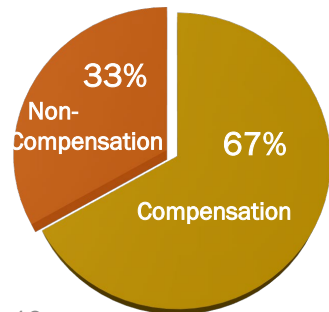


## FY23 Proposed Budget: E&G and Auxiliary

### FY23 Revenue



### FY23 Expense



	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b>				
Tuition & Fee	\$ 331,102,122	\$ 338,827,614	\$ 7,725,492	2.3%
Dining	30,644,081	33,575,913	2,931,832	9.6%
Residence	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(95,604,635)	(98,911,860)	(3,307,225)	3.5%
State Appropriation	205,554,730	219,611,726	14,056,996	6.8%
HEERF - Lost Revenue	650,000	-	(650,000)	-100.0%
Sales/Services/Auxiliary	51,261,531	57,406,284	6,144,753	12.0%
<b>Total Revenue</b>	<b>557,471,152</b>	<b>587,880,038</b>	<b>30,408,886</b>	<b>5.5%</b>
<b>Expense:</b>				
Personnel (net of \$11.7 attrition)	395,399,405	411,681,456	16,282,051	4.1%
Fuel & Electricity	21,232,261	23,096,663	1,864,402	8.8%
Supplies & Services	55,674,943	62,844,032	7,169,089	12.9%
Travel	5,955,900	6,201,227	245,327	4.1%
Memberships, Contributions & Sponsorships	1,152,136	1,207,844	55,708	4.8%
Maintenance & Alterations	16,225,804	16,379,082	153,278	0.9%
Interest Expense	4,234,329	3,798,676	(435,653)	-10.3%
Depreciation	39,803,447	40,068,594	265,147	0.7%
MAFES/CES/MEIF Transfers	20,880,207	19,586,710	(1,293,497)	-6.2%
Other Expenses & Transfers:	25,343,837	31,835,748	6,491,911	25.6%
<b>Total Operating Expenses &amp; Transfers</b>	<b>585,902,269</b>	<b>616,700,032</b>	<b>30,797,763</b>	<b>5.3%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (28,431,117)</b>	<b>\$ (28,819,994)</b>	<b>\$ (388,877)</b>	<b>1.4%</b>
<b>Modified Cash Flow:</b>				
Add back Depreciation	39,803,447	40,068,594	265,147	0.7%
Less Capital Expenditures	(14,820,176)	(16,550,101)	(1,729,925)	11.7%
Less Capital Reserve Funding	(1,467,461)	(3,888,070)	(2,420,609)	165.0%
Less Debt Service Principal	(10,987,704)	(9,624,960)	1,362,744	-12.4%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(15,903,011)</b>	<b>(18,814,531)</b>	<b>(2,911,520)</b>	
Transfer from/(to) Budget Stabilization	6,593,088	6,513,349	(79,739)	
<b>Net Change Subtotal</b>	<b>(9,309,923)</b>	<b>(12,301,182)</b>	<b>(2,991,259)</b>	
Other Strategic Transfers from/(to) Reserves	6,408,624	12,301,182	5,892,558	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (2,901,299)</b>	<b>\$ 0</b>	<b>\$ 2,901,299</b>	

## Quasi-Independent State Entities Budget Requirement

- Public Law 2011, Chapter 616 mandates:
  - Board of Trustees approval of the annual budget for travel, meals, and entertainment costs.
  - Board of Trustees approval of the annual budget for contribution expenses – defined by this Public Law as membership dues & fees, gifts, donations, and sponsorships.
  - Periodic reporting of the actual travel and contribution costs by the UMS to the Board of Trustees.
  - Annual reporting to the Legislature by the UMS of contributions made to persons in the preceding year that were greater than \$1,000, and the total contributed to each.

### FY23 Budget

(\$000's)

Fund	Travel, Meals, Entertainment	Memberships, Gifts, Donations, & Sponsorships
E&G/Auxiliary	\$6,201	\$ 1,208
Restricted/Other	2,000	400
<b>Total</b>	<b>\$8,201</b>	<b>\$ 1,608</b>

E&G/Auxiliary are included in the proposed operating budgets. Restricted/Other includes grants & contracts, MEIF, Coop. Ext, etc. and is not included in the operating budgets.

- UMS “Use of University funds” policy generally prohibits charitable contributions; Sponsorships which advance the University’s mission are allowed. UMS “Travel & Expense” policy defines what constitutes allowable travel, meals, and entertainment expenses.



# Questions





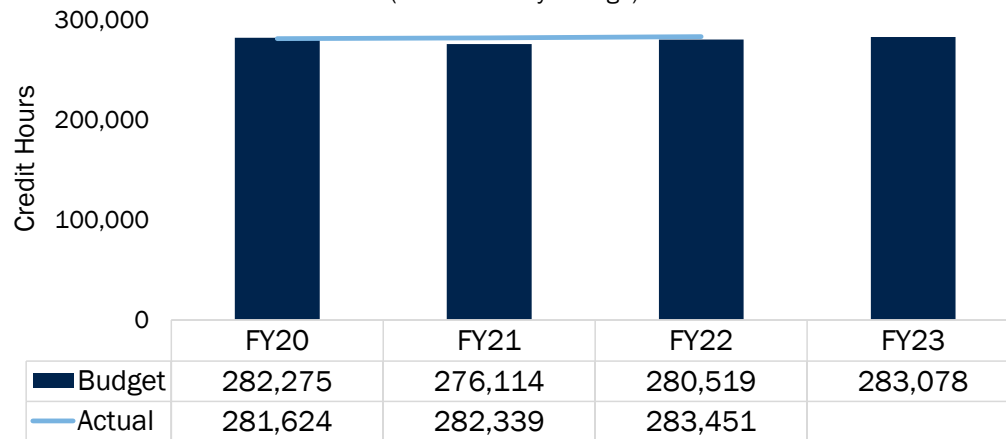
## Appendix

- Detailed Information by Campus for FY23:
  - Enrollment & Residence Hall Occupancy
  - Operating Budgets
  - Student Charges

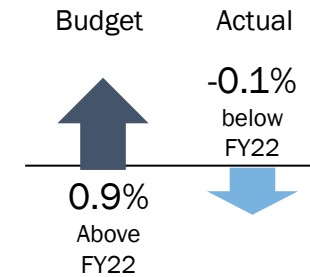


## UMaine Enrollment

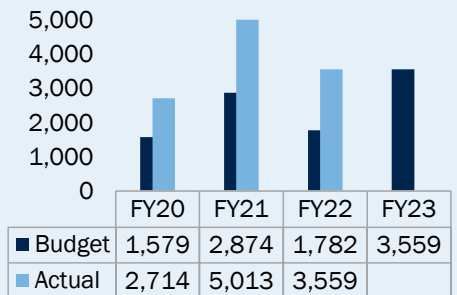
### Total Credit Hour Enrollment (excludes Early College)



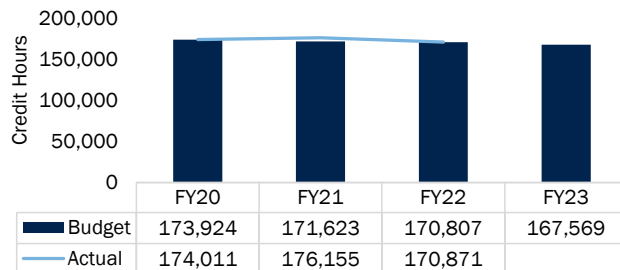
### FY23 Enrollment Budget



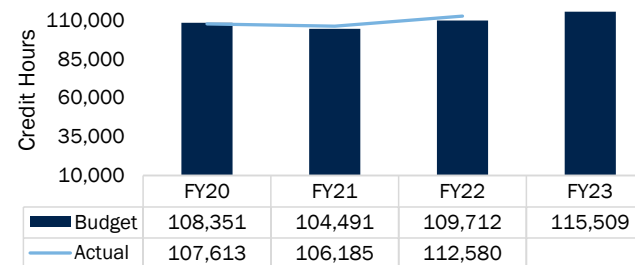
### Early College



### In-State (excludes EC)



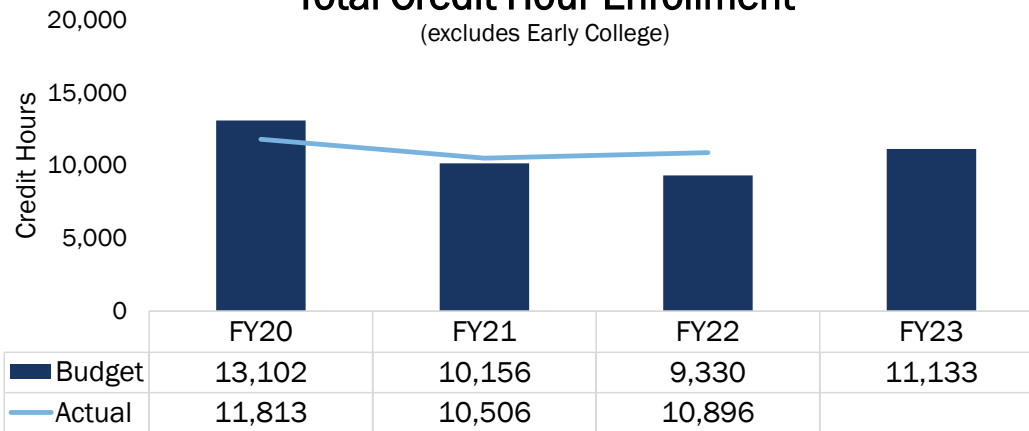
### Out-of-State



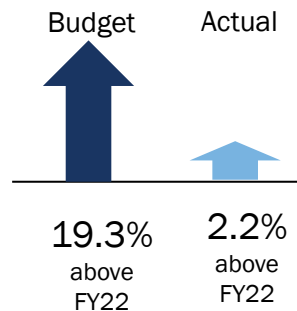


## UMM Enrollment

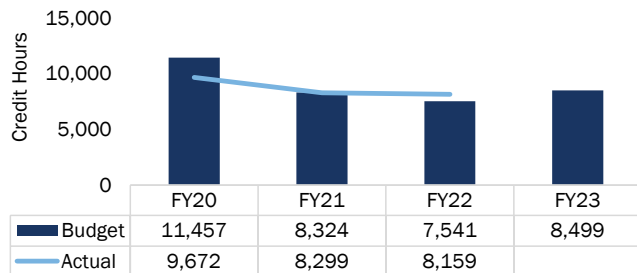
### Total Credit Hour Enrollment (excludes Early College)



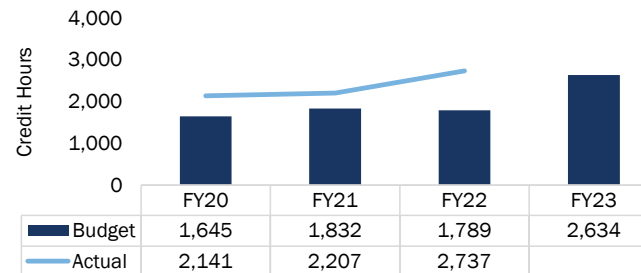
### FY23 Enrollment Budget



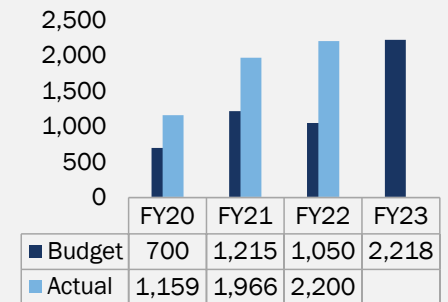
### In-State (excludes EC)



### Out-of-State



### Early College



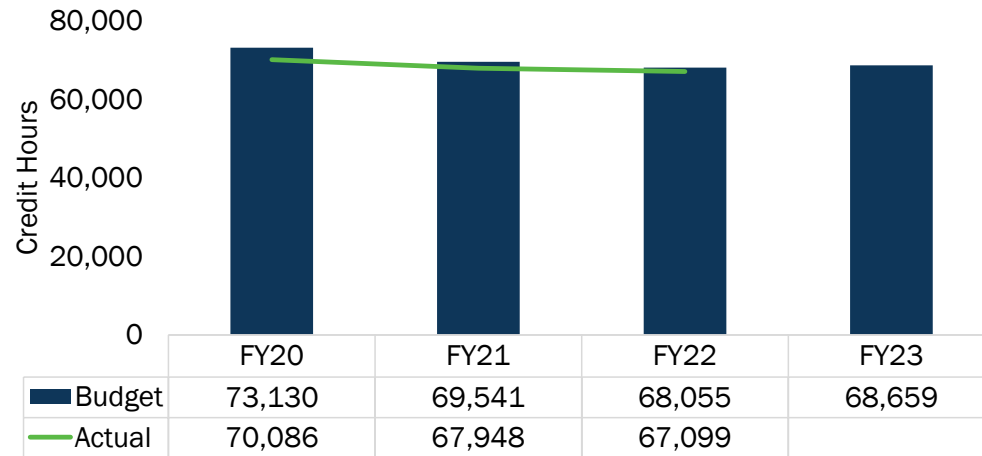




## UMA Enrollment

### Total Credit Hour Enrollment

(excludes Early College)



### FY23 Enrollment Budget

Budget

Actual

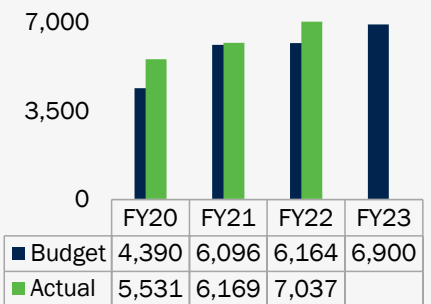


0.9%  
above  
FY22

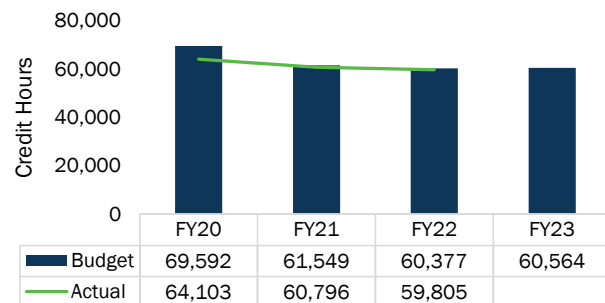
2.3%  
above  
FY22



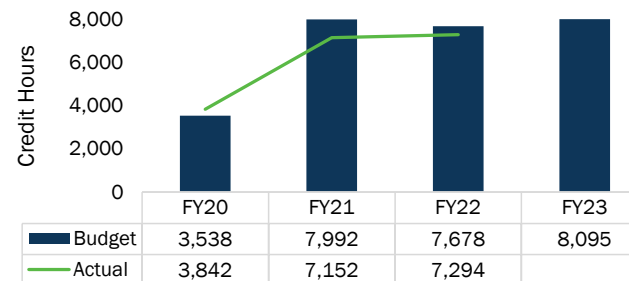
### Early College



### In-State (excludes EC)

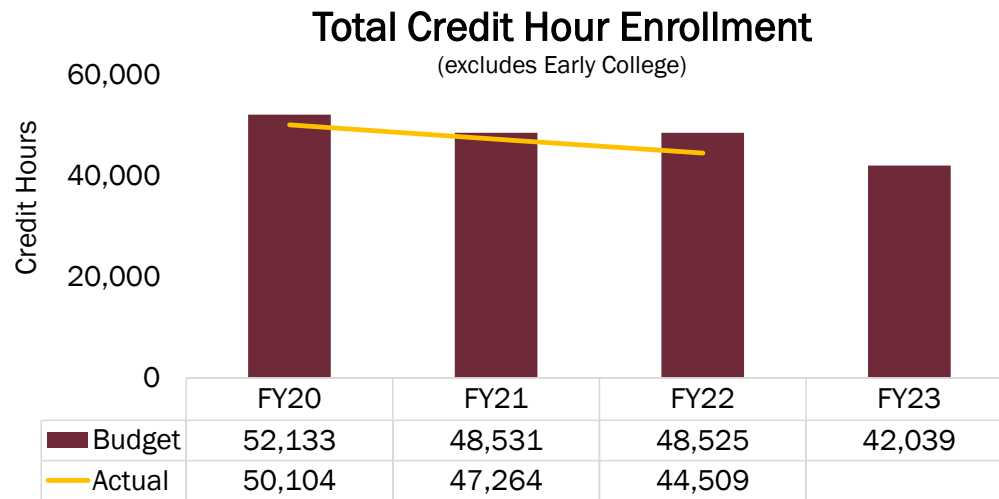


### Out-of-State







## UMF Enrollment

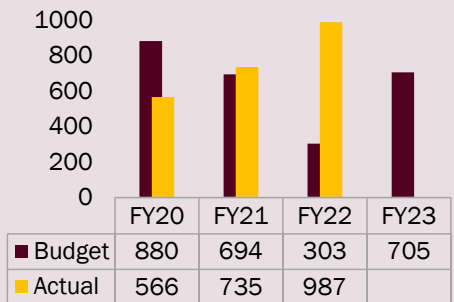


### FY23 Enrollment Budget

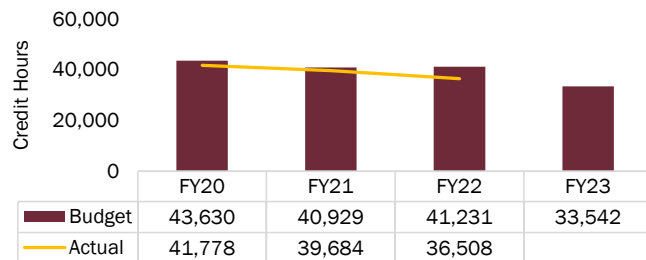
Budget	Actual
-13.4% below FY22	-5.5% below FY22
	



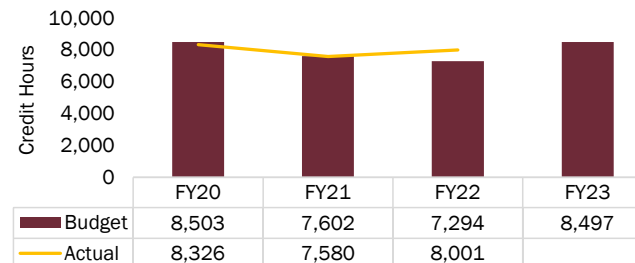
### Early College



### In-State (excludes EC)



### Out-of-State

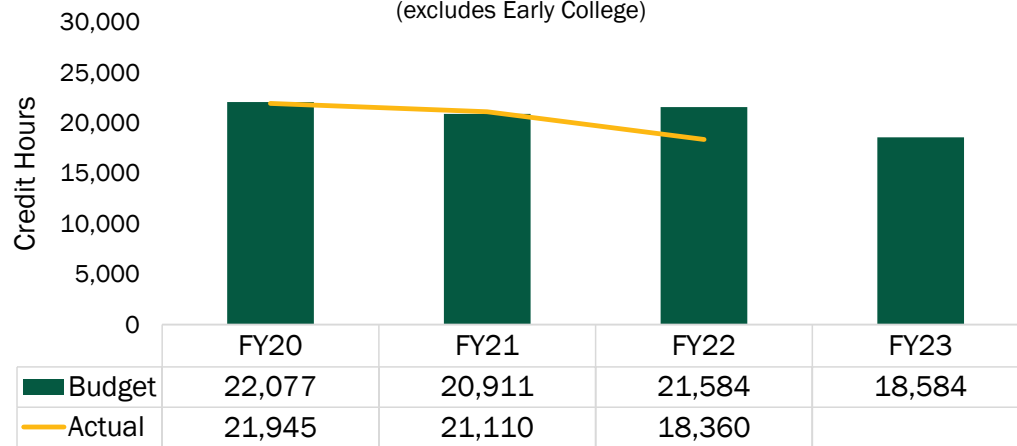




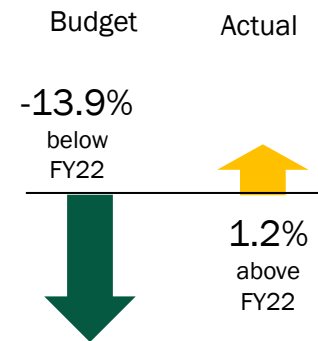
## UMFK Enrollment

### Total Credit Hour Enrollment

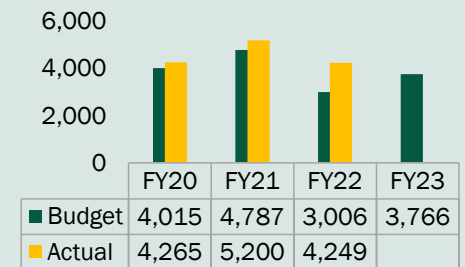
(includes Academic Partnership)  
(excludes Early College)



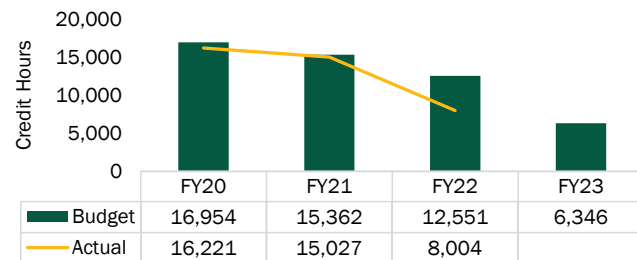
### FY23 Enrollment Budget



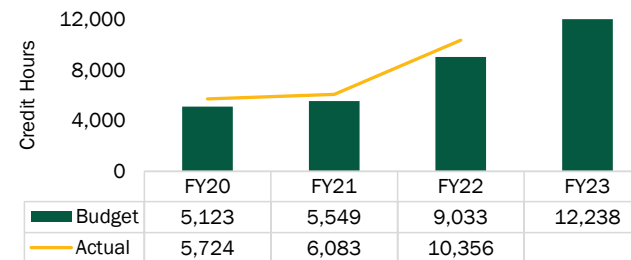
### Early College



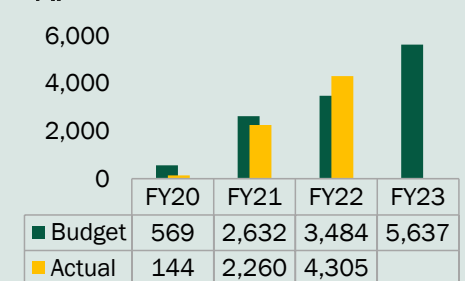
### In-State (excludes EC)



### Out-of-State



### AP

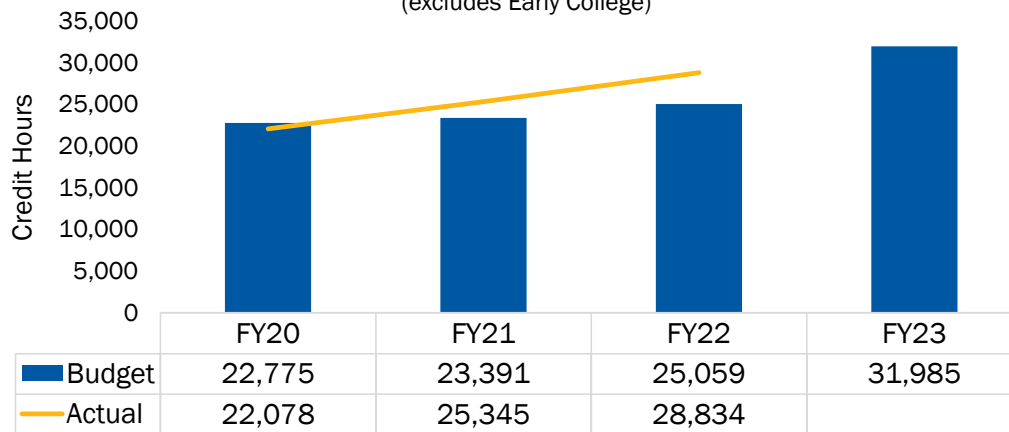




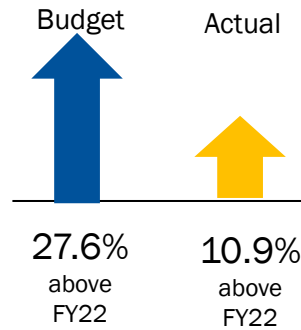
## UMPI Enrollment

### Total Credit Hour Enrollment

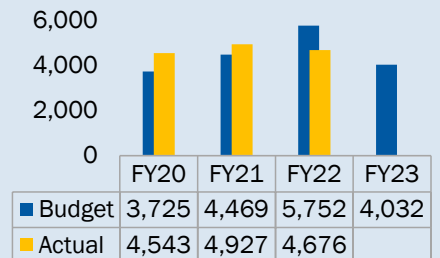
(includes CBE, Academic Partnership)  
(excludes Early College)



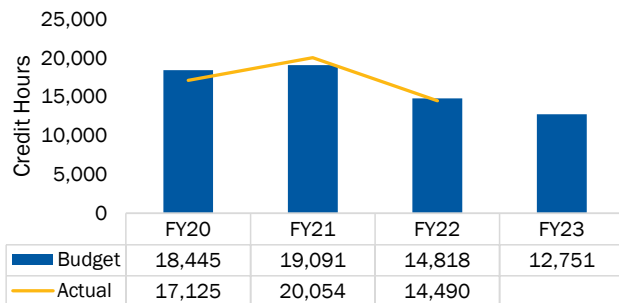
### FY23 Enrollment Budget



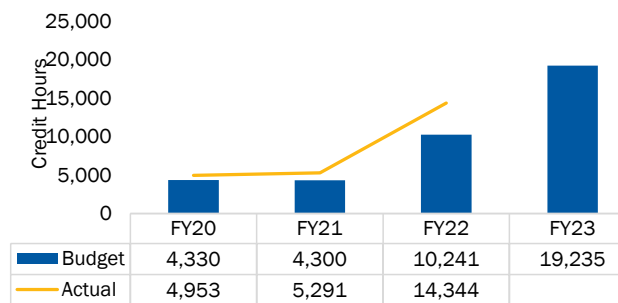
### Early College



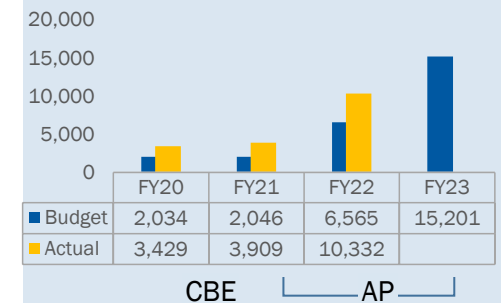
### In-State (excludes EC)



### Out-of-State



### CBE/AP

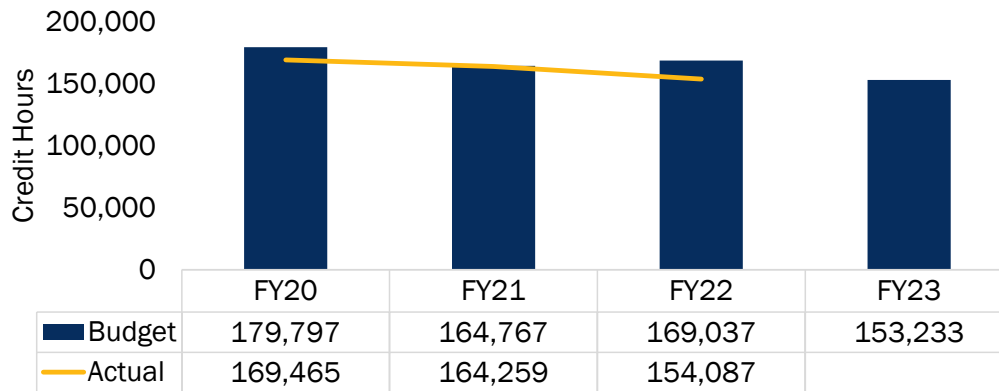




## USM Enrollment

### Total Credit Hour Enrollment

(includes Academic Partnership)  
(excludes Early College)

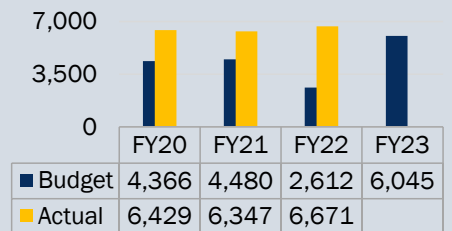


### FY23 Enrollment Budget

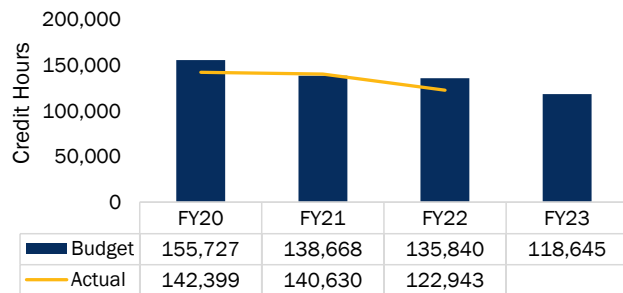
Budget	Actual
-9.3% below FY22	-0.6% below FY22



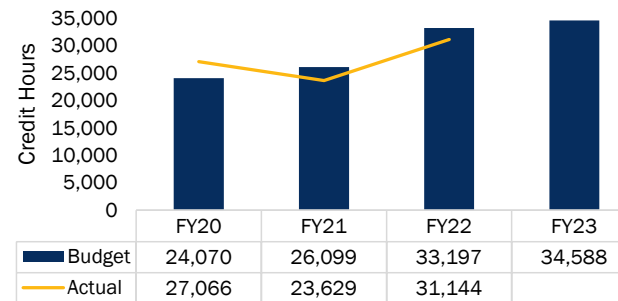
### Early College



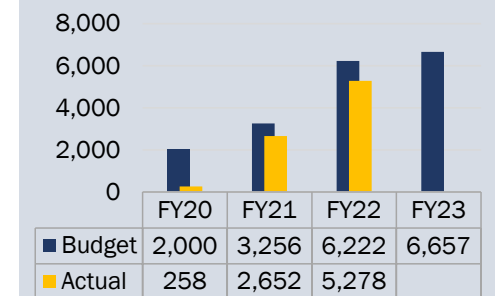
### In-State (excludes EC)



### Out-of-State



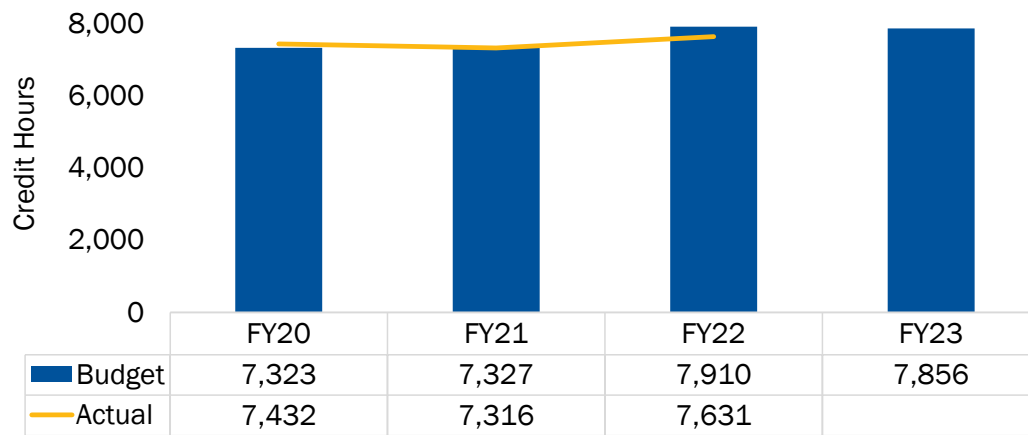
### AP



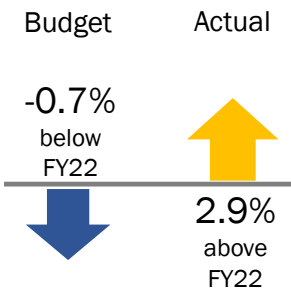


## Maine Law Enrollment

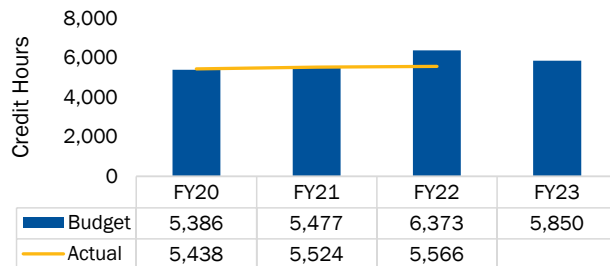
### Total Credit Hour Enrollment



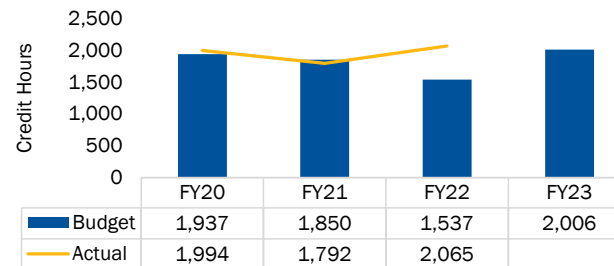
### FY23 Enrollment Budget



### In-State



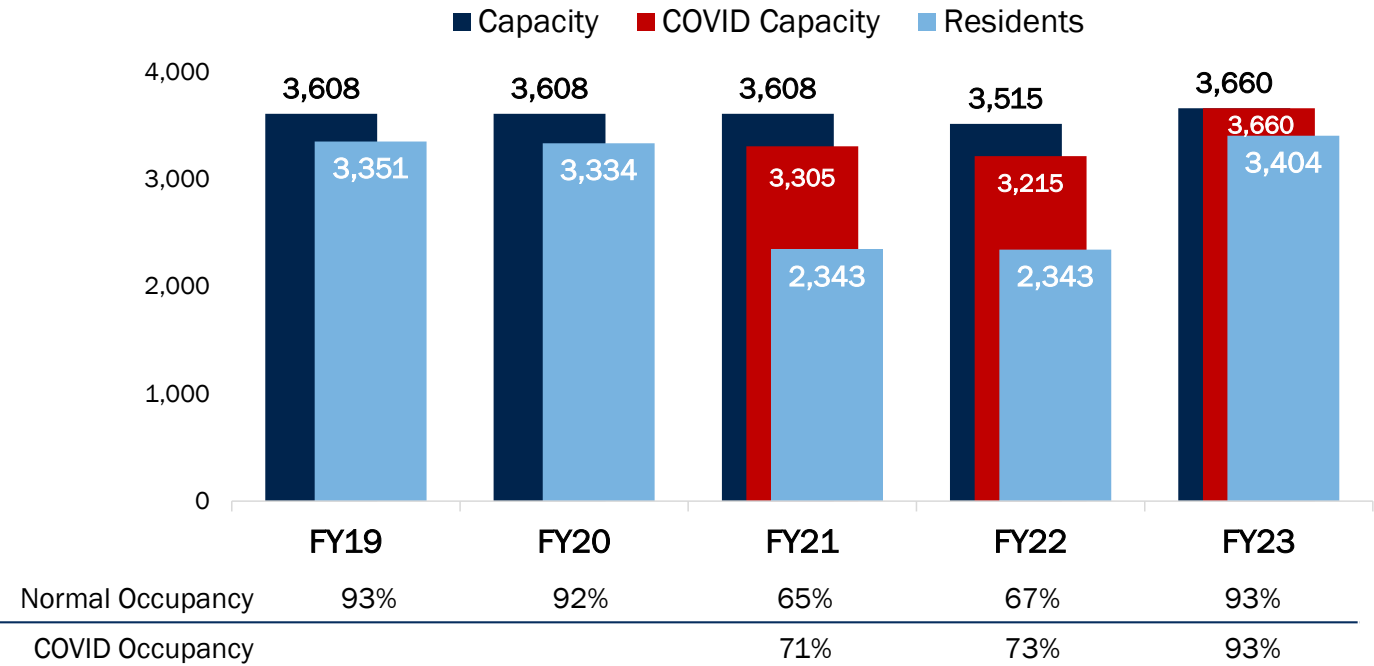
### Out-of-State





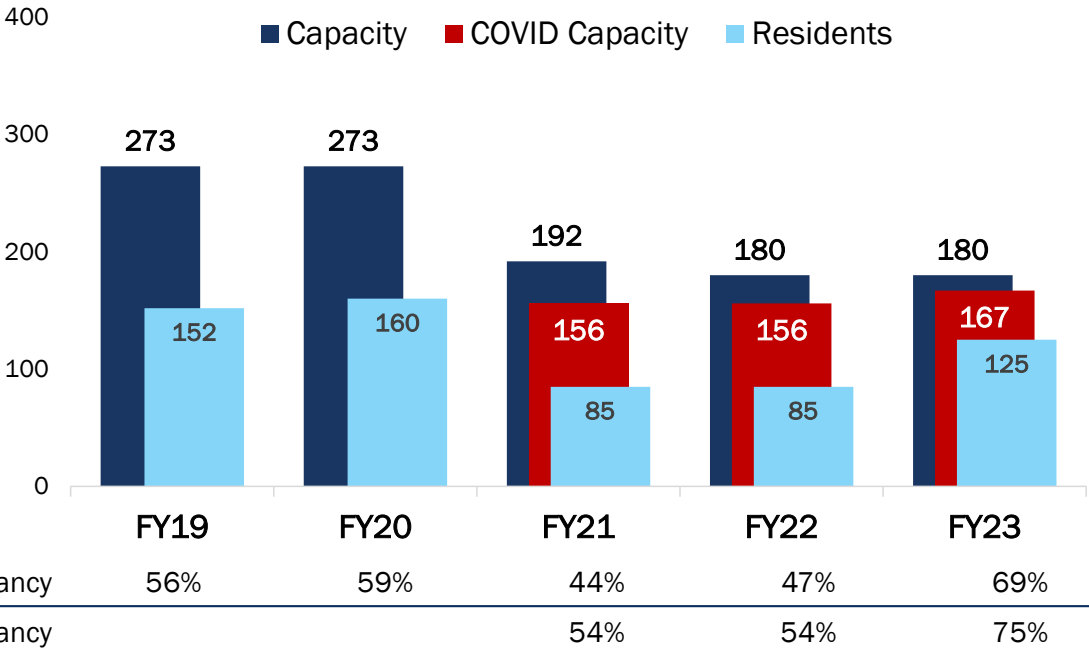


Residence Hall Occupancy (Annual Average)





# Residence Hall Occupancy (Annual Average)



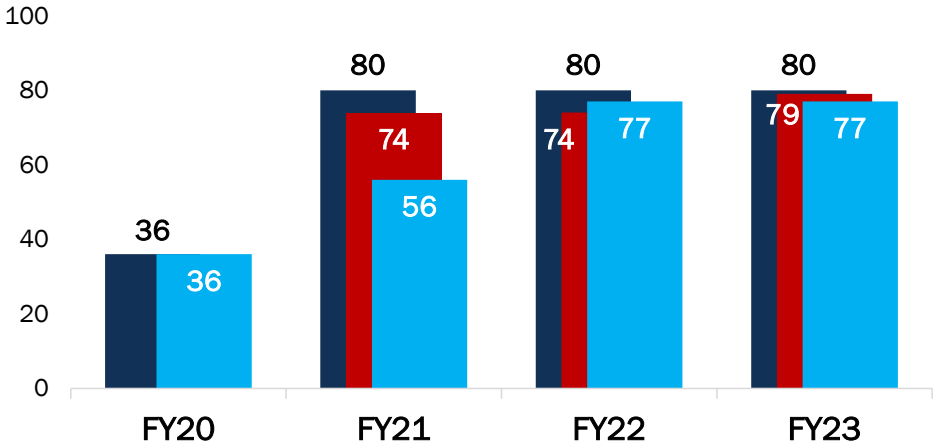




# Residence Hall Occupancy (Annual Average)



■ Capacity ■ COVID Capacity ■ Residents

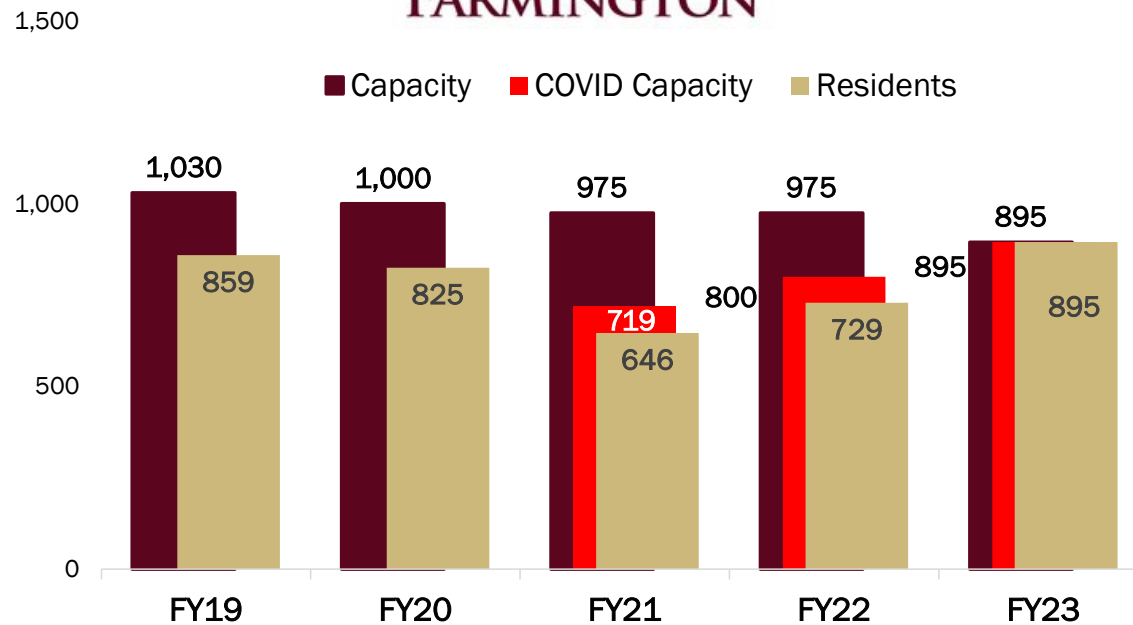


Normal Occupancy	FY20	FY21	FY22	FY23
	100%	70%	96%	96%
COVID Occupancy		76%	104%	97%

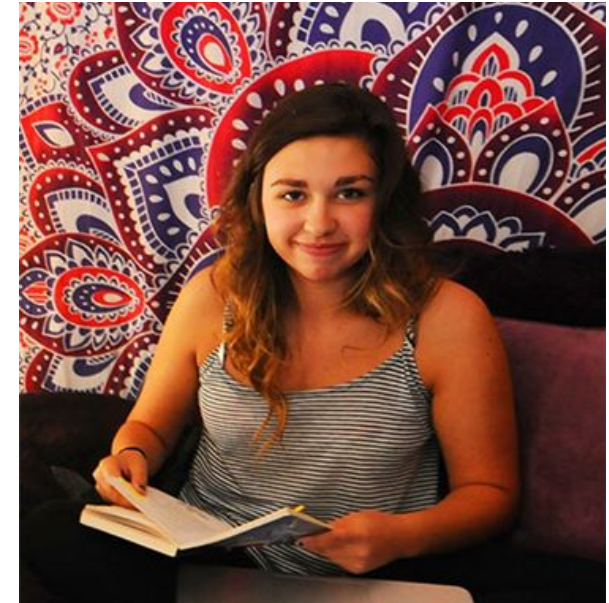




## Residence Hall Occupancy (Annual Average)

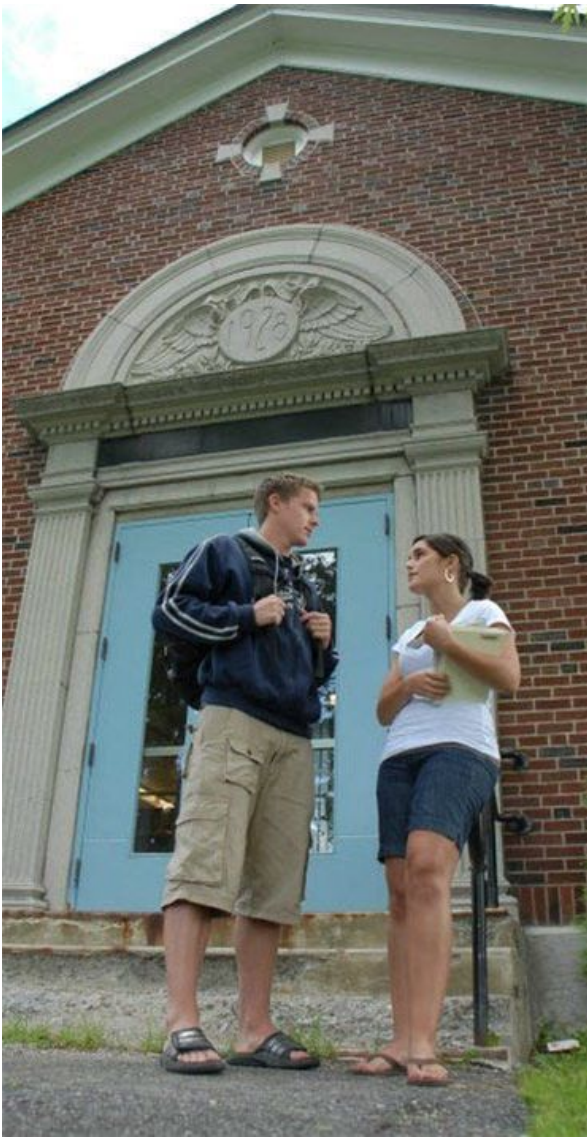
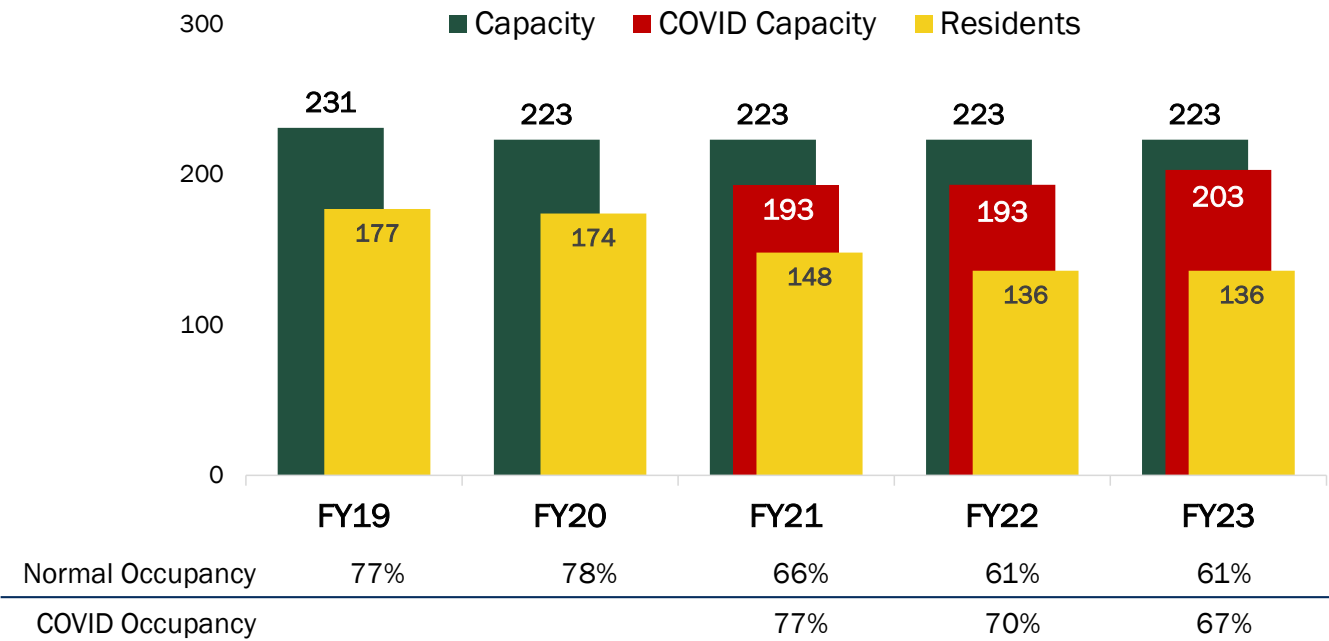


Normal Occupancy	83%	83%	66%	75%	100%
COVID Occupancy			90%	91%	100%





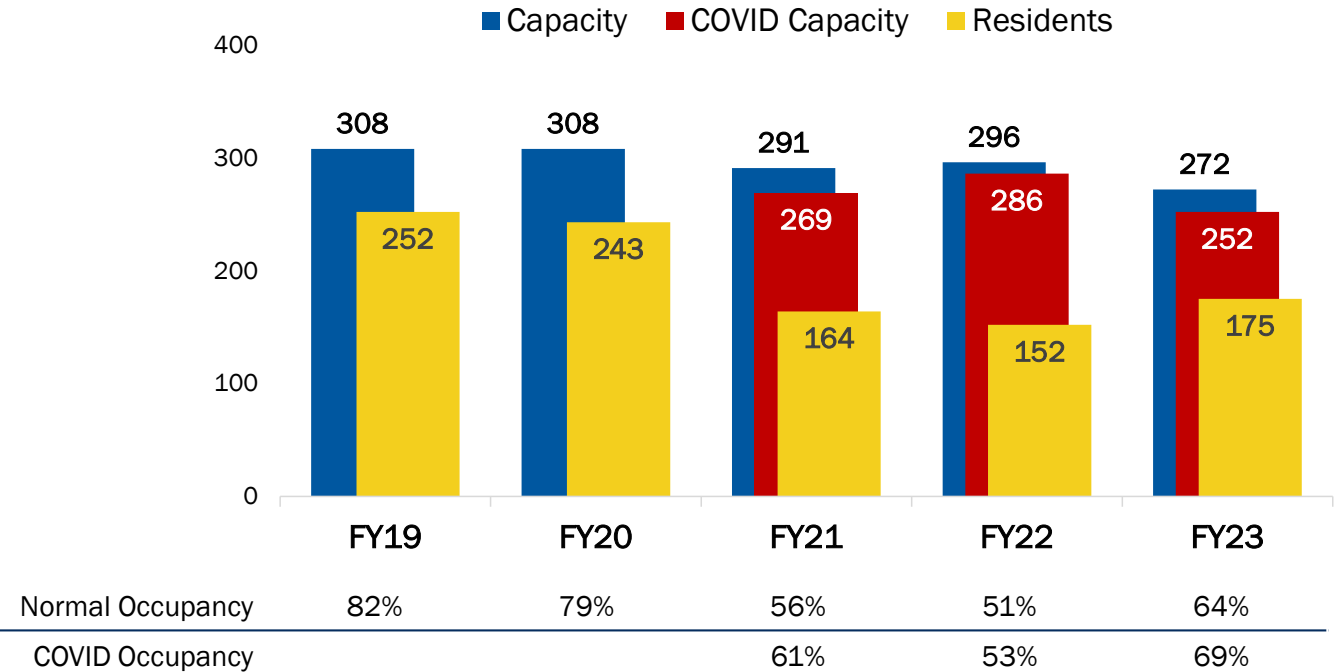
Residence Hall Occupancy (Annual Average)







# Residence Hall Occupancy (Annual Average)

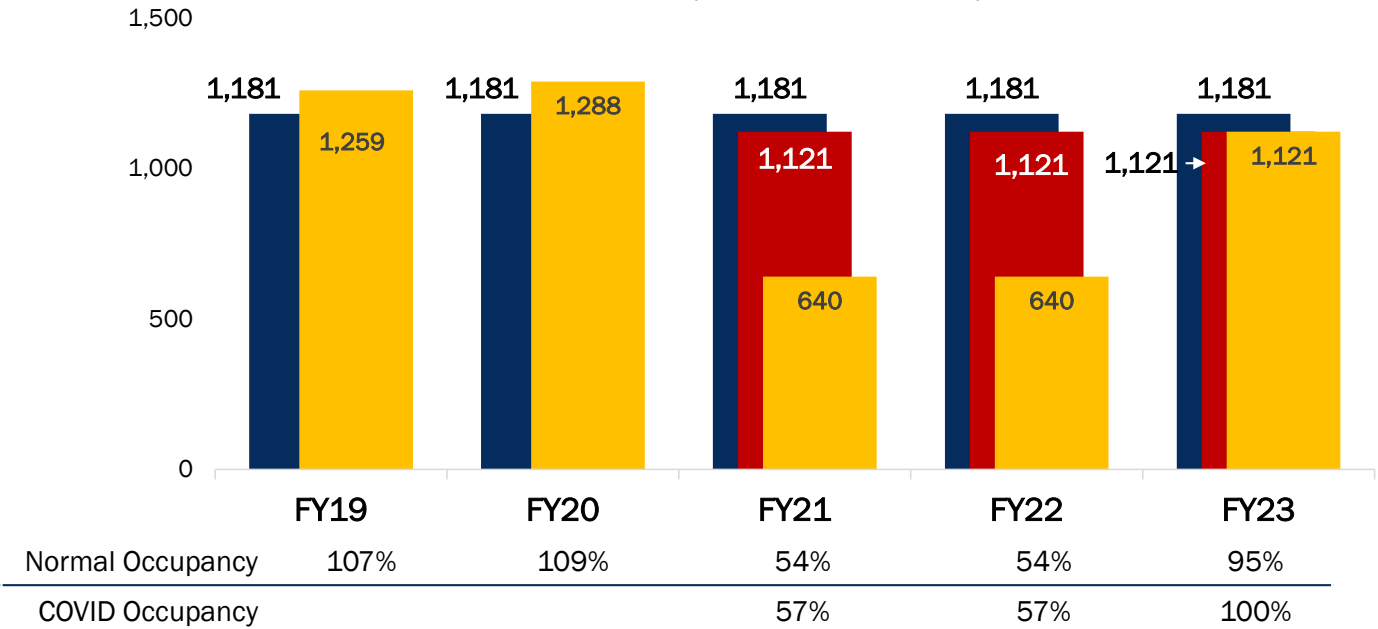




Residence Hall Occupancy (Annual Average)



■ Capacity ■ COVID Capacity ■ Residents



Board of Trustees Meeting - May 2022 - Attachments

	UMS TOTAL						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	E&G FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 299,124,061	\$ 312,243,463	\$ 319,016,811	\$ 320,493,985	\$ 330,228,947	\$ 338,827,614	\$ 8,598,667	2.6%
Dining Revenue	1,614	1,915	(739)	-	-	-	-	-%
Residence Revenue	14,359	10,228	9,874	18,269	-	-	-	-%
Tuition Waivers/Scholarships	(80,737,436)	(87,682,269)	(95,303,121)	(94,455,131)	(93,142,900)	(96,429,146)	(3,286,246)	3.5%
Net Student Charges Revenue	218,402,598	224,573,338	223,722,825	226,057,124	237,086,047	242,398,468	5,312,421	2.2%
State Appropriation	188,920,534	188,920,534	197,899,372	195,862,398	205,554,730	219,611,726	14,056,996	6.8%
HEERF Relief - Lost Revenue	-	-	-	2,355,278	-	-	-	-%
Indirect Cost Recovery	12,277,559	13,595,333	14,680,200	17,318,633	16,815,543	20,624,043	3,808,500	22.6%
Investment Income/Gifts	7,005,550	11,694,013	9,278,280	23,300,855	3,825,302	4,129,394	304,092	7.9%
Sales/Services/Auxiliary	23,738,945	23,086,426	19,101,027	9,704,929	20,240,571	21,268,994	1,028,423	5.1%
<b>Total Revenue</b>	<b>450,345,186</b>	<b>461,869,643</b>	<b>464,681,704</b>	<b>474,599,216</b>	<b>483,522,193</b>	<b>508,032,625</b>	<b>24,510,432</b>	<b>5.1%</b>
<b>Expenses</b>								
Salaries & Wages	\$224,400,522	\$231,607,838	\$238,280,079	\$239,210,825	\$259,938,576	\$274,516,853	\$14,578,277	5.6%
Attrition (Salary Only)	-	-	-	-	(3,404,632)	(7,582,691)	(4,178,059)	122.7%
Employee Benefits Including Attrition	100,079,279	104,223,963	107,409,277	106,523,979	113,352,113	120,048,060	6,695,947	5.9%
Pandemic Pay	-	-	1,487,858	958,765	-	-	-	-%
Personnel	324,479,801	335,831,801	347,177,214	346,693,569	369,886,057	386,982,222	17,096,165	4.6%
Other Expenses & Transfers:								
Fuel & Electricity	13,529,287	14,299,233	12,492,563	10,759,362	15,351,701	17,398,736	2,047,035	13.3%
Supplies & Services	32,951,197	34,300,921	33,987,849	32,483,997	34,716,864	39,288,032	4,571,168	13.2%
Shared Services	(29,905)	(4,115)	(4,838)	-	(173,685)	(67,854)	105,831	-60.9%
Travel	6,833,355	8,080,413	5,587,554	1,619,620	5,879,541	6,149,147	269,606	4.6%
Memberships, Contributions & Sponsorships	1,311,537	1,437,786	1,098,283	993,028	1,133,260	1,191,117	57,857	5.1%
Maintenance & Alterations	12,882,090	12,744,534	12,062,682	10,688,280	12,045,993	12,052,663	6,670	0.1%
Interest	1,760,344	1,711,106	1,532,721	1,397,968	1,239,891	1,691,663	451,772	36.4%
Depreciation	32,128,069	33,121,470	32,866,002	32,645,730	33,148,096	34,015,099	867,003	2.6%
Transfers to/(from) MAFES/CES	13,070,545	13,486,075	13,235,197	13,204,062	13,843,393	13,385,884	(457,509)	-3.3%
Transfers to/(from) MEIF	6,104,907	6,454,248	6,791,612	6,903,424	7,036,814	6,200,826	(835,988)	-11.9%
Other Expenses & Transfers	11,324,452	8,052,335	1,667,256	6,024,327	16,212,708	17,662,526	1,449,818	8.9%
Unassigned Budget	17,189	5,005	5,334	1,599	628,967	726,647	97,680	15.5%
<b>Total Other Expenses &amp; Transfers</b>	<b>125,567,762</b>	<b>135,120,193</b>	<b>109,225,931</b>	<b>58,025,543</b>	<b>141,063,543</b>	<b>149,694,486</b>	<b>8,630,943</b>	<b>6.1%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>450,047,563</b>	<b>470,951,994</b>	<b>456,403,145</b>	<b>404,719,111</b>	<b>510,949,600</b>	<b>536,676,708</b>	<b>25,727,108</b>	<b>5.0%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 297,622</b>	<b>\$ (9,082,351)</b>	<b>\$ 8,278,559</b>	<b>\$ 69,880,105</b>	<b>\$ (27,427,407)</b>	<b>\$ (28,644,083)</b>	<b>\$ (1,216,676)</b>	<b>4.4%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 297,622	\$ (9,082,351)	\$ 8,278,559	\$ 69,880,105	\$ (27,427,407)	\$ (28,644,083)	\$ (1,216,676)	4.4%
Add Back Depreciation	32,128,069	33,121,470	32,866,002	32,645,730	33,148,096	34,015,099	867,003	2.6%
Less Capital Expenditures	(8,468,070)	(7,817,931)	(8,557,236)	(7,598,373)	(11,746,266)	(13,753,613)	(2,007,347)	17.1%
Less Capital Reserve Funding	(5,017,317)	(6,767,182)	-	(3,269,961)	(1,356,653)	(3,011,611)	(1,654,958)	122.0%
Less Debt Service Principal	(4,974,456)	(4,215,513)	(4,168,229)	(4,145,907)	(5,773,560)	(5,028,277)	745,283	-12.9%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>13,965,848</b>	<b>5,238,494</b>	<b>28,419,096</b>	<b>87,511,595</b>	<b>(13,155,790)</b>	<b>(16,422,485)</b>	<b>(3,266,695)</b>	
Transfer from/(to) Administrative Savings Rsrv	(2,558,792)	(2,638,839)	(2,530,716)	(1,476,516)	-	-	-	
Transfer from/(to) Budget Stabilization	(1,724,680)	202,546	860,760	1,554,497	6,593,088	5,096,169	(1,496,919)	
<b>Net Change Subtotal</b>	<b>9,682,376</b>	<b>2,802,201</b>	<b>26,749,140</b>	<b>87,589,575</b>	<b>(6,562,702)</b>	<b>(11,326,316)</b>	<b>(4,763,614)</b>	
Other Strategic Transfers from/(to) Reserves	(5,400,949)	3,959,603	(11,752,808)	(60,807,382)	6,408,624	12,154,391	5,745,767	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 4,281,426</b>	<b>\$ 6,761,804</b>	<b>\$ 14,996,332</b>	<b>\$ 26,782,193</b>	<b>\$ (154,078)</b>	<b>\$ 828,075</b>	<b>\$ 982,153</b>	

Board of Trustees Meeting - May 2022 - Attachments

	UMS TOTAL						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	Auxiliary FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 1,133,614	\$ 1,130,062	\$ 1,053,562	\$ 119,026	\$ 873,175	\$ -	\$ (873,175)	-100.0%
Dining Revenue	29,577,135	31,051,752	25,360,470	22,610,415	30,644,081	33,575,913	2,931,832	9.6%
Residence Revenue	34,249,346	34,420,322	34,334,542	22,348,348	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(2,594,361)	(2,333,667)	(2,268,624)	(2,325,278)	(2,461,735)	(2,482,714)	(20,979)	0.9%
Net Student Charges Revenue	62,365,734	64,268,469	58,479,949	42,752,511	62,918,844	68,463,560	5,544,716	8.8%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	19,121,509	650,000	-	(650,000)	-100.0%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	17,045,583	16,744,889	14,242,832	11,338,900	10,380,115	11,383,853	1,003,738	9.7%
<b>Total Revenue</b>	<b>79,411,316</b>	<b>81,013,358</b>	<b>72,722,781</b>	<b>73,212,919</b>	<b>73,948,959</b>	<b>79,847,413</b>	<b>5,898,454</b>	<b>8.0%</b>
<b>Expenses</b>								
Salaries & Wages	\$14,949,001	\$15,628,775	\$14,570,859	\$14,557,456	\$17,765,359	\$17,093,252	(\$672,107)	-3.8%
Attrition (Salary Only)	-	-	-	-	-	(195,624)	(195,624)	-%
Employee Benefits Including Attrition	6,667,271	6,903,775	6,472,576	6,736,377	7,747,989	7,801,606	53,617	0.7%
Pandemic Pay	-	-	826,714	458,435	-	-	-	-%
Personnel	21,616,272	22,532,550	21,870,149	21,752,267	25,513,348	24,699,234	(814,114)	-3.2%
Other Expenses & Transfers:								
Fuel & Electricity	5,706,171	6,263,138	5,538,221	4,998,012	5,880,560	5,697,927	(182,633)	-3.1%
Supplies & Services	23,191,009	23,885,188	20,935,335	17,048,401	21,073,594	23,556,000	2,482,406	11.8%
Shared Services	-	-	-	-	58,170	67,854	9,684	16.6%
Travel	129,660	190,582	173,049	25,833	76,359	52,080	(24,279)	-31.8%
Memberships, Contributions & Sponsorships	17,449	21,257	13,295	10,540	18,876	16,727	(2,149)	-11.4%
Maintenance & Alterations	4,409,689	4,862,301	3,926,960	3,911,811	4,179,811	4,326,419	146,608	3.5%
Interest	3,922,381	3,700,111	3,466,453	3,198,906	2,994,438	2,107,013	(887,425)	-29.6%
Depreciation	5,660,872	5,991,956	6,320,307	6,539,651	6,655,351	6,053,495	(601,856)	-9.0%
Transfers to/(from) MAFES/CES	-	-	-	-	-	-	-	-%
Transfers to/(from) MEIF	-	-	-	-	-	-	-	-%
Other Expenses & Transfers	10,381,614	10,117,563	16,012,000	13,214,617	8,496,909	13,415,835	4,918,926	57.9%
Unassigned Budget	-	-	-	-	5,253	30,740	25,487	485.2%
<b>Total Other Expenses &amp; Transfers</b>	<b>53,418,844</b>	<b>55,032,098</b>	<b>56,385,619</b>	<b>48,947,771</b>	<b>49,439,321</b>	<b>55,324,090</b>	<b>5,884,769</b>	<b>11.9%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>75,035,116</b>	<b>77,564,648</b>	<b>78,255,768</b>	<b>70,700,038</b>	<b>74,952,669</b>	<b>80,023,324</b>	<b>5,070,655</b>	<b>6.8%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 4,376,201</b>	<b>\$ 3,448,710</b>	<b>\$ (5,532,987)</b>	<b>\$ 2,512,881</b>	<b>\$ (1,003,710)</b>	<b>\$ (175,911)</b>	<b>\$ 827,799</b>	<b>-82.5%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 4,376,201	\$ 3,448,710	\$ (5,532,987)	\$ 2,512,881	\$ (1,003,710)	\$ (175,911)	\$ 827,799	-82.5%
Add Back Depreciation	5,660,872	5,991,956	6,320,307	6,539,651	6,655,351	6,053,495	(601,856)	-9.0%
Less Capital Expenditures	(2,010,486)	(3,079,073)	(1,007,950)	(532,225)	(3,073,910)	(2,796,488)	277,422	-9.0%
Less Capital Reserve Funding	(1,504,056)	(519,100)	-	-	(110,808)	(876,459)	(765,651)	691.0%
Less Debt Service Principal	(5,162,411)	(5,450,898)	(5,901,036)	(5,221,483)	(5,214,144)	(4,596,683)	617,461	-11.8%
<b>Net Change Before Other Adjustments &amp; Transfers</b>	<b>1,360,120</b>	<b>391,596</b>	<b>(6,121,666)</b>	<b>3,298,825</b>	<b>(2,747,221)</b>	<b>(2,392,046)</b>	<b>355,175</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	1,417,180	1,417,180	
<b>Net Change Subtotal</b>	<b>1,360,120</b>	<b>391,596</b>	<b>(6,121,666)</b>	<b>3,298,825</b>	<b>(2,747,221)</b>	<b>(974,866)</b>	<b>1,772,355</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(150,000)	(1,999,737)	-	146,791	146,791	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 1,360,120</b>	<b>\$ 391,596</b>	<b>\$ (6,271,666)</b>	<b>\$ 1,299,087</b>	<b>\$ (2,747,221)</b>	<b>\$ (828,075)</b>	<b>\$ 1,919,146</b>	

Board of Trustees Meeting - May 2022 - Attachments

	UMS TOTAL						4/21/22	
	E&G and Auxiliary						BUDGET CHANGE	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE		
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 300,257,675	\$ 313,373,526	\$ 320,070,373	\$ 320,613,011	\$ 331,102,122	\$ 338,827,614	\$ 7,725,492	2.3%
Dining Revenue	29,578,749	31,053,667	25,359,731	22,610,415	30,644,081	33,575,913	2,931,832	9.6%
Residence Revenue	34,263,705	34,430,550	34,344,416	22,366,617	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(83,331,797)	(90,015,936)	(97,571,746)	(96,780,409)	(95,604,635)	(98,911,860)	(3,307,225)	3.5%
Net Student Charges Revenue	280,768,332	288,841,807	282,202,774	268,809,634	300,004,891	310,862,028	10,857,137	3.6%
State Appropriation	188,920,534	188,920,534	197,899,372	195,862,398	205,554,730	219,611,726	14,056,996	6.8%
HEERF Relief - Lost Revenue	-	-	-	21,476,787	650,000	-	(650,000)	-100.0%
Indirect Cost Recovery	12,277,559	13,595,333	14,680,200	17,318,633	16,815,543	20,624,043	3,808,500	22.6%
Investment Income/Gifts	7,005,550	11,694,013	9,278,280	23,300,855	3,825,302	4,129,394	304,092	7.9%
Sales/Services/Auxiliary	40,784,528	39,831,314	33,343,859	21,043,829	30,620,686	32,652,847	2,032,161	6.6%
<b>Total Revenue</b>	<b>529,756,502</b>	<b>542,883,001</b>	<b>537,404,485</b>	<b>547,812,136</b>	<b>557,471,152</b>	<b>587,880,038</b>	<b>30,408,886</b>	<b>5.5%</b>
<b>Expenses</b>								
Salaries & Wages	\$239,349,524	\$247,236,613	\$252,850,938	\$253,768,281	\$277,703,935	\$291,610,105	\$13,906,170	5.0%
Attrition (Salary Only)	-	-	-	-	(3,404,632)	(7,778,315)	(4,373,683)	128.5%
Employee Benefits Including Attrition	106,746,550	111,127,738	113,881,853	113,260,355	121,100,102	127,849,666	6,749,564	5.6%
Pandemic Pay	-	-	2,314,572	1,417,200	-	-	-	-%
Personnel	346,096,073	358,364,350	369,047,363	368,445,836	395,399,405	411,681,456	16,282,051	4.1%
Other Expenses & Transfers:								
Fuel & Electricity	19,235,457	20,562,372	18,030,785	15,757,374	21,232,261	23,096,663	1,864,402	8.8%
Supplies & Services	56,142,206	58,186,110	54,923,184	49,532,398	55,790,458	62,844,032	7,053,574	12.6%
Shared Services	(29,905)	(4,115)	(4,838)	-	(115,515)	-	115,515	-100.0%
Travel	6,963,015	8,270,996	5,760,603	1,645,453	5,955,900	6,201,227	245,327	4.1%
Memberships, Contributions & Sponsorships	1,328,987	1,459,043	1,111,577	1,003,567	1,152,136	1,207,844	55,708	4.8%
Maintenance & Alterations	17,291,778	17,606,835	15,989,642	14,600,091	16,225,804	16,379,082	153,278	0.9%
Interest	5,682,725	5,411,217	4,999,173	4,596,874	4,234,329	3,798,676	(435,653)	-10.3%
Depreciation	37,788,941	39,113,426	39,186,310	39,185,382	39,803,447	40,068,594	265,147	0.7%
Transfers to/(from) MAFES/CES	13,070,545	13,486,075	13,235,197	13,204,062	13,843,393	13,385,884	(457,509)	-3.3%
Transfers to/(from) MEIF	6,104,907	6,454,248	6,791,612	6,903,424	7,036,814	6,200,826	(835,988)	-11.9%
Other Expenses & Transfers	21,706,066	18,169,898	17,679,256	19,238,944	24,709,617	31,078,361	6,368,744	25.8%
Unassigned Budget	17,189	5,005	5,334	1,599	634,220	757,387	123,167	19.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>178,986,606</b>	<b>190,152,291</b>	<b>165,611,551</b>	<b>106,973,313</b>	<b>190,502,864</b>	<b>205,018,576</b>	<b>14,515,712</b>	<b>7.6%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>525,082,679</b>	<b>548,516,641</b>	<b>534,658,914</b>	<b>475,419,149</b>	<b>585,902,269</b>	<b>616,700,032</b>	<b>30,797,763</b>	<b>5.3%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 4,673,823</b>	<b>\$ (5,633,641)</b>	<b>\$ 2,745,571</b>	<b>\$ 72,392,986</b>	<b>\$ (28,431,117)</b>	<b>\$ (28,819,994)</b>	<b>\$ (388,877)</b>	<b>1.4%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 4,673,823	\$ (5,633,641)	\$ 2,745,571	\$ 72,392,986	\$ (28,431,117)	\$ (28,819,994)	\$ (388,877)	1.4%
Add Back Depreciation	37,788,941	39,113,426	39,186,310	39,185,382	39,803,447	40,068,594	265,147	0.7%
Less Capital Expenditures	(10,478,556)	(10,897,004)	(9,565,186)	(8,130,598)	(14,820,176)	(16,550,101)	(1,729,925)	11.7%
Less Capital Reserve Funding	(6,521,373)	(7,286,282)	-	(3,269,961)	(1,467,461)	(3,888,070)	(2,420,609)	165.0%
Less Debt Service Principal	(10,136,867)	(9,666,410)	(10,069,265)	(9,367,390)	(10,987,704)	(9,624,960)	1,362,744	-12.4%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>15,325,968</b>	<b>5,630,090</b>	<b>22,297,430</b>	<b>90,810,419</b>	<b>(15,903,011)</b>	<b>(18,814,531)</b>	<b>(2,911,520)</b>	
Transfer from/(to) Administrative Savings Rsrv	(2,558,792)	(2,638,839)	(2,530,716)	(1,476,516)	-	-	-	
Transfer from/(to) Budget Stabilization	(1,724,680)	202,546	860,760	1,554,497	6,593,088	6,513,349	(79,739)	
<b>Net Change Subtotal</b>	<b>11,042,496</b>	<b>3,193,797</b>	<b>20,627,473</b>	<b>90,888,400</b>	<b>(9,309,923)</b>	<b>(12,301,182)</b>	<b>(2,991,259)</b>	
Other Strategic Transfers from/(to) Reserves	(5,400,949)	3,959,603	(11,902,808)	(62,807,120)	6,408,624	12,301,182	5,892,558	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 5,641,546</b>	<b>\$ 7,153,400</b>	<b>\$ 8,724,666</b>	<b>\$ 28,081,280</b>	<b>\$ (2,901,299)</b>	<b>\$ -</b>	<b>\$ 2,901,299</b>	



Board of Trustees Meeting - May 2022 - Attachments

University of Maine								
	E&G					4/21/22		
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 169,109,748	\$ 176,767,390	\$ 180,746,515	\$ 185,403,489	\$ 193,708,347	\$ 201,008,265	\$ 7,299,918	3.8%
Dining Revenue	1,614	1,915	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	(52,842,062)	(57,039,355)	(63,005,894)	(65,208,415)	(65,265,292)	(68,872,019)	(3,606,727)	5.5%
Net Student Charges Revenue	116,269,299	119,729,950	117,740,622	120,195,073	128,443,055	132,136,246	3,693,191	2.9%
State Appropriation	89,106,776	88,797,945	89,437,962	89,426,672	90,449,439	95,967,855	5,518,416	6.1%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	8,271,101	9,691,701	10,612,907	12,830,865	12,510,000	16,310,000	3,800,000	30.4%
Investment Income/Gifts	934,075	937,325	940,988	1,017,145	978,025	1,047,926	69,901	7.1%
Sales/Services/Auxiliary	16,853,103	15,997,205	12,907,520	6,476,932	14,416,395	14,577,208	160,813	1.1%
<b>Total Revenue</b>	<b>231,434,354</b>	<b>235,154,126</b>	<b>231,639,998</b>	<b>229,946,688</b>	<b>246,796,914</b>	<b>260,039,235</b>	<b>13,242,321</b>	<b>5.4%</b>
<b>Expenses</b>								
Salaries & Wages	\$99,192,899	\$101,956,763	\$104,606,403	\$103,351,414	\$111,021,727	\$123,091,168	\$12,069,441	10.9%
Attrition (Salary Only)	-	-	-	-	-	(2,953,642)	(2,953,642)	-%
Employee Benefits Including Attrition	43,329,140	45,054,818	46,118,983	45,072,979	48,632,906	53,803,931	5,171,025	10.6%
Pandemic Pay	-	-	778,489	616,718	-	-	-	-%
Personnel	142,522,039	147,011,581	151,503,874	149,041,111	159,654,633	173,941,457	14,286,824	8.9%
Other Expenses & Transfers:								
Fuel & Electricity	8,604,470	9,371,646	8,096,226	7,126,760	10,350,558	11,986,421	1,635,863	15.8%
Supplies & Services	18,065,379	18,417,971	17,351,210	15,245,719	16,741,571	17,958,486	1,216,915	7.3%
Shared Services	19,327,750	19,923,395	20,573,372	21,358,771	22,119,809	22,799,414	679,605	3.1%
Travel	3,447,773	4,395,917	3,002,271	1,120,702	3,663,270	3,650,392	(12,878)	-0.4%
Memberships, Contributions & Sponsorships	394,046	441,411	385,004	391,308	385,718	437,387	51,669	13.4%
Maintenance & Alterations	5,677,160	5,959,760	5,420,288	4,784,919	4,990,858	5,109,252	118,394	2.4%
Interest	654,513	661,707	613,864	552,105	488,958	1,035,408	546,450	111.8%
Depreciation	16,028,224	16,724,242	16,568,523	16,528,014	16,757,839	17,474,095	716,256	4.3%
Transfers to/(from) MAFES/CES	13,070,545	13,486,075	13,235,197	13,204,062	13,843,393	13,385,884	(457,509)	-3.3%
Transfers to/(from) MEIF	6,104,907	6,454,248	6,791,612	6,903,424	7,036,814	6,200,826	(835,988)	-11.9%
Other Expenses & Transfers	3,047,580	(81,690)	(5,526,558)	(415,171)	5,895,815	5,609,848	(285,967)	-4.9%
Unassigned Budget	-	1,083	-	-	70,976	607,864	536,888	756.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>94,422,347</b>	<b>95,755,765</b>	<b>86,511,008</b>	<b>86,800,613</b>	<b>102,345,579</b>	<b>106,255,277</b>	<b>3,909,698</b>	<b>3.8%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>236,944,386</b>	<b>242,767,346</b>	<b>238,014,882</b>	<b>235,841,724</b>	<b>262,000,212</b>	<b>280,196,734</b>	<b>18,196,522</b>	<b>6.9%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (5,510,032)</b>	<b>\$ (7,613,220)</b>	<b>\$ (6,374,884)</b>	<b>\$ (5,895,036)</b>	<b>\$ (15,203,298)</b>	<b>\$ (20,157,499)</b>	<b>\$ (4,954,201)</b>	<b>32.6%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (5,510,032)	\$ (7,613,220)	\$ (6,374,884)	\$ (5,895,036)	\$ (15,203,298)	\$ (20,157,499)	\$ (4,954,201)	32.6%
Add Back Depreciation	16,028,224	16,724,242	16,568,523	16,528,014	16,757,839	17,474,095	716,256	4.3%
Less Capital Expenditures	(5,062,018)	(4,448,291)	(4,411,988)	(4,485,943)	(6,031,123)	(6,492,635)	(461,512)	7.7%
Less Capital Reserve Funding	(1,950,000)	(1,575,000)	-	-	-	-	-	-%
Less Debt Service Principal	(1,558,609)	(1,297,240)	(1,466,936)	(1,557,171)	(1,622,965)	(2,618,095)	(995,130)	61.3%
<b>Net Change Before Other Adjustments &amp; Tran:</b>	<b>1,947,565</b>	<b>1,790,490</b>	<b>4,314,715</b>	<b>4,589,865</b>	<b>(6,099,547)</b>	<b>(11,794,134)</b>	<b>(5,694,587)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>1,947,565</b>	<b>1,790,490</b>	<b>4,314,715</b>	<b>4,589,865</b>	<b>(6,099,547)</b>	<b>(11,794,134)</b>	<b>(5,694,587)</b>	
Other Strategic Transfers from/(to) Reserves	300,446	211,527	148,324	(2,541,299)	6,099,547	11,794,134	5,694,587	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 2,248,011</b>	<b>\$ 2,002,017</b>	<b>\$ 4,463,039</b>	<b>\$ 2,048,566</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Maine								
	FY18 ACTUALS	FY19 ACTUALS	Auxiliary FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	4/21/22 BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	19,795,473	20,402,633	15,988,497	15,367,229	20,357,188	21,944,417	1,587,229	7.8%
Residence Revenue	21,015,736	20,722,667	20,652,691	13,760,202	20,303,807	22,025,218	1,721,411	8.5%
Tuition Waivers/Scholarships	(1,428,094)	(1,221,519)	(1,316,066)	(1,314,740)	(1,333,427)	(1,138,249)	195,178	-14.6%
Net Student Charges Revenue	39,383,115	39,903,781	35,325,123	27,812,690	39,327,568	42,831,386	3,503,818	8.9%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	15,988,991	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	12,971,660	13,472,292	11,693,358	9,689,779	9,315,677	10,249,814	934,137	10.0%
<b>Total Revenue</b>	<b>52,354,775</b>	<b>53,376,073</b>	<b>47,018,480</b>	<b>53,491,460</b>	<b>48,643,245</b>	<b>53,081,200</b>	<b>4,437,955</b>	<b>9.1%</b>
<b>Expenses</b>								
Salaries & Wages	\$11,815,223	\$12,266,133	\$11,133,419	\$11,284,703	\$14,020,190	\$13,453,095	(\$567,095)	-4.0%
Attrition (Salary Only)	-	-	-	-	-	(195,624)	(195,624)	-%
Employee Benefits Including Attrition	5,229,266	5,357,276	4,896,239	5,210,158	6,049,716	6,042,509	(7,207)	-0.1%
Pandemic Pay	-	-	715,259	424,309	-	-	-	-%
Personnel	17,044,488	17,623,409	16,744,917	16,919,170	20,069,906	19,299,980	(769,926)	-3.8%
Other Expenses & Transfers:								
Fuel & Electricity	3,965,249	4,252,868	3,656,079	3,402,644	3,972,464	3,623,357	(349,107)	-8.8%
Supplies & Services	12,479,133	13,105,439	11,328,240	9,601,484	11,631,815	13,136,468	1,504,653	12.9%
Shared Services	-	-	-	-	58,170	67,854	9,684	16.6%
Travel	80,376	134,098	136,956	23,359	55,692	33,913	(21,779)	-39.1%
Memberships, Contributions & Sponsorships	11,971	16,480	10,153	7,370	13,813	11,664	(2,149)	-15.6%
Maintenance & Alterations	3,312,447	3,776,119	2,897,446	3,025,325	2,764,213	2,909,121	144,908	5.2%
Interest	2,089,980	1,972,570	1,855,059	1,715,676	1,590,306	842,356	(747,950)	-47.0%
Depreciation	3,708,566	3,878,267	4,046,144	4,139,132	4,157,223	3,661,939	(495,284)	-11.9%
Transfers to/(from) MAFES/CES	-	-	-	-	-	-	-	-%
Transfers to/(from) MEIF	-	-	-	-	-	-	-	-%
Other Expenses & Transfers	6,414,356	6,341,573	10,935,928	9,429,435	3,729,056	8,340,369	4,611,313	123.7%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>32,062,079</b>	<b>33,477,415</b>	<b>34,866,005</b>	<b>31,344,425</b>	<b>27,972,752</b>	<b>32,627,041</b>	<b>4,654,289</b>	<b>16.6%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>49,106,567</b>	<b>51,100,824</b>	<b>51,610,922</b>	<b>48,263,595</b>	<b>48,042,658</b>	<b>51,927,021</b>	<b>3,884,363</b>	<b>8.1%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 3,248,208</b>	<b>\$ 2,275,249</b>	<b>\$ (4,592,441)</b>	<b>\$ 5,227,866</b>	<b>\$ 600,587</b>	<b>\$ 1,154,179</b>	<b>\$ 553,592</b>	<b>92.2%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 3,248,208	\$ 2,275,249	\$ (4,592,441)	\$ 5,227,866	\$ 600,587	\$ 1,154,179	\$ 553,592	92.2%
Add Back Depreciation	3,708,566	3,878,267	4,046,144	4,139,132	4,157,223	3,661,939	(495,284)	-11.9%
Less Capital Expenditures	(1,261,860)	(1,866,484)	(623,781)	(129,574)	(2,432,410)	(2,128,662)	303,748	-12.5%
Less Capital Reserve Funding	(1,504,056)	(500,000)	-	-	-	(760,111)	(760,111)	-%
Less Debt Service Principal	(2,692,767)	(2,841,824)	(3,096,560)	(2,784,147)	(2,849,132)	(2,074,136)	774,996	-27.2%
<b>Net Change Before Other Adjustments &amp; Transfers</b>	<b>1,498,091</b>	<b>945,208</b>	<b>(4,266,638)</b>	<b>6,453,276</b>	<b>(523,732)</b>	<b>(146,791)</b>	<b>376,941</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>1,498,091</b>	<b>945,208</b>	<b>(4,266,638)</b>	<b>6,453,276</b>	<b>(523,732)</b>	<b>(146,791)</b>	<b>376,941</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(150,000)	(1,999,737)	-	146,791	146,791	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 1,498,091</b>	<b>\$ 945,208</b>	<b>\$ (4,416,638)</b>	<b>\$ 4,453,539</b>	<b>\$ (523,732)</b>	<b>\$ -</b>	<b>\$ 523,732</b>	

Board of Trustees Meeting - May 2022 - Attachments

	University of Maine E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 169,109,748	\$ 176,767,390	\$ 180,746,515	\$ 185,403,489	\$ 193,708,347	\$ 201,008,265	\$ 7,299,918	3.8%
Dining Revenue	19,797,087	20,404,548	15,988,497	15,367,229	20,357,188	21,944,417	1,587,229	7.8%
Residence Revenue	21,015,736	20,722,667	20,652,691	13,760,202	20,303,807	22,025,218	1,721,411	8.5%
Tuition Waivers/Scholarships	(54,270,156)	(58,260,874)	(64,321,960)	(66,523,156)	(66,598,719)	(70,010,268)	(3,411,549)	5.1%
Net Student Charges Revenue	155,652,414	159,633,731	153,065,744	148,007,764	167,770,623	174,967,632	7,197,009	4.3%
State Appropriation	89,106,776	88,797,945	89,437,962	89,426,672	90,449,439	95,967,855	5,518,416	6.1%
HEERF Relief - Lost Revenue	-	-	-	15,988,991	-	-	-	-%
Indirect Cost Recovery	8,271,101	9,691,701	10,612,907	12,830,865	12,510,000	16,310,000	3,800,000	30.4%
Investment Income/Gifts	934,075	937,325	940,988	1,017,145	978,025	1,047,926	69,901	7.1%
Sales/Services/Auxiliary	29,824,763	29,469,498	24,600,878	16,166,712	23,732,072	24,827,022	1,094,950	4.6%
<b>Total Revenue</b>	<b>283,789,129</b>	<b>288,530,200</b>	<b>278,658,479</b>	<b>283,438,149</b>	<b>295,440,159</b>	<b>313,120,435</b>	<b>17,680,276</b>	<b>6.0%</b>
<b>Expenses</b>								
Salaries & Wages	\$111,008,122	\$114,222,896	\$115,739,822	\$114,636,117	\$125,041,917	\$136,544,263	\$11,502,346	9.2%
Attrition (Salary Only)	-	-	-	-	-	(3,149,266)	(3,149,266)	-%
Employee Benefits Including Attrition	48,558,405	50,412,094	51,015,222	50,283,137	54,682,622	59,846,440	5,163,818	9.4%
Pandemic Pay	-	-	1,493,748	1,041,027	-	-	-	-%
Personnel	159,566,527	164,634,990	168,248,792	165,960,281	179,724,539	193,241,437	13,516,898	7.5%
Other Expenses & Transfers:								
Fuel & Electricity	12,569,719	13,624,515	11,752,305	10,529,404	14,323,022	15,609,778	1,286,756	9.0%
Supplies & Services	30,544,512	31,523,410	28,679,450	24,847,203	28,373,386	31,094,954	2,721,568	9.6%
Shared Services	19,327,750	19,923,395	20,573,372	21,358,771	22,177,979	22,867,268	689,289	3.1%
Travel	3,528,149	4,530,016	3,139,226	1,144,061	3,718,962	3,684,305	(34,657)	-0.9%
Memberships, Contributions & Sponsorships	406,017	457,891	395,156	398,678	399,531	449,051	49,520	12.4%
Maintenance & Alterations	8,989,607	9,735,879	8,317,734	7,810,243	7,755,071	8,018,373	263,302	3.4%
Interest	2,744,494	2,634,277	2,468,923	2,267,781	2,079,264	1,877,764	(201,500)	-9.7%
Depreciation	19,736,790	20,602,508	20,614,667	20,667,146	20,915,062	21,136,034	220,972	1.1%
Transfers to/(from) MAFES/CES	13,070,545	13,486,075	13,235,197	13,204,062	13,843,393	13,385,884	(457,509)	-3.3%
Transfers to/(from) MEIF	6,104,907	6,454,248	6,791,612	6,903,424	7,036,814	6,200,826	(835,988)	-11.9%
Other Expenses & Transfers	9,461,936	6,259,883	5,409,370	9,014,265	9,624,871	13,950,217	4,325,346	44.9%
Unassigned Budget	-	1,083	-	-	70,976	607,864	536,888	756.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>126,484,426</b>	<b>129,233,180</b>	<b>121,377,013</b>	<b>118,145,037</b>	<b>130,318,331</b>	<b>138,882,318</b>	<b>8,563,987</b>	<b>6.6%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>286,050,953</b>	<b>293,868,170</b>	<b>289,625,804</b>	<b>284,105,319</b>	<b>310,042,870</b>	<b>332,123,755</b>	<b>22,080,885</b>	<b>7.1%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (2,261,824)</b>	<b>\$ (5,337,970)</b>	<b>\$ (10,967,326)</b>	<b>\$ (667,170)</b>	<b>\$ (14,602,711)</b>	<b>\$ (19,003,320)</b>	<b>\$ (4,400,609)</b>	<b>30.1%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (2,261,824)	\$ (5,337,970)	\$ (10,967,326)	\$ (667,170)	\$ (14,602,711)	\$ (19,003,320)	\$ (4,400,609)	30.1%
Add Back Depreciation	19,736,790	20,602,508	20,614,667	20,667,146	20,915,062	21,136,034	220,972	1.1%
Less Capital Expenditures	(6,323,878)	(6,314,775)	(5,035,769)	(4,615,517)	(8,463,533)	(8,621,297)	(157,764)	1.9%
Less Capital Reserve Funding	(3,454,056)	(2,075,000)	-	-	-	(760,111)	(760,111)	-%
Less Debt Service Principal	(4,251,376)	(4,139,065)	(4,563,496)	(4,341,318)	(4,472,097)	(4,692,231)	(220,134)	4.9%
<b>Net Change Before Other Adjustments &amp; Tran:</b>	<b>3,445,656</b>	<b>2,735,698</b>	<b>48,077</b>	<b>11,043,141</b>	<b>(6,623,279)</b>	<b>(11,940,925)</b>	<b>(5,317,646)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>3,445,656</b>	<b>2,735,698</b>	<b>48,077</b>	<b>11,043,141</b>	<b>(6,623,279)</b>	<b>(11,940,925)</b>	<b>(5,317,646)</b>	
Other Strategic Transfers from/(to) Reserves	300,446	211,527	(1,676)	(4,541,036)	6,099,547	11,940,925	5,841,378	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 3,746,103</b>	<b>\$ 2,947,225</b>	<b>\$ 46,401</b>	<b>\$ 6,502,105</b>	<b>\$ (523,732)</b>	<b>\$ -</b>	<b>\$ 523,732</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Maine at Augusta								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 20,370,378	\$ 21,454,377	\$ 22,216,371	\$ 22,100,722	\$ 22,629,669	\$ 23,410,593	\$ 780,924	3.5%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	(3,431,893)	(3,445,212)	(3,360,663)	(3,710,984)	(3,056,188)	(2,692,988)	363,200	-11.9%
Net Student Charges Revenue	16,938,485	18,009,165	18,855,708	18,389,739	19,573,481	20,717,605	1,144,124	5.8%
State Appropriation	17,193,899	17,428,401	18,366,360	18,373,781	19,466,151	21,193,991	1,727,840	8.9%
HEERF Relief - Lost Revenue	-	-	-	238,653	-	-	-	-%
Indirect Cost Recovery	156,968	149,667	120,525	142,954	160,885	160,885	-	0.0%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	476,336	376,085	293,245	204,844	503,564	671,558	167,994	33.4%
<b>Total Revenue</b>	<b>34,765,688</b>	<b>35,963,318</b>	<b>37,635,837</b>	<b>37,349,971</b>	<b>39,704,081</b>	<b>42,744,039</b>	<b>3,039,958</b>	<b>7.7%</b>
<b>Expenses</b>								
Salaries & Wages	\$17,417,042	\$17,977,816	\$18,757,336	\$19,216,960	\$20,572,097	\$22,062,775	\$1,490,678	7.2%
Attrition (Salary Only)	-	-	-	-	(918,572)	(946,129)	(27,557)	3.0%
Employee Benefits Including Attrition	7,309,754	7,504,474	7,967,779	8,014,177	8,192,018	8,857,997	665,979	8.1%
Pandemic Pay	-	-	80,029	60,653	-	-	-	-%
Personnel	24,726,796	25,482,290	26,805,144	27,291,789	27,845,543	29,974,643	2,129,100	7.6%
Other Expenses & Transfers:								
Fuel & Electricity	694,926	826,393	674,034	591,360	738,162	694,275	(43,887)	-5.9%
Supplies & Services	1,602,182	1,573,719	1,699,644	1,430,596	1,662,021	1,778,945	116,924	7.0%
Shared Services	4,608,719	4,806,306	4,729,346	4,799,954	4,901,412	4,985,046	83,634	1.7%
Travel	344,505	309,789	216,211	35,698	114,639	194,282	79,643	69.5%
Memberships, Contributions & Sponsorships	76,265	62,558	72,819	66,759	59,947	62,510	2,563	4.3%
Maintenance & Alterations	496,396	627,993	827,752	674,996	682,098	756,493	74,395	10.9%
Interest	34,540	30,228	25,619	21,269	13,068	2,890	(10,178)	-77.9%
Depreciation	1,703,223	1,738,994	1,787,413	1,793,782	2,134,517	2,024,019	(110,498)	-5.2%
Other Expenses & Transfers	2,031,111	1,748,979	1,422,612	1,647,142	1,432,082	2,382,992	950,910	66.4%
Unassigned Budget	-	-	5,387	799	254,678	201,098	(53,580)	-21.0%
<b>Total Other Expenses &amp; Transfers</b>	<b>11,591,867</b>	<b>11,724,960</b>	<b>11,460,837</b>	<b>11,062,355</b>	<b>11,992,624</b>	<b>13,082,550</b>	<b>1,089,926</b>	<b>9.1%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>36,318,663</b>	<b>37,207,250</b>	<b>38,265,981</b>	<b>38,354,144</b>	<b>39,838,167</b>	<b>43,057,193</b>	<b>3,219,026</b>	<b>8.1%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (1,552,974)</b>	<b>\$ (1,243,932)</b>	<b>\$ (630,144)</b>	<b>\$ (1,004,173)</b>	<b>\$ (134,086)</b>	<b>\$ (313,154)</b>	<b>\$ (179,068)</b>	<b>133.5%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (1,552,974)	\$ (1,243,932)	\$ (630,144)	\$ (1,004,173)	\$ (134,086)	\$ (313,154)	\$ (179,068)	133.5%
Add Back Depreciation	1,703,223	1,738,994	1,787,413	1,793,782	2,134,517	2,024,019	(110,498)	-5.2%
Less Capital Expenditures	(821,025)	(813,789)	(545,419)	(499,992)	(941,790)	(1,255,428)	(313,638)	33.3%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(286,330)	(328,372)	(357,047)	(244,747)	(383,319)	(113,803)	269,516	-70.3%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(957,105)</b>	<b>(647,098)</b>	<b>254,804</b>	<b>44,870</b>	<b>675,322</b>	<b>341,634</b>	<b>(333,688)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>(957,105)</b>	<b>(647,098)</b>	<b>254,804</b>	<b>44,870</b>	<b>675,322</b>	<b>341,634</b>	<b>(333,688)</b>	
Other Strategic Transfers from/(to) Reserves	(12,902)	505,817	(134,367)	77,808	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (970,008)</b>	<b>\$ (141,281)</b>	<b>\$ 120,436</b>	<b>\$ 122,678</b>	<b>\$ 675,322</b>	<b>\$ 341,634</b>	<b>\$ (333,688)</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Maine at Augusta								
	Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	6,794	5,694	3,447	2,110	7,000	7,000	-	0.0%
Residence Revenue	-	-	255,783	402,510	521,791	618,756	96,965	18.6%
Tuition Waivers/Scholarships	-	-	(12,320)	(32,480)	(46,100)	(69,305)	(23,205)	50.3%
Net Student Charges Revenue	6,794	5,694	246,910	372,141	482,691	556,451	73,760	15.3%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	172,565	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	1,040,118	1,064,604	946,336	75,988	66,954	67,054	100	0.1%
<b>Total Revenue</b>	<b>1,046,912</b>	<b>1,070,298</b>	<b>1,193,246</b>	<b>620,694</b>	<b>549,645</b>	<b>623,505</b>	<b>73,860</b>	<b>13.4%</b>
<b>Expenses</b>								
Salaries & Wages	\$186,109	\$190,981	\$314,570	\$115,489	\$78,120	\$80,464	\$2,344	3.0%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	95,261	98,608	139,656	57,106	36,558	38,456	1,898	5.2%
Pandemic Pay	-	-	625	20	-	-	-	-%
Personnel	281,370	289,590	454,850	172,614	114,678	118,920	4,242	3.7%
Other Expenses & Transfers:								
Fuel & Electricity	723	697	657	590	2,000	2,000	-	0.0%
Supplies & Services	728,808	754,064	943,583	99,724	100,603	58,938	(41,665)	-41.4%
Shared Services	-	-	-	-	-	-	-	-%
Travel	-	-	739	76	-	-	-	-%
Memberships, Contributions & Sponsorships	685	940	640	-	-	-	-	-%
Maintenance & Alterations	3,880	5,623	4,171	2,865	11,000	11,000	-	0.0%
Interest	1,882	1,468	1,433	1,415	498	261	(237)	-47.6%
Depreciation	17,335	17,335	16,336	15,338	-	-	-	-%
Other Expenses & Transfers	108,810	136,871	437,145	720,773	763,422	768,142	4,720	0.6%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>862,122</b>	<b>916,999</b>	<b>1,404,704</b>	<b>840,781</b>	<b>877,523</b>	<b>840,341</b>	<b>(37,182)</b>	<b>-4.2%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>1,143,493</b>	<b>1,206,588</b>	<b>1,859,554</b>	<b>1,013,395</b>	<b>992,201</b>	<b>959,261</b>	<b>(32,940)</b>	<b>-3.3%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (96,580)</b>	<b>\$ (136,290)</b>	<b>\$ (666,308)</b>	<b>\$ (392,701)</b>	<b>\$ (442,556)</b>	<b>\$ (335,756)</b>	<b>\$ 106,800</b>	<b>-24.1%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (96,580)	\$ (136,290)	\$ (666,308)	\$ (392,701)	\$ (442,556)	\$ (335,756)	\$ 106,800	-24.1%
Add Back Depreciation	17,335	17,335	16,336	15,338	-	-	-	-%
Less Capital Expenditures	(5,000)	(5,000)	(2,917)	(3,619)	-	-	-	-%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(10,345)	(10,904)	(13,961)	(16,825)	(5,641)	(5,878)	(237)	4.2%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(94,591)</b>	<b>(134,860)</b>	<b>(666,851)</b>	<b>(397,808)</b>	<b>(448,197)</b>	<b>(341,634)</b>	<b>106,563</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>(94,591)</b>	<b>(134,860)</b>	<b>(666,851)</b>	<b>(397,808)</b>	<b>(448,197)</b>	<b>(341,634)</b>	<b>106,563</b>	
Other Strategic Transfers from/(to) Reserves	-	-	-	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (94,591)</b>	<b>\$ (134,860)</b>	<b>\$ (666,851)</b>	<b>\$ (397,808)</b>	<b>\$ (448,197)</b>	<b>\$ (341,634)</b>	<b>\$ 106,563</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Maine at Augusta								
	E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 20,370,378	\$ 21,454,377	\$ 22,216,371	\$ 22,100,722	\$ 22,629,669	\$ 23,410,593	\$ 780,924	3.5%
Dining Revenue	6,794	5,694	3,447	2,110	7,000	7,000	-	0.0%
Residence Revenue	-	-	255,783	402,510	521,791	618,756	96,965	18.6%
Tuition Waivers/Scholarships	(3,431,893)	(3,445,212)	(3,372,983)	(3,743,464)	(3,102,288)	(2,762,293)	339,995	-11.0%
Net Student Charges Revenue	16,945,279	18,014,859	19,102,618	18,761,879	20,056,172	21,274,056	1,217,884	6.1%
State Appropriation	17,193,899	17,428,401	18,366,360	18,373,781	19,466,151	21,193,991	1,727,840	8.9%
HEERF Relief - Lost Revenue	-	-	-	411,218	-	-	-	-%
Indirect Cost Recovery	156,968	149,667	120,525	142,954	160,885	160,885	-	0.0%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	1,516,455	1,440,690	1,239,581	280,832	570,518	738,612	168,094	29.5%
<b>Total Revenue</b>	<b>35,812,601</b>	<b>37,033,616</b>	<b>38,829,083</b>	<b>37,970,664</b>	<b>40,253,726</b>	<b>43,367,544</b>	<b>3,113,818</b>	<b>7.7%</b>
<b>Expenses</b>								
Salaries & Wages	\$17,603,151	\$18,168,797	\$19,071,906	\$19,332,449	\$20,650,217	\$22,143,239	\$1,493,022	7.2%
Attrition (Salary Only)	-	-	-	-	(918,572)	(946,129)	(27,557)	3.0%
Employee Benefits Including Attrition	7,405,015	7,603,083	8,107,435	8,071,282	8,228,576	8,896,453	667,877	8.1%
Pandemic Pay	-	-	80,653	60,672	-	-	-	-%
Personnel	25,008,166	25,771,880	27,259,994	27,464,403	27,960,221	30,093,563	2,133,342	7.6%
Other Expenses & Transfers:								
Fuel & Electricity	695,649	827,090	674,691	591,950	740,162	696,275	(43,887)	-5.9%
Supplies & Services	2,330,990	2,327,783	2,643,227	1,530,320	1,762,624	1,837,883	75,259	4.3%
Shared Services	4,608,719	4,806,306	4,729,346	4,799,954	4,901,412	4,985,046	83,634	1.7%
Travel	344,505	309,789	216,950	35,774	114,639	194,282	79,643	69.5%
Memberships, Contributions & Sponsorships	76,950	63,498	73,459	66,759	59,947	62,510	2,563	4.3%
Maintenance & Alterations	500,276	633,616	831,923	677,861	693,098	767,493	74,395	10.7%
Interest	36,422	31,696	27,052	22,684	13,566	3,151	(10,415)	-76.8%
Depreciation	1,720,558	1,756,329	1,803,749	1,809,120	2,134,517	2,024,019	(110,498)	-5.2%
Other Expenses & Transfers	2,139,921	1,885,850	1,859,757	2,367,915	2,195,504	3,151,134	955,630	43.5%
Unassigned Budget	-	-	5,387	799	254,678	201,098	(53,580)	-21.0%
<b>Total Other Expenses &amp; Transfers</b>	<b>12,453,989</b>	<b>12,641,958</b>	<b>12,865,541</b>	<b>11,903,136</b>	<b>12,870,147</b>	<b>13,922,891</b>	<b>1,052,744</b>	<b>8.2%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>37,462,155</b>	<b>38,413,838</b>	<b>40,125,535</b>	<b>39,367,539</b>	<b>40,830,368</b>	<b>44,016,454</b>	<b>3,186,086</b>	<b>7.8%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (1,649,554)</b>	<b>\$ (1,380,222)</b>	<b>\$ (1,296,452)</b>	<b>\$ (1,396,875)</b>	<b>\$ (576,642)</b>	<b>\$ (648,910)</b>	<b>\$ (72,268)</b>	<b>12.5%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (1,649,554)	\$ (1,380,222)	\$ (1,296,452)	\$ (1,396,875)	\$ (576,642)	\$ (648,910)	\$ (72,268)	12.5%
Add Back Depreciation	1,720,558	1,756,329	1,803,749	1,809,120	2,134,517	2,024,019	(110,498)	-5.2%
Less Capital Expenditures	(826,025)	(818,789)	(548,336)	(503,611)	(941,790)	(1,255,428)	(313,638)	33.3%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(296,675)	(339,276)	(371,008)	(261,572)	(388,960)	(119,681)	269,279	-69.2%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(1,051,696)</b>	<b>(781,958)</b>	<b>(412,047)</b>	<b>(352,938)</b>	<b>227,125</b>	<b>-</b>	<b>(227,125)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>(1,051,696)</b>	<b>(781,958)</b>	<b>(412,047)</b>	<b>(352,938)</b>	<b>227,125</b>	<b>-</b>	<b>(227,125)</b>	
Other Strategic Transfers from/(to) Reserves	(12,902)	505,817	(134,367)	77,808	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (1,064,598)</b>	<b>\$ (276,141)</b>	<b>\$ (546,414)</b>	<b>\$ (275,130)</b>	<b>\$ 227,125</b>	<b>\$ -</b>	<b>\$ (227,125)</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Farmington								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 19,365,705	\$ 19,421,490	\$ 18,881,476	\$ 17,870,216	\$ 17,958,484	\$ 16,952,013	\$ (1,006,471)	-5.6%
Dining Revenue	-	-	(186)	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	(4,599,672)	(4,773,421)	(4,887,993)	(4,633,464)	(4,516,249)	(4,146,668)	369,581	-8.2%
Net Student Charges Revenue	14,766,034	14,648,068	13,993,297	13,236,753	13,442,235	12,805,345	(636,890)	-4.7%
State Appropriation	12,296,865	12,380,248	12,978,593	12,985,843	13,950,935	14,521,745	570,810	4.1%
HEERF Relief - Lost Revenue	-	-	-	2,095,863	-	-	-	-%
Indirect Cost Recovery	220,402	211,347	250,659	331,969	225,000	225,000	-	0.0%
Investment Income/Gifts	-	4,549	1,000	175	-	-	-	-%
Sales/Services/Auxiliary	1,013,835	1,193,520	1,130,553	475,794	850,675	907,976	57,301	6.7%
<b>Total Revenue</b>	<b>28,297,136</b>	<b>28,437,732</b>	<b>28,354,102</b>	<b>29,126,397</b>	<b>28,468,845</b>	<b>28,460,066</b>	<b>(8,779)</b>	<b>0.0%</b>
<b>Expenses</b>								
Salaries & Wages	\$16,341,129	\$16,731,907	\$16,767,514	\$16,654,657	\$16,970,966	\$16,739,920	(\$231,046)	-1.4%
Attrition (Salary Only)	-	-	-	-	-	(550,406)	(550,406)	-%
Employee Benefits Including Attrition	7,398,377	7,611,369	7,739,592	7,634,562	7,727,474	7,480,368	(247,106)	-3.2%
Pandemic Pay	-	-	117,474	48,415	-	-	-	-%
Personnel	23,739,506	24,343,276	24,624,580	24,337,634	24,698,440	23,669,882	(1,028,558)	-4.2%
Other Expenses & Transfers:								
Fuel & Electricity	659,140	762,964	606,026	544,343	656,222	725,936	69,714	10.6%
Supplies & Services	1,384,180	1,345,709	1,397,972	890,889	1,277,964	1,264,908	(13,056)	-1.0%
Shared Services	3,316,799	3,658,022	3,709,521	3,811,115	3,926,348	3,947,582	21,234	0.5%
Travel	596,438	789,477	453,720	67,029	297,630	294,630	(3,000)	-1.0%
Memberships, Contributions & Sponsorships	92,599	101,535	91,880	68,157	94,059	94,034	(25)	0.0%
Maintenance & Alterations	113,453	124,370	67,652	36,594	50,981	50,581	(400)	-0.8%
Interest	213,133	198,430	183,988	164,813	148,650	131,593	(17,057)	-11.5%
Depreciation	1,881,502	1,873,593	1,884,475	1,901,853	2,036,441	1,992,854	(43,587)	-2.1%
Other Expenses & Transfers	(848,711)	(624,021)	(912,307)	(738,936)	(1,075,152)	(859,092)	216,060	-20.1%
Unassigned Budget	-	-	-	-	5,000	5,522	522	10.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>7,408,534</b>	<b>8,230,080</b>	<b>7,482,926</b>	<b>6,745,857</b>	<b>7,418,143</b>	<b>7,648,548</b>	<b>230,405</b>	<b>3.1%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>31,148,041</b>	<b>32,573,355</b>	<b>32,107,506</b>	<b>31,083,491</b>	<b>32,116,583</b>	<b>31,318,430</b>	<b>(798,153)</b>	<b>-2.5%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (2,850,904)</b>	<b>\$ (4,135,623)</b>	<b>\$ (3,753,404)</b>	<b>\$ (1,957,094)</b>	<b>\$ (3,647,738)</b>	<b>\$ (2,858,364)</b>	<b>\$ 789,374</b>	<b>-21.6%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (2,850,904)	\$ (4,135,623)	\$ (3,753,404)	\$ (1,957,094)	\$ (3,647,738)	\$ (2,858,364)	\$ 789,374	-21.6%
Add Back Depreciation	1,881,502	1,873,593	1,884,475	1,901,853	2,036,441	1,992,854	(43,587)	-2.1%
Less Capital Expenditures	(30,893)	(9,730)	(5,853)	(1,396)	(177,000)	(185,850)	(8,850)	5.0%
Less Capital Reserve Funding	-	-	-	-	(356,653)	(374,486)	(17,833)	5.0%
Less Debt Service Principal	(323,021)	(343,939)	(412,075)	(340,596)	(356,720)	(375,540)	(18,820)	5.3%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(1,323,317)</b>	<b>(2,615,698)</b>	<b>(2,286,857)</b>	<b>(397,233)</b>	<b>(2,501,670)</b>	<b>(1,801,386)</b>	<b>700,284</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	500,000	-	3,000,000	1,641,386	(1,358,614)	
<b>Net Change Subtotal</b>	<b>(1,323,317)</b>	<b>(2,615,698)</b>	<b>(1,786,857)</b>	<b>(397,233)</b>	<b>498,330</b>	<b>(160,000)</b>	<b>(658,330)</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(124,926)	39,994	145,961	160,000	14,039	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (1,323,317)</b>	<b>\$ (2,615,698)</b>	<b>\$ (1,911,783)</b>	<b>\$ (357,239)</b>	<b>\$ 644,291</b>	<b>\$ -</b>	<b>\$ (644,291)</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Farmington								
	Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	3,753,956	3,720,627	3,028,180	2,995,777	3,896,718	4,101,783	205,065	5.3%
Residence Revenue	4,832,326	4,838,538	4,675,530	3,180,924	4,729,274	5,689,560	960,286	20.3%
Tuition Waivers/Scholarships	(463,922)	(356,055)	(247,320)	(234,130)	(267,208)	(457,160)	(189,952)	71.1%
Net Student Charges Revenue	8,122,360	8,203,110	7,456,390	5,942,572	8,358,784	9,334,183	975,399	11.7%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	867,808	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	656,971	520,235	466,827	631,036	261,950	283,258	21,308	8.1%
<b>Total Revenue</b>	<b>8,779,331</b>	<b>8,723,345</b>	<b>7,923,217</b>	<b>7,441,416</b>	<b>8,620,734</b>	<b>9,617,441</b>	<b>996,707</b>	<b>11.6%</b>
<b>Expenses</b>								
Salaries & Wages	\$1,282,119	\$1,315,330	\$1,223,205	\$1,190,886	\$1,404,567	\$1,292,410	(\$112,157)	-8.0%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	541,854	554,524	526,231	539,531	598,007	633,293	35,286	5.9%
Pandemic Pay	-	-	40,442	11,151	-	-	-	-%
Personnel	1,823,973	1,869,855	1,789,878	1,741,568	2,002,574	1,925,703	(76,871)	-3.8%
Other Expenses & Transfers:								
Fuel & Electricity	455,506	508,072	480,728	446,437	506,517	566,563	60,046	11.9%
Supplies & Services	3,320,728	3,346,936	2,775,840	2,489,173	3,378,066	3,568,858	190,792	5.6%
Shared Services	-	-	-	-	-	-	-	-%
Travel	24,463	14,702	23,373	19	7,239	7,239	-	0.0%
Memberships, Contributions & Sponsorships	2,775	1,731	1,093	1,088	2,875	2,875	-	0.0%
Maintenance & Alterations	150,951	57,795	35,040	11,396	47,407	47,407	-	0.0%
Interest	445,091	421,967	390,782	356,559	353,593	294,402	(59,191)	-16.7%
Depreciation	633,192	696,981	686,497	673,527	790,475	722,437	(68,038)	-8.6%
Other Expenses & Transfers	1,611,867	1,566,089	1,590,195	1,171,537	1,955,423	2,311,599	356,176	18.2%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>6,644,575</b>	<b>6,614,273</b>	<b>5,983,547</b>	<b>5,149,736</b>	<b>7,041,595</b>	<b>7,521,380</b>	<b>479,785</b>	<b>6.8%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>8,468,548</b>	<b>8,484,127</b>	<b>7,773,425</b>	<b>6,891,304</b>	<b>9,044,169</b>	<b>9,447,083</b>	<b>402,914</b>	<b>4.5%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 310,783</b>	<b>\$ 239,218</b>	<b>\$ 149,792</b>	<b>\$ 550,112</b>	<b>\$ (423,435)</b>	<b>\$ 170,358</b>	<b>\$ 593,793</b>	<b>-140.2%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 310,783	\$ 239,218	\$ 149,792	\$ 550,112	\$ (423,435)	\$ 170,358	\$ 593,793	-140.2%
Add Back Depreciation	633,192	696,981	686,497	673,527	790,475	722,437	(68,038)	-8.6%
Less Capital Expenditures	(380,162)	(270,990)	(154,029)	(154,029)	(248,650)	(255,333)	(6,683)	2.7%
Less Capital Reserve Funding	-	-	-	-	(110,808)	(116,348)	(5,540)	5.0%
Less Debt Service Principal	(638,566)	(708,278)	(795,398)	(672,377)	(673,824)	(741,359)	(67,535)	10.0%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(74,753)</b>	<b>(43,069)</b>	<b>(113,138)</b>	<b>397,233</b>	<b>(666,242)</b>	<b>(220,245)</b>	<b>445,997</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	220,245	220,245	
<b>Net Change Subtotal</b>	<b>(74,753)</b>	<b>(43,069)</b>	<b>(113,138)</b>	<b>397,233</b>	<b>(666,242)</b>	<b>-</b>	<b>666,242</b>	
Other Strategic Transfers from/(to) Reserves	-	-	-	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (74,753)</b>	<b>\$ (43,069)</b>	<b>\$ (113,138)</b>	<b>\$ 397,233</b>	<b>\$ (666,242)</b>	<b>\$ -</b>	<b>\$ 666,242</b>	



Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Farmington								
	E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 19,365,705	\$ 19,421,490	\$ 18,881,476	\$ 17,870,216	\$ 17,958,484	\$ 16,952,013	\$ (1,006,471)	-5.6%
Dining Revenue	3,753,956	3,720,627	3,027,994	2,995,777	3,896,718	4,101,783	205,065	5.3%
Residence Revenue	4,832,326	4,838,538	4,675,530	3,180,924	4,729,274	5,689,560	960,286	20.3%
Tuition Waivers/Scholarships	(5,063,594)	(5,129,476)	(5,135,313)	(4,867,593)	(4,783,457)	(4,603,828)	179,629	-3.8%
Net Student Charges Revenue	22,888,394	22,851,179	21,449,687	19,179,324	21,801,019	22,139,528	338,509	1.6%
State Appropriation	12,296,865	12,380,248	12,978,593	12,985,843	13,950,935	14,521,745	570,810	4.1%
HEERF Relief - Lost Revenue	-	-	-	2,963,671	-	-	-	-%
Indirect Cost Recovery	220,402	211,347	250,659	331,969	225,000	225,000	-	0.0%
Investment Income/Gifts	-	4,549	1,000	175	-	-	-	-%
Sales/Services/Auxiliary	1,670,806	1,713,755	1,597,380	1,106,830	1,112,625	1,191,234	78,609	7.1%
<b>Total Revenue</b>	<b>37,076,467</b>	<b>37,161,078</b>	<b>36,277,319</b>	<b>36,567,813</b>	<b>37,089,579</b>	<b>38,077,507</b>	<b>987,928</b>	<b>2.7%</b>
<b>Expenses</b>								
Salaries & Wages	\$17,623,248	\$18,047,237	\$17,990,720	\$17,845,543	\$18,375,533	\$18,032,330	(\$343,203)	-1.9%
Attrition (Salary Only)	-	-	-	-	-	(550,406)	(550,406)	-%
Employee Benefits Including Attrition	7,940,231	8,165,893	8,265,823	8,174,094	8,325,481	8,113,661	(211,820)	-2.5%
Pandemic Pay	-	-	157,915	59,566	-	-	-	-%
Personnel	25,563,479	26,213,130	26,414,458	26,079,202	26,701,014	25,595,585	(1,105,429)	-4.1%
Other Expenses & Transfers:								
Fuel & Electricity	1,114,647	1,271,035	1,086,754	990,780	1,162,739	1,292,499	129,760	11.2%
Supplies & Services	4,704,908	4,692,645	4,173,812	3,380,062	4,656,030	4,833,766	177,736	3.8%
Shared Services	3,316,799	3,658,022	3,709,521	3,811,115	3,926,348	3,947,582	21,234	0.5%
Travel	620,902	804,180	477,093	67,048	304,869	301,869	(3,000)	-1.0%
Memberships, Contributions & Sponsorships	95,374	103,266	92,972	69,245	96,934	96,909	(25)	0.0%
Maintenance & Alterations	264,405	182,166	102,692	47,989	98,388	97,988	(400)	-0.4%
Interest	658,224	620,397	574,770	521,371	502,243	425,995	(76,248)	-15.2%
Depreciation	2,514,694	2,570,574	2,570,972	2,575,380	2,826,916	2,715,291	(111,625)	-3.9%
Other Expenses & Transfers	763,157	942,068	677,888	432,601	880,271	1,452,507	572,236	65.0%
Unassigned Budget	-	-	-	-	5,000	5,522	522	10.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>14,053,109</b>	<b>14,844,352</b>	<b>13,466,474</b>	<b>11,895,593</b>	<b>14,459,738</b>	<b>15,169,928</b>	<b>710,190</b>	<b>4.9%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>39,616,588</b>	<b>41,057,482</b>	<b>39,880,931</b>	<b>37,974,795</b>	<b>41,160,752</b>	<b>40,765,513</b>	<b>(395,239)</b>	<b>-1.0%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (2,540,121)</b>	<b>\$ (3,896,405)</b>	<b>\$ (3,603,612)</b>	<b>\$ (1,406,982)</b>	<b>\$ (4,071,173)</b>	<b>\$ (2,688,006)</b>	<b>\$ 1,383,167</b>	<b>-34.0%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (2,540,121)	\$ (3,896,405)	\$ (3,603,612)	\$ (1,406,982)	\$ (4,071,173)	\$ (2,688,006)	\$ 1,383,167	-34.0%
Add Back Depreciation	2,514,694	2,570,574	2,570,972	2,575,380	2,826,916	2,715,291	(111,625)	-3.9%
Less Capital Expenditures	(411,055)	(280,720)	(159,882)	(155,425)	(425,650)	(441,183)	(15,533)	3.6%
Less Capital Reserve Funding	-	-	-	-	(467,461)	(490,834)	(23,373)	5.0%
Less Debt Service Principal	(961,587)	(1,052,217)	(1,207,474)	(1,012,973)	(1,030,544)	(1,116,899)	(86,355)	8.4%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(1,398,069)</b>	<b>(2,658,768)</b>	<b>(2,399,996)</b>	<b>0</b>	<b>(3,167,912)</b>	<b>(2,021,631)</b>	<b>1,146,281</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	500,000	-	3,000,000	1,861,631	(1,138,369)	
<b>Net Change Subtotal</b>	<b>(1,398,069)</b>	<b>(2,658,768)</b>	<b>(1,899,996)</b>	<b>0</b>	<b>(167,912)</b>	<b>(160,000)</b>	<b>7,912</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(124,926)	39,994	145,961	160,000	14,039	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (1,398,069)</b>	<b>\$ (2,658,768)</b>	<b>\$ (2,024,922)</b>	<b>\$ 39,994</b>	<b>\$ (21,951)</b>	<b>\$ -</b>	<b>\$ 21,951</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Fort Kent								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 8,674,237	\$ 8,678,189	\$ 8,200,008	\$ 7,613,240	\$ 7,043,430	\$ 7,050,380	\$ 6,950	0.1%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	(1,447,188)	(1,571,238)	(1,659,449)	(1,146,329)	(1,051,200)	(1,030,000)	21,200	-2.0%
Net Student Charges Revenue	7,227,049	7,106,951	6,540,560	6,466,912	5,992,230	6,020,380	28,150	0.5%
State Appropriation	6,513,346	6,877,413	7,818,910	7,818,908	8,590,375	8,737,138	146,763	1.7%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	43,369	37,775	48,544	22,107	37,500	43,000	5,500	14.7%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	337,260	583,364	396,928	333,533	295,900	307,250	11,350	3.8%
<b>Total Revenue</b>	<b>14,121,024</b>	<b>14,605,503</b>	<b>14,804,941</b>	<b>14,641,459</b>	<b>14,916,005</b>	<b>15,107,768</b>	<b>191,763</b>	<b>1.3%</b>
<b>Expenses</b>								
Salaries & Wages	\$6,465,395	\$6,315,596	\$6,431,856	\$6,469,136	\$7,314,935	\$7,285,069	(\$29,866)	-0.4%
Attrition (Salary Only)	-	-	-	-	(134,320)	(50,000)	84,320	-62.8%
Employee Benefits Including Attrition	2,735,132	2,700,317	2,733,909	2,702,790	2,919,376	2,997,115	77,739	2.7%
Pandemic Pay	-	-	17,689	31,310	-	-	-	-%
Personnel	9,200,527	9,015,914	9,183,454	9,203,236	10,099,991	10,232,184	132,193	1.3%
Other Expenses & Transfers:								
Fuel & Electricity	408,864	450,819	446,265	389,087	458,690	450,300	(8,390)	-1.8%
Supplies & Services	594,458	935,315	913,534	994,683	1,302,495	1,542,425	239,930	18.4%
Shared Services	1,677,758	1,810,651	1,910,969	2,025,723	2,139,105	2,177,618	38,513	1.8%
Travel	343,488	362,050	248,253	50,499	341,138	267,538	(73,600)	-21.6%
Memberships, Contributions & Sponsorships	59,695	64,144	32,236	42,775	70,680	45,305	(25,375)	-35.9%
Maintenance & Alterations	184,222	161,979	149,487	75,515	200,927	170,150	(30,777)	-15.3%
Interest	38,563	35,206	30,739	25,470	20,327	15,044	(5,283)	-26.0%
Depreciation	628,754	718,358	720,247	743,447	775,864	828,880	53,016	6.8%
Other Expenses & Transfers	367,036	800,284	12,074	274,415	45,996	(12,288)	(58,284)	-126.7%
Unassigned Budget	-	-	-	800	21,391	17,453	(3,938)	-18.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>4,302,838</b>	<b>5,338,804</b>	<b>4,463,805</b>	<b>4,622,414</b>	<b>5,376,613</b>	<b>5,502,425</b>	<b>125,812</b>	<b>2.3%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>13,503,364</b>	<b>14,354,718</b>	<b>13,647,259</b>	<b>13,825,650</b>	<b>15,476,604</b>	<b>15,734,609</b>	<b>258,005</b>	<b>1.7%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 617,659</b>	<b>\$ 250,785</b>	<b>\$ 1,157,682</b>	<b>\$ 815,809</b>	<b>\$ (560,599)</b>	<b>\$ (626,841)</b>	<b>\$ (66,242)</b>	<b>11.8%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 617,659	\$ 250,785	\$ 1,157,682	\$ 815,809	\$ (560,599)	\$ (626,841)	\$ (66,242)	11.8%
Add Back Depreciation	628,754	718,358	720,247	743,447	775,864	828,880	53,016	6.8%
Less Capital Expenditures	(270,688)	(259,427)	(301,000)	(355,287)	(337,842)	(211,176)	126,666	-37.5%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(327,341)	(345,488)	(355,677)	(356,953)	(358,701)	(277,923)	80,778	-22.5%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>648,385</b>	<b>364,228</b>	<b>1,221,252</b>	<b>847,015</b>	<b>(481,278)</b>	<b>(287,060)</b>	<b>194,218</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	287,060	287,060	
<b>Net Change Subtotal</b>	<b>648,385</b>	<b>364,228</b>	<b>1,221,252</b>	<b>847,015</b>	<b>(481,278)</b>	<b>-</b>	<b>481,278</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(281,670)	30,757	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 648,385</b>	<b>\$ 364,228</b>	<b>\$ 939,583</b>	<b>\$ 877,772</b>	<b>\$ (481,278)</b>	<b>\$ -</b>	<b>\$ 481,278</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Fort Kent								
	Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	601,689	651,798	627,923	492,045	554,911	561,200	6,289	1.1%
Residence Revenue	695,912	740,055	725,799	616,064	658,326	674,820	16,494	2.5%
Tuition Waivers/Scholarships	(54,275)	(50,795)	(54,460)	(158,260)	(130,000)	(143,000)	(13,000)	10.0%
Net Student Charges Revenue	1,243,326	1,341,057	1,299,262	949,849	1,083,237	1,093,020	9,783	0.9%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	132,830	136,286	159,234	119,424	92,944	72,850	(20,094)	-21.6%
<b>Total Revenue</b>	<b>1,376,156</b>	<b>1,477,343</b>	<b>1,458,496</b>	<b>1,069,273</b>	<b>1,176,181</b>	<b>1,165,870</b>	<b>(10,311)</b>	<b>-0.9%</b>
<b>Expenses</b>								
Salaries & Wages	\$194,492	\$225,426	\$224,262	\$239,814	\$264,204	\$261,234	(\$2,970)	-1.1%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	89,505	106,813	107,326	110,559	117,027	117,841	814	0.7%
Pandemic Pay	-	-	5,158	1,616	-	-	-	-%
Personnel	283,997	332,239	336,746	351,989	381,231	379,075	(2,156)	-0.6%
Other Expenses & Transfers:								
Fuel & Electricity	159,377	178,141	177,814	143,067	181,080	179,680	(1,400)	-0.8%
Supplies & Services	677,975	706,004	666,078	662,532	709,042	732,763	23,721	3.3%
Shared Services	-	-	-	-	-	-	-	-%
Travel	4,433	1,816	2,032	300	3,000	3,000	-	0.0%
Memberships, Contributions & Sponsorships	249	200	180	90	90	90	-	0.0%
Maintenance & Alterations	78,605	45,587	25,933	22,286	22,300	24,200	1,900	8.5%
Interest	215,139	207,200	197,445	186,017	173,912	160,702	(13,210)	-7.6%
Depreciation	218,773	230,322	233,443	234,803	234,767	231,532	(3,235)	-1.4%
Other Expenses & Transfers	60,788	76,508	67,927	67,747	63,046	44,682	(18,364)	-29.1%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>1,415,338</b>	<b>1,445,777</b>	<b>1,370,852</b>	<b>1,316,840</b>	<b>1,387,237</b>	<b>1,376,649</b>	<b>(10,588)</b>	<b>-0.8%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>1,699,335</b>	<b>1,778,016</b>	<b>1,707,598</b>	<b>1,668,830</b>	<b>1,768,468</b>	<b>1,755,724</b>	<b>(12,744)</b>	<b>-0.7%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (323,179)</b>	<b>\$ (300,673)</b>	<b>\$ (249,103)</b>	<b>\$ (599,557)</b>	<b>\$ (592,287)</b>	<b>\$ (589,854)</b>	<b>\$ 2,433</b>	<b>-0.4%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (323,179)	\$ (300,673)	\$ (249,103)	\$ (599,557)	\$ (592,287)	\$ (589,854)	\$ 2,433	-0.4%
Add Back Depreciation	218,773	230,322	233,443	234,803	234,767	231,532	(3,235)	-1.4%
Less Capital Expenditures	(19,000)	(19,000)	(11,242)	(11,083)	-	-	-	-%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(213,826)	(210,000)	(237,895)	(255,704)	(270,909)	(292,618)	(21,709)	8.0%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(337,232)</b>	<b>(299,350)</b>	<b>(264,797)</b>	<b>(631,540)</b>	<b>(628,429)</b>	<b>(650,940)</b>	<b>(22,511)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	650,940	650,940	
<b>Net Change Subtotal</b>	<b>(337,232)</b>	<b>(299,350)</b>	<b>(264,797)</b>	<b>(631,540)</b>	<b>(628,429)</b>	<b>-</b>	<b>628,429</b>	
Other Strategic Transfers from/(to) Reserves	-	-	-	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (337,232)</b>	<b>\$ (299,350)</b>	<b>\$ (264,797)</b>	<b>\$ (631,540)</b>	<b>\$ (628,429)</b>	<b>\$ -</b>	<b>\$ 628,429</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Fort Kent								
	E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 8,674,237	\$ 8,678,189	\$ 8,200,008	\$ 7,613,240	\$ 7,043,430	\$ 7,050,380	\$ 6,950	0.1%
Dining Revenue	601,689	651,798	627,923	492,045	554,911	561,200	6,289	1.1%
Residence Revenue	695,912	740,055	725,799	616,064	658,326	674,820	16,494	2.5%
Tuition Waivers/Scholarships	(1,501,463)	(1,622,033)	(1,713,909)	(1,304,589)	(1,181,200)	(1,173,000)	8,200	-0.7%
Net Student Charges Revenue	8,470,375	8,448,008	7,839,822	7,416,761	7,075,467	7,113,400	37,933	0.5%
State Appropriation	6,513,346	6,877,413	7,818,910	7,818,908	8,590,375	8,737,138	146,763	1.7%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	43,369	37,775	48,544	22,107	37,500	43,000	5,500	14.7%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	470,090	719,650	556,161	452,957	388,844	380,100	(8,744)	-2.2%
<b>Total Revenue</b>	<b>15,497,180</b>	<b>16,082,846</b>	<b>16,263,437</b>	<b>15,710,732</b>	<b>16,092,186</b>	<b>16,273,638</b>	<b>181,452</b>	<b>1.1%</b>
<b>Expenses</b>								
Salaries & Wages	\$6,659,887	\$6,541,023	\$6,656,118	\$6,708,950	\$7,579,139	\$7,546,303	(\$32,836)	-0.4%
Attrition (Salary Only)	-	-	-	-	(134,320)	(50,000)	84,320	-62.8%
Employee Benefits Including Attrition	2,824,637	2,807,130	2,841,236	2,813,349	3,036,403	3,114,956	78,553	2.6%
Pandemic Pay	-	-	22,847	32,927	-	-	-	-%
Personnel	9,484,524	9,348,153	9,520,201	9,555,225	10,481,222	10,611,259	130,037	1.2%
Other Expenses & Transfers:								
Fuel & Electricity	568,240	628,959	624,079	532,154	639,770	629,980	(9,790)	-1.5%
Supplies & Services	1,272,433	1,641,318	1,579,612	1,657,215	2,011,537	2,275,188	263,651	13.1%
Shared Services	1,677,758	1,810,651	1,910,969	2,025,723	2,139,105	2,177,618	38,513	1.8%
Travel	347,921	363,866	250,284	50,799	344,138	270,538	(73,600)	-21.4%
Memberships, Contributions & Sponsorships	59,944	64,344	32,416	42,865	70,770	45,395	(25,375)	-35.9%
Maintenance & Alterations	262,827	207,565	175,420	97,801	223,227	194,350	(28,877)	-12.9%
Interest	253,702	242,406	228,184	211,487	194,239	175,746	(18,493)	-9.5%
Depreciation	847,527	948,680	953,691	978,250	1,010,631	1,060,412	49,781	4.9%
Other Expenses & Transfers	427,824	876,791	80,002	342,161	109,042	32,394	(76,648)	-70.3%
Unassigned Budget	-	-	-	800	21,391	17,453	(3,938)	-18.4%
<b>Total Other Expenses &amp; Transfers</b>	<b>5,718,176</b>	<b>6,784,581</b>	<b>5,834,657</b>	<b>5,939,254</b>	<b>6,763,850</b>	<b>6,879,074</b>	<b>115,224</b>	<b>1.7%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>15,202,700</b>	<b>16,132,734</b>	<b>15,354,858</b>	<b>15,494,480</b>	<b>17,245,072</b>	<b>17,490,333</b>	<b>245,261</b>	<b>1.4%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 294,480</b>	<b>\$ (49,888)</b>	<b>\$ 908,579</b>	<b>\$ 216,252</b>	<b>\$ (1,152,886)</b>	<b>\$ (1,216,695)</b>	<b>\$ (63,809)</b>	<b>5.5%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 294,480	\$ (49,888)	\$ 908,579	\$ 216,252	\$ (1,152,886)	\$ (1,216,695)	\$ (63,809)	5.5%
Add Back Depreciation	847,527	948,680	953,691	978,250	1,010,631	1,060,412	49,781	4.9%
Less Capital Expenditures	(289,688)	(278,427)	(312,242)	(366,370)	(337,842)	(211,176)	126,666	-37.5%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(541,167)	(555,488)	(593,573)	(612,657)	(629,610)	(570,541)	59,069	-9.4%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>311,153</b>	<b>64,878</b>	<b>956,455</b>	<b>215,475</b>	<b>(1,109,707)</b>	<b>(938,000)</b>	<b>171,707</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	938,000	938,000	
<b>Net Change Subtotal</b>	<b>311,153</b>	<b>64,878</b>	<b>956,455</b>	<b>215,475</b>	<b>(1,109,707)</b>	<b>-</b>	<b>1,109,707</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(281,670)	30,757	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 311,153</b>	<b>\$ 64,878</b>	<b>\$ 674,785</b>	<b>\$ 246,232</b>	<b>\$ (1,109,707)</b>	<b>\$ -</b>	<b>\$ 1,109,707</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Maine School of Law								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 6,083,894	\$ 6,406,176	\$ 6,645,003	\$ 6,448,953	\$ 6,235,771	\$ 7,464,022	\$ 1,228,251	19.7%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	(1,795,349)	(1,879,691)	(2,014,608)	(2,249,892)	(2,100,000)	(2,500,000)	(400,000)	19.0%
Net Student Charges Revenue	4,288,545	4,526,486	4,630,394	4,199,061	4,135,771	4,964,022	828,251	20.0%
State Appropriation	-	-	-	856,808	3,281,808	3,908,237	626,429	19.1%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	64,645	63,515	62,362	63,932	65,063	66,419	1,356	2.1%
Sales/Services/Auxiliary	8,653	8,985	7,432	11,236	8,270	8,270	-	0.0%
<b>Total Revenue</b>	<b>4,361,842</b>	<b>4,598,986</b>	<b>4,700,189</b>	<b>5,131,038</b>	<b>7,490,912</b>	<b>8,946,948</b>	<b>1,456,036</b>	<b>19.4%</b>
<b>Expenses</b>								
Salaries & Wages	\$3,501,489	\$3,531,770	\$3,590,338	\$3,845,068	\$4,442,104	\$4,685,453	\$243,349	5.5%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	1,697,029	1,724,751	1,720,079	1,853,072	2,060,228	2,200,225	139,997	6.8%
Pandemic Pay	-	-	5,019	10,319	-	-	-	-%
Personnel	5,198,518	5,256,521	5,315,436	5,708,458	6,502,332	6,885,678	383,346	5.9%
Other Expenses & Transfers:								
Fuel & Electricity	-	-	-	-	-	206,500	206,500	-%
Supplies & Services	267,223	199,513	170,276	146,171	412,840	626,819	213,979	51.8%
Shared Services	-	-	-	-	-	289,506	289,506	-%
Travel	91,195	78,240	59,477	2,816	90,250	91,250	1,000	1.1%
Memberships, Contributions & Sponsorships	41,467	13,805	32,796	20,325	35,400	42,400	7,000	19.8%
Maintenance & Alterations	36,209	15,616	11,477	32,616	300,250	40,191	(260,059)	-86.6%
Interest	-	-	-	-	-	-	-	-%
Depreciation	-	-	-	-	-	-	-	-%
Other Expenses & Transfers	795,329	(68,717)	(103,512)	775,148	1,917,432	2,020,116	102,684	5.4%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>1,231,422</b>	<b>238,457</b>	<b>170,513</b>	<b>977,076</b>	<b>2,756,172</b>	<b>3,316,782</b>	<b>560,610</b>	<b>20.3%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>6,429,940</b>	<b>5,494,978</b>	<b>5,485,949</b>	<b>6,685,535</b>	<b>9,258,504</b>	<b>10,202,460</b>	<b>943,956</b>	<b>10.2%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (2,068,098)</b>	<b>\$ (895,992)</b>	<b>\$ (785,760)</b>	<b>\$ (1,554,497)</b>	<b>\$ (1,767,592)</b>	<b>\$ (1,255,512)</b>	<b>\$ 512,080</b>	<b>-29.0%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (2,068,098)	\$ (895,992)	\$ (785,760)	\$ (1,554,497)	\$ (1,767,592)	\$ (1,255,512)	\$ 512,080	-29.0%
Add Back Depreciation	-	-	-	-	-	-	-	-%
Less Capital Expenditures	(1,466)	-	-	-	-	-	-	-%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	-	-	-	-	-	-	-	-%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(2,069,564)</b>	<b>(895,992)</b>	<b>(785,760)</b>	<b>(1,554,497)</b>	<b>(1,767,592)</b>	<b>(1,255,512)</b>	<b>512,080</b>	
Transfer from/(to) Administrative Savings Rsrv	105,000	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	275,320	202,546	360,760	1,554,497	1,767,592	1,255,512	(512,080)	
<b>Net Change Subtotal</b>	<b>(1,689,244)</b>	<b>(693,446)</b>	<b>(425,000)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Other Strategic Transfers from/(to) Reserves	-	693,446	425,000	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (1,689,244)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Southern Maine								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 67,980,844	\$ 71,893,964	\$ 74,653,271	\$ 73,066,676	\$ 74,201,706	\$ 73,388,402	\$ (813,304)	-1.1%
Dining Revenue	-	-	(553)	-	-	-	-	-%
Residence Revenue	3,600	2,475	4,650	18,269	-	-	-	-%
Tuition Waivers/Scholarships	(15,132,311)	(17,428,968)	(18,975,993)	(16,541,340)	(16,283,471)	(16,283,471)	-	0.0%
Net Student Charges Revenue	52,852,134	54,467,472	55,681,375	56,543,604	57,918,235	57,104,931	(813,304)	-1.4%
State Appropriation	47,783,008	47,775,142	48,098,693	46,874,076	47,714,871	51,147,985	3,433,114	7.2%
HEERF Relief - Lost Revenue	-	-	-	20,762	-	-	-	-%
Indirect Cost Recovery	3,424,630	3,357,629	3,470,573	3,777,125	3,525,000	3,525,000	-	0.0%
Investment Income/Gifts	127,698	125,934	129,457	132,704	113,769	113,769	-	0.0%
Sales/Services/Auxiliary	3,540,360	3,594,863	3,131,924	1,546,660	3,285,863	3,843,521	557,658	17.0%
<b>Total Revenue</b>	<b>107,727,829</b>	<b>109,321,040</b>	<b>110,512,022</b>	<b>108,894,931</b>	<b>112,557,738</b>	<b>115,735,206</b>	<b>3,177,468</b>	<b>2.8%</b>
<b>Expenses</b>								
Salaries & Wages	\$50,428,422	\$53,449,292	\$55,583,315	\$56,197,693	\$60,483,765	\$61,023,225	\$539,460	0.9%
Attrition (Salary Only)	-	-	-	-	(1,753,247)	(2,328,511)	(575,264)	32.8%
Employee Benefits Including Attrition	21,940,169	23,570,682	24,636,835	24,661,539	25,256,156	25,706,371	450,215	1.8%
Pandemic Pay	-	-	354,519	105,036	-	-	-	-%
Personnel	72,368,591	77,019,974	80,574,669	80,964,267	83,986,674	84,401,085	414,411	0.5%
Other Expenses & Transfers:								
Fuel & Electricity	2,668,953	2,343,803	2,182,350	1,693,579	2,547,739	2,705,474	157,735	6.2%
Supplies & Services	6,189,136	6,441,163	6,167,566	6,065,790	5,391,375	5,533,838	142,463	2.6%
Shared Services	11,810,828	12,139,152	12,217,682	12,190,200	12,792,857	13,008,877	216,020	1.7%
Travel	1,324,700	1,428,646	1,082,772	249,624	681,010	936,167	255,157	37.5%
Memberships, Contributions & Sponsorships	216,754	325,245	228,968	213,088	172,855	172,855	-	0.0%
Maintenance & Alterations	2,546,105	1,857,174	1,914,879	1,866,305	2,153,531	2,178,531	25,000	1.2%
Interest	729,015	725,757	602,746	554,446	499,199	434,592	(64,607)	-12.9%
Depreciation	6,410,113	6,653,437	6,741,610	6,657,299	6,572,221	6,833,820	261,599	4.0%
Other Expenses & Transfers	2,519,302	3,428,813	2,236,231	34,574	906,403	787,444	(118,959)	-13.1%
Unassigned Budget	4,141	3,923	(30)	-	126,986	(142,522)	(269,508)	-212.2%
<b>Total Other Expenses &amp; Transfers</b>	<b>34,419,047</b>	<b>35,347,112</b>	<b>33,374,774</b>	<b>29,524,906</b>	<b>31,844,176</b>	<b>32,449,076</b>	<b>604,900</b>	<b>1.9%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>106,787,638</b>	<b>112,367,085</b>	<b>113,949,442</b>	<b>110,489,174</b>	<b>115,830,850</b>	<b>116,850,161</b>	<b>1,019,311</b>	<b>0.9%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 940,192</b>	<b>\$ (3,046,046)</b>	<b>\$ (3,437,420)</b>	<b>\$ (1,594,243)</b>	<b>\$ (3,273,112)</b>	<b>\$ (1,114,955)</b>	<b>\$ 2,158,157</b>	<b>-65.9%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 940,192	\$ (3,046,046)	\$ (3,437,420)	\$ (1,594,243)	\$ (3,273,112)	\$ (1,114,955)	\$ 2,158,157	-65.9%
Add Back Depreciation	6,410,113	6,653,437	6,741,610	6,657,299	6,572,221	6,833,820	261,599	4.0%
Less Capital Expenditures	(1,613,575)	(1,744,499)	(1,204,001)	(893,932)	(2,494,364)	(3,862,463)	(1,368,099)	54.8%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(1,663,761)	(1,818,557)	(1,311,543)	(1,380,201)	(1,382,833)	(1,369,961)	12,872	-0.9%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>4,072,969</b>	<b>44,335</b>	<b>788,646</b>	<b>2,788,923</b>	<b>(578,088)</b>	<b>486,441</b>	<b>1,064,529</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>4,072,969</b>	<b>44,335</b>	<b>788,646</b>	<b>2,788,923</b>	<b>(578,088)</b>	<b>486,441</b>	<b>1,064,529</b>	
Other Strategic Transfers from/(to) Reserves	272,078	(32,045)	(85,047)	755,610	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 4,345,046</b>	<b>\$ 12,290</b>	<b>\$ 703,599</b>	<b>\$ 3,544,534</b>	<b>\$ (578,088)</b>	<b>\$ 486,441</b>	<b>\$ 1,064,529</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Southern Maine								
	FY18 ACTUALS	FY19 ACTUALS	Auxiliary FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	4/21/22 BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 1,133,064	\$ 1,129,612	\$ 1,053,562	\$ 119,026	\$ 873,175	\$ -	\$ (873,175)	-100.0%
Dining Revenue	4,624,297	5,387,732	4,914,136	3,207,126	5,220,533	6,139,013	918,480	17.6%
Residence Revenue	6,525,387	6,844,396	6,868,257	3,593,375	6,787,729	7,430,747	643,018	9.5%
Tuition Waivers/Scholarships	(408,901)	(468,570)	(403,558)	(334,695)	(450,000)	(450,000)	-	0.0%
Net Student Charges Revenue	11,873,847	12,893,170	12,432,397	6,584,831	12,431,437	13,119,760	688,323	5.5%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	1,288,217	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	2,097,211	1,421,953	830,956	720,994	614,590	682,877	68,287	11.1%
<b>Total Revenue</b>	<b>13,971,058</b>	<b>14,315,123</b>	<b>13,263,353</b>	<b>8,594,042</b>	<b>13,046,027</b>	<b>13,802,637</b>	<b>756,610</b>	<b>5.8%</b>
<b>Expenses</b>								
Salaries & Wages	\$1,298,633	\$1,413,674	\$1,444,699	\$1,503,478	\$1,724,001	\$1,754,576	\$30,575	1.8%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	654,791	700,327	704,380	723,130	832,387	864,563	32,176	3.9%
Pandemic Pay	-	-	58,365	16,256	-	-	-	-%
Personnel	1,953,423	2,114,000	2,207,443	2,242,865	2,556,388	2,619,139	62,751	2.5%
Other Expenses & Transfers:								
Fuel & Electricity	813,249	953,679	899,957	740,443	905,499	1,003,327	97,828	10.8%
Supplies & Services	5,171,487	5,130,935	4,341,702	3,421,928	4,488,568	5,132,915	644,347	14.4%
Shared Services	-	-	-	-	-	-	-	-%
Travel	15,985	36,478	8,312	1,634	7,428	7,428	-	0.0%
Memberships, Contributions & Sponsorships	1,769	1,906	1,229	1,992	2,098	2,098	-	0.0%
Maintenance & Alterations	638,681	820,419	823,853	680,368	1,102,391	1,102,391	-	0.0%
Interest	1,170,288	1,096,513	1,020,883	938,455	875,570	808,964	(66,606)	-7.6%
Depreciation	1,020,736	1,099,967	1,263,656	1,404,204	1,400,366	1,373,303	(27,063)	-1.9%
Other Expenses & Transfers	2,074,008	1,799,008	2,492,702	1,647,780	1,813,321	1,813,321	-	0.0%
Unassigned Budget	-	-	-	-	5,253	30,740	25,487	485.2%
<b>Total Other Expenses &amp; Transfers</b>	<b>10,906,205</b>	<b>10,938,906</b>	<b>10,852,293</b>	<b>8,836,804</b>	<b>10,600,494</b>	<b>11,274,487</b>	<b>673,993</b>	<b>6.4%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>12,859,628</b>	<b>13,052,907</b>	<b>13,059,736</b>	<b>11,079,669</b>	<b>13,156,882</b>	<b>13,893,626</b>	<b>736,744</b>	<b>5.6%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 1,111,430</b>	<b>\$ 1,262,216</b>	<b>\$ 203,617</b>	<b>\$ (2,485,626)</b>	<b>\$ (110,855)</b>	<b>\$ (90,989)</b>	<b>\$ 19,866</b>	<b>-17.9%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 1,111,430	\$ 1,262,216	\$ 203,617	\$ (2,485,626)	\$ (110,855)	\$ (90,989)	\$ 19,866	-17.9%
Add Back Depreciation	1,020,736	1,099,967	1,263,656	1,404,204	1,400,366	1,373,303	(27,063)	-1.9%
Less Capital Expenditures	(174,844)	(843,446)	(177,745)	(225,000)	(282,330)	(296,447)	(14,117)	5.0%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(1,606,907)	(1,676,600)	(1,748,810)	(1,482,501)	(1,404,484)	(1,472,308)	(67,824)	4.8%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>350,415</b>	<b>(157,863)</b>	<b>(459,283)</b>	<b>(2,788,923)</b>	<b>(397,303)</b>	<b>(486,441)</b>	<b>(89,138)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>350,415</b>	<b>(157,863)</b>	<b>(459,283)</b>	<b>(2,788,923)</b>	<b>(397,303)</b>	<b>(486,441)</b>	<b>(89,138)</b>	
Other Strategic Transfers from/(to) Reserves	-	-	-	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 350,415</b>	<b>\$ (157,863)</b>	<b>\$ (459,283)</b>	<b>\$ (2,788,923)</b>	<b>\$ (397,303)</b>	<b>\$ (486,441)</b>	<b>\$ (89,138)</b>	

Board of Trustees Meeting - May 2022 - Attachments

University of Southern Maine								
	E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 69,113,908	\$ 73,023,577	\$ 75,706,833	\$ 73,185,702	\$ 75,074,881	\$ 73,388,402	\$ (1,686,479)	-2.2%
Dining Revenue	4,624,297	5,387,732	4,913,583	3,207,126	5,220,533	6,139,013	918,480	17.6%
Residence Revenue	6,528,987	6,846,871	6,872,907	3,611,644	6,787,729	7,430,747	643,018	9.5%
Tuition Waivers/Scholarships	(15,541,212)	(17,897,538)	(19,379,551)	(16,876,035)	(16,733,471)	(16,733,471)	-	0.0%
Net Student Charges Revenue	64,725,981	67,360,642	68,113,772	63,128,436	70,349,672	70,224,691	(124,981)	-0.2%
State Appropriation	47,783,008	47,775,142	48,098,693	46,874,076	47,714,871	51,147,985	3,433,114	7.2%
HEERF Relief - Lost Revenue	-	-	-	1,308,979	-	-	-	-%
Indirect Cost Recovery	3,424,630	3,357,629	3,470,573	3,777,125	3,525,000	3,525,000	-	0.0%
Investment Income/Gifts	127,698	125,934	129,457	132,704	113,769	113,769	-	0.0%
Sales/Services/Auxiliary	5,637,571	5,016,816	3,962,880	2,267,654	3,900,453	4,526,398	625,945	16.0%
<b>Total Revenue</b>	<b>121,698,888</b>	<b>123,636,163</b>	<b>123,775,375</b>	<b>117,488,973</b>	<b>125,603,765</b>	<b>129,537,843</b>	<b>3,934,078</b>	<b>3.1%</b>
<b>Expenses</b>								
Salaries & Wages	\$51,727,055	\$54,862,966	\$57,028,014	\$57,701,171	\$62,207,766	\$62,777,801	\$570,035	0.9%
Attrition (Salary Only)	-	-	-	-	(1,753,247)	(2,328,511)	(575,264)	32.8%
Employee Benefits Including Attrition	22,594,960	24,271,008	25,341,214	25,384,669	26,088,543	26,570,934	482,391	1.8%
Pandemic Pay	-	-	412,884	121,292	-	-	-	-%
Personnel	74,322,015	79,133,974	82,782,112	83,207,132	86,543,062	87,020,224	477,162	0.6%
Other Expenses & Transfers:								
Fuel & Electricity	3,482,202	3,297,482	3,082,307	2,434,022	3,453,238	3,708,801	255,563	7.4%
Supplies & Services	11,360,623	11,572,098	10,509,268	9,487,718	9,879,943	10,666,753	786,810	8.0%
Shared Services	11,810,828	12,139,152	12,217,682	12,190,200	12,792,857	13,008,877	216,020	1.7%
Travel	1,340,686	1,465,124	1,091,084	251,257	688,438	943,595	255,157	37.1%
Memberships, Contributions & Sponsorships	218,523	327,151	230,197	215,080	174,953	174,953	-	0.0%
Maintenance & Alterations	3,184,786	2,677,593	2,738,732	2,546,673	3,255,922	3,280,922	25,000	0.8%
Interest	1,899,304	1,822,270	1,623,629	1,492,901	1,374,769	1,243,556	(131,213)	-9.5%
Depreciation	7,430,849	7,753,404	8,005,266	8,061,503	7,972,587	8,207,123	234,536	2.9%
Other Expenses & Transfers	4,593,310	5,227,822	4,728,932	1,682,355	2,719,724	2,600,765	(118,959)	-4.4%
Unassigned Budget	4,141	3,923	(30)	-	132,239	(111,782)	(244,021)	-184.5%
<b>Total Other Expenses &amp; Transfers</b>	<b>45,325,251</b>	<b>46,286,018</b>	<b>44,227,067</b>	<b>38,361,710</b>	<b>42,444,670</b>	<b>43,723,563</b>	<b>1,278,893</b>	<b>3.0%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>119,647,266</b>	<b>125,419,992</b>	<b>127,009,179</b>	<b>121,568,842</b>	<b>128,987,732</b>	<b>130,743,787</b>	<b>1,756,055</b>	<b>1.4%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 2,051,622</b>	<b>\$ (1,783,829)</b>	<b>\$ (3,233,804)</b>	<b>\$ (4,079,869)</b>	<b>\$ (3,383,967)</b>	<b>\$ (1,205,944)</b>	<b>\$ 2,178,023</b>	<b>-64.4%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 2,051,622	\$ (1,783,829)	\$ (3,233,804)	\$ (4,079,869)	\$ (3,383,967)	\$ (1,205,944)	\$ 2,178,023	-64.4%
Add Back Depreciation	7,430,849	7,753,404	8,005,266	8,061,503	7,972,587	8,207,123	234,536	2.9%
Less Capital Expenditures	(1,788,419)	(2,587,946)	(1,381,747)	(1,118,932)	(2,776,694)	(4,158,910)	(1,382,216)	49.8%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	(3,270,668)	(3,495,157)	(3,060,353)	(2,862,702)	(2,787,317)	(2,842,269)	(54,952)	2.0%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>4,423,384</b>	<b>(113,528)</b>	<b>329,362</b>	<b>0</b>	<b>(975,391)</b>	<b>-</b>	<b>975,391</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>4,423,384</b>	<b>(113,528)</b>	<b>329,362</b>	<b>0</b>	<b>(975,391)</b>	<b>-</b>	<b>975,391</b>	
Other Strategic Transfers from/(to) Reserves	272,078	(32,045)	(85,047)	755,610	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 4,695,462</b>	<b>\$ (145,573)</b>	<b>\$ 244,316</b>	<b>\$ 755,610</b>	<b>\$ (975,391)</b>	<b>\$ -</b>	<b>\$ 975,391</b>	



Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Presque Isle								
	E&G						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 7,539,255	\$ 7,621,876	\$ 7,674,168	\$ 7,990,690	\$ 8,451,540	\$ 9,553,939	\$ 1,102,399	13.0%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	10,759	7,753	5,224	-	-	-	-	-%
Tuition Waivers/Scholarships	(1,488,961)	(1,543,944)	(1,398,522)	(964,708)	(870,500)	(904,000)	(33,500)	3.8%
Net Student Charges Revenue	6,061,053	6,085,685	6,280,870	7,025,982	7,581,040	8,649,939	1,068,899	14.1%
State Appropriation	7,936,764	7,508,452	8,017,134	8,013,478	8,616,602	8,813,733	197,131	2.3%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	154,225	138,977	174,054	169,942	167,000	170,000	3,000	1.8%
Investment Income/Gifts	100	-	-	1,000	-	-	-	-%
Sales/Services/Auxiliary	641,160	608,219	464,327	116,409	291,600	386,400	94,800	32.5%
<b>Total Revenue</b>	<b>14,793,302</b>	<b>14,341,332</b>	<b>14,936,384</b>	<b>15,326,811</b>	<b>16,656,242</b>	<b>18,020,072</b>	<b>1,363,830</b>	<b>8.2%</b>
<b>Expenses</b>								
Salaries & Wages	\$6,889,113	\$7,061,041	\$7,310,303	\$7,513,836	\$8,514,538	\$9,092,778	\$578,240	6.8%
Attrition (Salary Only)	-	-	-	-	-	(155,510)	(155,510)	-%
Employee Benefits Including Attrition	3,054,668	3,175,455	3,294,908	3,216,482	3,620,649	3,806,181	185,532	5.1%
Pandemic Pay	-	-	22,316	23,658	-	-	-	-%
Personnel	9,943,781	10,236,496	10,627,527	10,753,976	12,135,187	12,743,449	608,262	5.0%
Other Expenses & Transfers:								
Fuel & Electricity	427,647	509,809	465,884	395,264	590,800	620,300	29,500	5.0%
Supplies & Services	1,065,177	871,354	1,009,941	1,236,215	1,936,712	2,746,980	810,268	41.8%
Shared Services	1,967,428	2,047,479	2,150,304	2,221,336	2,274,703	2,306,686	31,983	1.4%
Travel	321,935	293,733	185,296	40,554	297,229	311,463	14,234	4.8%
Memberships, Contributions & Sponsorships	61,725	66,910	72,863	44,104	75,665	74,605	(1,060)	-1.4%
Maintenance & Alterations	461,143	436,550	373,890	330,790	303,850	305,450	1,600	0.5%
Interest	60,380	58,866	56,794	53,276	49,454	45,548	(3,906)	-7.9%
Depreciation	918,182	830,981	807,004	867,952	918,771	1,071,105	152,334	16.6%
Other Expenses & Transfers	206,434	(514,301)	(311,676)	165,055	404,605	423,691	19,086	4.7%
Unassigned Budget	13,048	-	-	-	-	6,070	6,070	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>5,503,099</b>	<b>4,601,381</b>	<b>4,810,301</b>	<b>5,354,545</b>	<b>6,851,789</b>	<b>7,911,898</b>	<b>1,060,109</b>	<b>15.5%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>15,446,879</b>	<b>14,837,877</b>	<b>15,437,827</b>	<b>16,108,522</b>	<b>18,986,976</b>	<b>20,655,347</b>	<b>1,668,371</b>	<b>8.8%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (653,578)</b>	<b>\$ (496,544)</b>	<b>\$ (501,444)</b>	<b>\$ (781,711)</b>	<b>\$ (2,330,734)</b>	<b>\$ (2,635,275)</b>	<b>\$ (304,541)</b>	<b>13.1%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (653,578)	\$ (496,544)	\$ (501,444)	\$ (781,711)	\$ (2,330,734)	\$ (2,635,275)	\$ (304,541)	13.1%
Add Back Depreciation	918,182	830,981	807,004	867,952	918,771	1,071,105	152,334	16.6%
Less Capital Expenditures	(121,702)	(62,747)	(139,468)	(236,348)	(238,272)	(250,186)	(11,914)	5.0%
Less Capital Reserve Funding	-	(804,845)	-	(19,982)	-	-	-	-%
Less Debt Service Principal	(60,395)	(74,049)	(87,445)	(91,139)	(91,943)	(97,855)	(5,912)	6.4%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>82,508</b>	<b>(607,204)</b>	<b>78,647</b>	<b>(261,228)</b>	<b>(1,742,178)</b>	<b>(1,912,211)</b>	<b>(170,033)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	1,825,496	1,912,211	86,715	
<b>Net Change Subtotal</b>	<b>82,508</b>	<b>(607,204)</b>	<b>78,647</b>	<b>(261,228)</b>	<b>83,318</b>	<b>-</b>	<b>(83,318)</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(29,465)	(7,651)	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 82,508</b>	<b>\$ (607,204)</b>	<b>\$ 49,182</b>	<b>\$ (268,879)</b>	<b>\$ 83,318</b>	<b>\$ -</b>	<b>\$ (83,318)</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Presque Isle								
	Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 550	\$ 450	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	794,926	883,268	798,286	546,128	607,731	822,500	214,769	35.3%
Residence Revenue	1,179,985	1,274,666	1,156,482	795,273	862,396	931,260	68,864	8.0%
Tuition Waivers/Scholarships	(239,169)	(236,728)	(234,900)	(250,973)	(235,000)	(225,000)	10,000	-4.3%
Net Student Charges Revenue	1,736,292	1,921,657	1,719,868	1,090,428	1,235,127	1,528,760	293,633	23.8%
State Appropriation	-	-	-	-	-	-	-	-%
HEERF Relief - Lost Revenue	-	-	-	803,928	650,000	-	(650,000)	-100.0%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	146,793	129,518	146,121	101,679	28,000	28,000	-	0.0%
<b>Total Revenue</b>	<b>1,883,085</b>	<b>2,051,175</b>	<b>1,865,990</b>	<b>1,996,034</b>	<b>1,913,127</b>	<b>1,556,760</b>	<b>(356,367)</b>	<b>-18.6%</b>
<b>Expenses</b>								
Salaries & Wages	\$172,426	\$217,230	\$230,704	\$223,085	\$274,277	\$251,473	(\$22,804)	-8.3%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	56,594	86,226	98,745	95,893	114,294	104,944	(9,350)	-8.2%
Pandemic Pay	-	-	6,865	5,082	-	-	-	-%
Personnel	229,020	303,457	336,315	324,061	388,571	356,417	(32,154)	-8.3%
Other Expenses & Transfers:								
Fuel & Electricity	312,067	369,681	322,987	264,831	313,000	323,000	10,000	3.2%
Supplies & Services	812,877	841,810	879,892	773,560	765,500	926,058	160,558	21.0%
Shared Services	-	-	-	-	-	-	-	-%
Travel	4,402	3,488	1,638	446	3,000	500	(2,500)	-83.3%
Memberships, Contributions & Sponsorships	-	-	-	-	-	-	-	-%
Maintenance & Alterations	225,125	156,758	140,518	169,572	232,500	232,300	(200)	-0.1%
Interest	-	392	851	784	559	328	(231)	-41.3%
Depreciation	62,270	69,085	74,231	72,648	72,520	64,284	(8,236)	-11.4%
Other Expenses & Transfers	111,785	197,515	488,102	177,344	172,641	137,722	(34,919)	-20.2%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>1,528,526</b>	<b>1,638,729</b>	<b>1,908,219</b>	<b>1,459,185</b>	<b>1,559,720</b>	<b>1,684,192</b>	<b>124,472</b>	<b>8.0%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>1,757,546</b>	<b>1,942,186</b>	<b>2,244,533</b>	<b>1,783,246</b>	<b>1,948,291</b>	<b>2,040,609</b>	<b>92,318</b>	<b>4.7%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 125,539</b>	<b>\$ 108,989</b>	<b>\$ (378,544)</b>	<b>\$ 212,788</b>	<b>\$ (35,164)</b>	<b>\$ (483,849)</b>	<b>\$ (448,685)</b>	<b>1276.0%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 125,539	\$ 108,989	\$ (378,544)	\$ 212,788	\$ (35,164)	\$ (483,849)	\$ (448,685)	1276.0%
Add Back Depreciation	62,270	69,085	74,231	72,648	72,520	64,284	(8,236)	-11.4%
Less Capital Expenditures	(169,620)	(74,152)	(38,235)	(8,920)	(110,520)	(116,046)	(5,526)	5.0%
Less Capital Reserve Funding	-	(19,100)	-	-	-	-	-	-%
Less Debt Service Principal	-	(3,291)	(8,411)	(9,928)	(10,154)	(10,384)	(230)	2.3%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>18,189</b>	<b>81,531</b>	<b>(350,959)</b>	<b>266,587</b>	<b>(83,318)</b>	<b>(545,995)</b>	<b>(462,677)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	545,995	545,995	
<b>Net Change Subtotal</b>	<b>18,189</b>	<b>81,531</b>	<b>(350,959)</b>	<b>266,587</b>	<b>(83,318)</b>	<b>-</b>	<b>83,318</b>	
Other Strategic Transfers from/(to) Reserves	-	-	-	-	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 18,189</b>	<b>\$ 81,531</b>	<b>\$ (350,959)</b>	<b>\$ 266,587</b>	<b>\$ (83,318)</b>	<b>\$ -</b>	<b>\$ 83,318</b>	

Board of Trustees Meeting - May 2022 - Attachments

Univ of Maine at Presque Isle								
	E&G and Auxiliary						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ 7,539,805	\$ 7,622,326	\$ 7,674,168	\$ 7,990,690	\$ 8,451,540	\$ 9,553,939	\$ 1,102,399	13.0%
Dining Revenue	794,926	883,268	798,286	546,128	607,731	822,500	214,769	35.3%
Residence Revenue	1,190,744	1,282,420	1,161,706	795,273	862,396	931,260	68,864	8.0%
Tuition Waivers/Scholarships	(1,728,130)	(1,780,672)	(1,633,422)	(1,215,681)	(1,105,500)	(1,129,000)	(23,500)	2.1%
Net Student Charges Revenue	7,797,345	8,007,342	8,000,738	8,116,409	8,816,167	10,178,699	1,362,532	15.5%
State Appropriation	7,936,764	7,508,452	8,017,134	8,013,478	8,616,602	8,813,733	197,131	2.3%
HEERF Relief - Lost Revenue	-	-	-	803,928	650,000	-	(650,000)	-100.0%
Indirect Cost Recovery	154,225	138,977	174,054	169,942	167,000	170,000	3,000	1.8%
Investment Income/Gifts	100	-	-	1,000	-	-	-	-%
Sales/Services/Auxiliary	787,952	737,737	610,448	218,088	319,600	414,400	94,800	29.7%
<b>Total Revenue</b>	<b>16,676,386</b>	<b>16,392,507</b>	<b>16,802,373</b>	<b>17,322,845</b>	<b>18,569,369</b>	<b>19,576,832</b>	<b>1,007,463</b>	<b>5.4%</b>
<b>Expenses</b>								
Salaries & Wages	\$7,061,539	\$7,278,271	\$7,541,007	\$7,736,921	\$8,788,815	\$9,344,251	\$555,436	6.3%
Attrition (Salary Only)	-	-	-	-	-	(155,510)	(155,510)	-%
Employee Benefits Including Attrition	3,111,261	3,261,681	3,393,653	3,312,376	3,734,943	3,911,125	176,182	4.7%
Pandemic Pay	-	-	29,181	28,741	-	-	-	-%
Personnel	10,172,800	10,539,953	10,963,841	11,078,037	12,523,758	13,099,866	576,108	4.6%
Other Expenses & Transfers:								
Fuel & Electricity	739,714	879,490	788,872	660,095	903,800	943,300	39,500	4.4%
Supplies & Services	1,878,055	1,713,164	1,889,834	2,009,775	2,702,212	3,673,038	970,826	35.9%
Shared Services	1,967,428	2,047,479	2,150,304	2,221,336	2,274,703	2,306,686	31,983	1.4%
Travel	326,337	297,221	186,934	41,001	300,229	311,963	11,734	3.9%
Memberships, Contributions & Sponsorships	61,725	66,910	72,863	44,104	75,665	74,605	(1,060)	-1.4%
Maintenance & Alterations	686,268	593,308	514,408	500,361	536,350	537,750	1,400	0.3%
Interest	60,380	59,258	57,645	54,060	50,013	45,876	(4,137)	-8.3%
Depreciation	980,451	900,066	881,235	940,600	991,291	1,135,389	144,098	14.5%
Other Expenses & Transfers	318,218	(316,786)	176,426	342,399	577,246	561,413	(15,833)	-2.7%
Unassigned Budget	13,048	-	-	-	-	6,070	6,070	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>7,031,625</b>	<b>6,240,110</b>	<b>6,718,519</b>	<b>6,813,731</b>	<b>8,411,509</b>	<b>9,596,090</b>	<b>1,184,581</b>	<b>14.1%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>17,204,425</b>	<b>16,780,062</b>	<b>17,682,361</b>	<b>17,891,768</b>	<b>20,935,267</b>	<b>22,695,956</b>	<b>1,760,689</b>	<b>8.4%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (528,039)</b>	<b>\$ (387,555)</b>	<b>\$ (879,987)</b>	<b>\$ (568,923)</b>	<b>\$ (2,365,898)</b>	<b>\$ (3,119,124)</b>	<b>\$ (753,226)</b>	<b>31.8%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (528,039)	\$ (387,555)	\$ (879,987)	\$ (568,923)	\$ (2,365,898)	\$ (3,119,124)	\$ (753,226)	31.8%
Add Back Depreciation	980,451	900,066	881,235	940,600	991,291	1,135,389	144,098	14.5%
Less Capital Expenditures	(291,321)	(136,899)	(177,703)	(245,269)	(348,792)	(366,232)	(17,440)	5.0%
Less Capital Reserve Funding	-	(823,945)	-	(19,982)	-	-	-	-%
Less Debt Service Principal	(60,395)	(77,340)	(95,857)	(101,068)	(102,097)	(108,239)	(6,142)	6.0%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>100,696</b>	<b>(525,673)</b>	<b>(272,312)</b>	<b>5,359</b>	<b>(1,825,496)</b>	<b>(2,458,206)</b>	<b>(632,710)</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	1,825,496	2,458,206	632,710	
<b>Net Change Subtotal</b>	<b>100,696</b>	<b>(525,673)</b>	<b>(272,312)</b>	<b>5,359</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Other Strategic Transfers from/(to) Reserves	-	-	(29,465)	(7,651)	-	-	-	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 100,696</b>	<b>\$ (525,673)</b>	<b>\$ (301,777)</b>	<b>\$ (2,292)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

Board of Trustees Meeting - May 2022 - Attachments

UMS Governance & Univ Services								
	Governance						4/21/22	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	BUDGET CHANGE	
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	-	-	-	-	-	-	-	-%
Net Student Charges Revenue	-	-	-	-	-	-	-	-%
State Appropriation	4,288,136	4,351,193	5,355,335	5,355,335	5,533,635	6,739,537	1,205,902	21.8%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	-	-	-	-	-	-	-	-%
Sales/Services/Auxiliary	-	-	-	1,280	-	-	-	-%
<b>Total Revenue</b>	<b>4,288,136</b>	<b>4,351,193</b>	<b>5,355,335</b>	<b>5,356,615</b>	<b>5,533,635</b>	<b>6,739,537</b>	<b>1,205,902</b>	<b>21.8%</b>
<b>Expenses</b>								
Salaries & Wages	\$2,666,997	\$2,720,131	\$2,602,639	\$2,595,393	\$3,386,441	\$3,705,586	\$319,145	9.4%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	1,362,875	1,433,947	1,329,402	1,309,733	1,669,047	1,865,001	195,954	11.7%
Pandemic Pay	-	-	-	648	-	-	-	-%
Personnel	4,029,873	4,154,078	3,932,041	3,905,774	5,055,488	5,570,587	515,099	10.2%
Other Expenses & Transfers:								
Fuel & Electricity	1,924	2,379	229	-	-	-	-	-%
Supplies & Services	84,117	128,428	133,649	295,724	73,076	112,339	39,263	53.7%
Shared Services	511,319	638,302	700,758	749,213	941,289	979,689	38,400	4.1%
Travel	139,496	142,108	122,326	18,463	113,200	127,450	14,250	12.6%
Memberships, Contributions & Sponsorships	31,197	25,694	40,268	35,737	24,325	46,800	22,475	92.4%
Maintenance & Alterations	4,752	4,583	3,397	742	2,100	2,100	-	0.0%
Interest	-	-	-	-	-	-	-	-%
Depreciation	-	-	-	-	-	-	-	-%
Other Expenses & Transfers	(148,453)	(474,142)	140,481	256,860	(601,520)	(99,428)	502,092	-83.5%
Unassigned Budget	-	-	-	-	-	-	-	-%
<b>Total Other Expenses &amp; Transfers</b>	<b>624,352</b>	<b>467,351</b>	<b>1,141,108</b>	<b>1,356,739</b>	<b>552,470</b>	<b>1,168,950</b>	<b>616,480</b>	<b>111.6%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>4,654,225</b>	<b>4,621,429</b>	<b>5,073,150</b>	<b>5,262,513</b>	<b>5,607,958</b>	<b>6,739,537</b>	<b>1,131,579</b>	<b>20.2%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (366,089)</b>	<b>\$ (270,236)</b>	<b>\$ 282,185</b>	<b>\$ 94,102</b>	<b>\$ (74,323)</b>	<b>\$ -</b>	<b>\$ 74,323</b>	<b>-100.0%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ (366,089)	\$ (270,236)	\$ 282,185	\$ 94,102	\$ (74,323)	\$ -	\$ 74,323	-100.0%
Add Back Depreciation	-	-	-	-	-	-	-	-%
Less Capital Expenditures	(895)	(837)	-	-	-	-	-	-%
Less Capital Reserve Funding	-	-	-	-	-	-	-	-%
Less Debt Service Principal	-	-	-	-	-	-	-	-%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>(366,984)</b>	<b>(271,073)</b>	<b>282,185</b>	<b>94,102</b>	<b>(74,323)</b>	<b>-</b>	<b>74,323</b>	
Transfer from/(to) Administrative Savings Rsrv	-	-	-	-	-	-	-	
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>(366,984)</b>	<b>(271,073)</b>	<b>282,185</b>	<b>94,102</b>	<b>(74,323)</b>	<b>-</b>	<b>74,323</b>	
Other Strategic Transfers from/(to) Reserves	263,457	191,884	33,671	-	68,897	-	(68,897)	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (103,528)</b>	<b>\$ (79,189)</b>	<b>\$ 315,857</b>	<b>\$ 94,102</b>	<b>\$ (5,426)</b>	<b>\$ -</b>	<b>\$ 5,426</b>	

Board of Trustees Meeting - May 2022 - Attachments

UMS Governance & Univ Services Allocated University Services							
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE	4/21/22 BUDGET CHANGE
<b>Revenues</b>							
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ - -%
Dining Revenue	-	-	-	-	-	-	- -%
Residence Revenue	-	-	-	-	-	-	- -%
Tuition Waivers/Scholarships	-	-	-	-	-	-	- -%
Net Student Charges Revenue	-	-	-	-	-	-	- -%
State Appropriation	-	-	-	-	-	-	- -%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	- -%
Indirect Cost Recovery	6,864	8,237	2,939	43,671	190,158	190,158	- 0.0%
Investment Income/Gifts	18,160	17,846	17,498	17,925	272,819	264,155	(8,664) -3.2%
Sales/Services/Auxiliary	866,585	722,336	767,998	535,192	588,304	566,811	(21,493) -3.7%
<b>Total Revenue</b>	<b>891,608</b>	<b>748,420</b>	<b>788,435</b>	<b>596,788</b>	<b>1,051,281</b>	<b>1,021,124</b>	<b>(30,157) -2.9%</b>
<b>Expenses</b>							
Salaries & Wages	\$21,483,592	\$21,766,566	\$22,414,922	\$23,048,946	\$26,787,463	\$26,159,788	(\$627,675) -2.3%
Attrition (Salary Only)	-	-	-	-	(598,493)	(598,493)	- 0.0%
Employee Benefits Including Attrition	11,244,479	11,410,022	11,759,886	11,904,977	13,056,986	13,002,893	(54,093) -0.4%
Pandemic Pay	-	-	110,895	61,739	-	-	- -%
Personnel	32,728,071	33,176,588	34,285,702	35,015,662	39,245,956	38,564,188	(681,768) -1.7%
Other Expenses & Transfers:							
Fuel & Electricity	63,362	31,422	21,549	18,970	9,530	9,530	- 0.0%
Supplies & Services	3,697,533	4,239,358	4,582,428	5,354,784	4,886,570	6,423,708	1,537,138 31.5%
Shared Services	(43,250,506)	(45,027,421)	(45,996,790)	(47,156,312)	(49,269,208)	(50,562,272)	(1,293,064) 2.6%
Travel	229,613	252,348	185,735	33,987	235,675	182,475	(53,200) -22.6%
Memberships, Contributions & Sponsorships	337,789	334,984	140,580	110,575	214,461	150,201	(64,260) -30.0%
Maintenance & Alterations	3,362,631	3,556,510	3,293,860	2,885,804	3,361,398	3,423,815	62,417 1.9%
Interest	30,200	912	18,970	26,589	20,235	26,588	6,353 31.4%
Depreciation	-	-	-	-	-	-	- -%
Other Expenses & Transfers	2,731,727	3,126,005	3,067,557	1,958,402	2,075,772	1,981,916	(93,856) -4.5%
Unassigned Budget	-	-	(23)	-	-	-	- -%
<b>Total Other Expenses &amp; Transfers</b>	<b>(33,306,347)</b>	<b>(33,819,303)</b>	<b>(34,860,952)</b>	<b>(37,271,943)</b>	<b>(38,465,567)</b>	<b>(38,364,039)</b>	<b>101,528 -0.3%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>(578,276)</b>	<b>(642,715)</b>	<b>(575,250)</b>	<b>(2,256,282)</b>	<b>780,389</b>	<b>200,149</b>	<b>(580,240) -74.4%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 1,469,884</b>	<b>\$ 1,391,135</b>	<b>\$ 1,363,685</b>	<b>\$ 2,853,070</b>	<b>\$ 270,892</b>	<b>\$ 820,975</b>	<b>\$ 550,083 203.1%</b>
<b>Modified Cash Flow</b>							
Operating Increase (Decrease)	\$ 1,469,884	\$ 1,391,135	\$ 1,363,685	\$ 2,853,070	\$ 270,892	\$ 820,975	\$ 550,083 203.1%
Add Back Depreciation	-	-	-	-	-	-	- -%
Less Capital Expenditures	(545,809)	(478,611)	(249,508)	(275,589)	(675,875)	(645,875)	30,000 -4.4%
Less Capital Reserve Funding	-	-	-	-	-	-	- -%
Less Debt Service Principal	-	(7,868)	(177,505)	(175,100)	(181,453)	(175,100)	6,353 -3.5%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>924,075</b>	<b>904,656</b>	<b>936,672</b>	<b>2,402,381</b>	<b>(586,436)</b>	<b>-</b>	<b>586,436</b>
Transfer from/(to) Administrative Savings Rsrv	25,000	-	-	-	-	-	-
Transfer from/(to) Budget Stabilization	-	-	-	-	-	-	-
<b>Net Change Subtotal</b>	<b>949,075</b>	<b>904,656</b>	<b>936,672</b>	<b>2,402,381</b>	<b>(586,436)</b>	<b>-</b>	<b>586,436</b>
Other Strategic Transfers from/(to) Reserves	57,273	772,373	1,249,716	(492,460)	94,219	-	(94,219)
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 1,006,348</b>	<b>\$ 1,677,029</b>	<b>\$ 2,186,388</b>	<b>\$ 1,909,921</b>	<b>\$ (492,217)</b>	<b>\$ -</b>	<b>\$ 492,217</b>

Board of Trustees Meeting - May 2022 - Attachments

	UMS Governance & Univ Services						4/21/22	
	Unallocated Activities						BUDGET CHANGE	
	FY18 ACTUALS	FY19 ACTUALS	FY20 ACTUALS	FY21 ACTUALS	FY22 BASE	FY23 BASE		
<b>Revenues</b>								
Tuition & Fee Revenue	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-%
Dining Revenue	-	-	-	-	-	-	-	-%
Residence Revenue	-	-	-	-	-	-	-	-%
Tuition Waivers/Scholarships	-	(439)	-	-	-	-	-	-%
Net Student Charges Revenue	-	(439)	-	-	-	-	-	-%
State Appropriation	3,801,740	3,801,740	7,826,385	6,157,497	7,950,914	8,581,505	630,591	7.9%
HEERF Relief - Lost Revenue	-	-	-	-	-	-	-	-%
Indirect Cost Recovery	-	-	-	-	-	-	-	-%
Investment Income/Gifts	5,860,872	10,544,843	8,126,974	22,067,974	2,395,626	2,637,125	241,499	10.1%
Sales/Services/Auxiliary	1,654	1,848	1,102	3,048	-	-	-	-%
<b>Total Revenue</b>	<b>9,664,265</b>	<b>14,347,992</b>	<b>15,954,461</b>	<b>28,228,519</b>	<b>10,346,540</b>	<b>11,218,630</b>	<b>872,090</b>	<b>8.4%</b>
<b>Expenses</b>								
Salaries & Wages	\$14,444	\$96,956	\$215,453	\$317,723	\$444,540	\$671,091	\$226,551	51.0%
Attrition (Salary Only)	-	-	-	-	-	-	-	-%
Employee Benefits Including Attrition	7,656	38,128	107,904	153,668	217,273	327,978	110,705	51.0%
Pandemic Pay	-	-	1,430	270	-	-	-	-%
Personnel	22,100	135,083	324,786	471,661	661,813	999,069	337,256	51.0%
Other Expenses & Transfers:								
Fuel & Electricity	-	-	-	-	-	-	-	-%
Supplies & Services	1,812	148,393	561,629	823,425	1,032,240	1,299,584	267,344	25.9%
Shared Services	-	-	-	-	-	-	-	-%
Travel	(5,788)	28,104	31,494	247	45,500	93,500	48,000	105.5%
Memberships, Contributions & Sponsorships	-	1,500	870	200	150	65,020	64,870	#####
Maintenance & Alterations	18	-	-	-	-	16,100	16,100	-%
Interest	-	-	-	-	-	-	-	-%
Depreciation	4,558,071	4,581,865	4,356,730	4,153,382	3,952,443	3,790,326	(162,117)	-4.1%
Other Expenses & Transfers	623,098	711,125	1,642,355	2,066,838	5,211,275	5,427,327	216,052	4.1%
Unassigned Budget	-	-	-	-	149,936	31,162	(118,774)	-79.2%
<b>Total Other Expenses &amp; Transfers</b>	<b>(629,397)</b>	<b>7,235,587</b>	<b>(5,328,389)</b>	<b>(51,147,020)</b>	<b>10,391,544</b>	<b>10,723,019</b>	<b>331,475</b>	<b>3.2%</b>
<b>Total Operating Expenses &amp; Transfers</b>	<b>(607,297)</b>	<b>7,370,670</b>	<b>(5,003,602)</b>	<b>(50,675,359)</b>	<b>11,053,357</b>	<b>11,722,088</b>	<b>668,731</b>	<b>6.1%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ 10,271,562</b>	<b>\$ 6,977,322</b>	<b>\$ 20,958,063</b>	<b>\$ 78,903,878</b>	<b>\$ (706,817)</b>	<b>\$ (503,458)</b>	<b>\$ 203,359</b>	<b>-28.8%</b>
<b>Modified Cash Flow</b>								
Operating Increase (Decrease)	\$ 10,271,562	\$ 6,977,322	\$ 20,958,063	\$ 78,903,878	\$ (706,817)	\$ (503,458)	\$ 203,359	-28.8%
Add Back Depreciation	4,558,071	4,581,865	4,356,730	4,153,382	3,952,443	3,790,326	(162,117)	-4.1%
Less Capital Expenditures	-	-	(1,700,000)	(849,884)	(850,000)	(850,000)	-	0.0%
Less Capital Reserve Funding	(3,067,317)	(4,387,337)	-	(3,249,979)	(1,000,000)	(2,637,125)	(1,637,125)	163.7%
Less Debt Service Principal	(755,000)	-	-	-	(1,395,626)	-	1,395,626	-100.0%
<b>Net Change Before Other Adjustments &amp; Trar</b>	<b>11,007,316</b>	<b>7,171,850</b>	<b>23,614,793</b>	<b>78,957,397</b>	<b>-</b>	<b>(200,257)</b>	<b>(200,257)</b>	
Transfer from/(to) Administrative Savings Rsrv	(2,688,792)	(2,638,839)	(2,530,716)	(1,476,516)	-	-	-	
Transfer from/(to) Budget Stabilization	(2,000,000)	-	-	-	-	-	-	
<b>Net Change Subtotal</b>	<b>6,318,524</b>	<b>4,533,011</b>	<b>21,084,076</b>	<b>77,480,881</b>	<b>-</b>	<b>(200,257)</b>	<b>(200,257)</b>	
Other Strategic Transfers from/(to) Reserves	(6,281,301)	1,616,601	(12,954,044)	(58,670,142)	-	200,257	200,257	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ 37,223</b>	<b>\$ 6,149,612</b>	<b>\$ 8,130,032</b>	<b>\$ 18,810,739</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	

# STUDENT CHARGES FY2023



**May 2022**



## **UNIVERSITY OF MAINE SYSTEM**

### **STUDENT CHARGES**

**FY23**

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**UNIVERSITY OF MAINE SYSTEM  
FY23 TOTAL STUDENT CHARGES**

	Annual Tuition	Mandatory Fees	Tuition & Mandatory Fees <sup>1</sup>	Room & Board <sup>2</sup>	Total
<b><u>I. Undergraduate</u></b>					
<b>In-State &amp; Canadian</b>					
UM	\$11,640	\$496	\$12,136	\$11,750	\$23,886
UMA	7,350	1,028	8,378	7,646	16,024
UMF	9,216	1,270	10,486	10,764	21,250
UMFK	7,350	1,455	8,805	9,289	18,094
UMM	8,460	630	9,090	9,840	18,930
UMPI	7,350	1,400	8,750	9,800	18,550
USM	8,640	2,170	10,810	10,858	21,668
Average	8,572	1,207	9,779	10,384	20,163
<b>Out-of-State</b>					
UM	\$33,240	\$496	\$33,736	\$11,750	\$45,486
UMA	18,750	1,028	19,778	7,646	27,424
UMF	21,760	1,270	23,030	10,764	33,794
UMFK	12,120	1,455	13,575	9,289	22,864
UMM	16,200	630	16,830	9,840	26,670
UMPI	12,120	1,400	13,520	9,800	23,320
USM	24,300	2,170	26,470	10,858	37,328
Average	19,784	1,207	20,991	10,384	31,375
<b>NEBHE</b>					
UM	\$20,370	\$496	\$20,866	\$11,750	\$32,616
UMA	12,120	1,028	13,148	7,646	\$20,794
UMF	15,680	1,270	16,950	10,764	27,714
UMFK	12,120	1,455	13,575	9,289	22,864
UMM	14,820	630	15,450	9,840	25,290
UMPI	12,120	1,400	13,520	9,800	23,320
USM	14,700	2,170	16,870	10,858	27,728
Average	14,561	1,207	15,768	10,384	26,152

<sup>1</sup>Annual tuition & mandatory fees are based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.

<sup>2</sup>Rates shown are based on the meal plan and room type with the greatest projected number of students. Several meal plans and room types are available. Beginning in FY20, UMA has limited housing but no dining.

**UNIVERSITY OF MAINE SYSTEM  
FY23 TOTAL STUDENT CHARGES**

	Annual Tuition	Mandatory Fees	Tuition & Mandatory Fees <sup>1</sup>	Room & Board <sup>2</sup>	Total
<b>II. Graduate</b>					
<b>In-State &amp; Canadian</b>					
UM	\$9,738	\$366	\$10,104	\$11,750	\$21,854
UMA	7,776	617	8,393	7,646	16,039
UMF	7,902	557	8,459	10,764	19,223
USM	7,776	1,206	8,982	10,858	19,840
Average	8,298	687	8,985	11,124	20,109
<b>Out-of-State</b>					
UM	\$29,214	\$366	\$29,580	\$11,750	\$41,330
UMA	10,260	617	10,877	7,646	18,523
UMF	7,902	557	8,459	10,764	19,223
USM	22,500	1,206	23,706	10,858	34,564
Average	17,469	687	18,156	11,124	29,280
<b>NEBHE</b>					
UM	\$17,046	\$366	\$17,412	\$11,750	\$29,162
UMA	12,834	617	13,451	7,646	21,097
USM	13,212	1,206	14,418	10,858	25,276
Average	14,364	730	15,094	11,304	26,398

**III. Law School**

<b>In-State</b>	\$23,190	\$2,050	\$25,240	\$10,858	\$36,098
<b>Out-of-State</b>	\$36,000	\$2,050	\$38,050	\$10,858	\$48,908
<b>NEBHE &amp; Canadian</b>	\$31,650	\$2,050	\$33,700	\$10,858	\$44,558

<sup>1</sup>Annual tuition & mandatory fees are based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.

<sup>2</sup>Rates shown are based on the meal plan and room type with the greatest projected number of students. Several meal plans and room types are available. Beginning in FY20, UMA has limited housing but no dining.

UNIVERSITY OF MAINE SYSTEM  
**FY23 TUITION RATES - PER CREDIT HOUR**

	FY22 Rate	FY23 Rate	FY23 Increases	
			\$	%
In-State				
Undergraduate				
UM	\$388	\$388	-	-
UMA/UMFK/UMPI	245	245	-	-
UMF/USM	288	288	-	-
UMM	282	282	-	-
Graduate				
UM	541	541	-	-
UMA	432	432	-	-
UMF	427	439	12	2.8
USM	432	432	-	-
Law	773	773	-	-
Out-of-State				
Undergraduate				
UM	1,108	1,108	-	-
UMA	607	625	18	3.0
UMF	661	680	19	2.9
UMFK/UMPI	392	404	12	3.1
UMM	540	540	-	-
USM	788	810	22	2.8
Graduate				
UM	1,623	1,623	-	-
UMA	554	570	16	2.9
UMF	427	439	12	2.8
USM	1,216	1,250	34	2.8
Law	1,156	1,200	44	3.8

Academic Partnership rates vary by program.

Early College credit hour rate is \$141.68 for ALL campuses ALL students.

UNIVERSITY OF MAINE SYSTEM  
**FY23 TUITION RATES - PER CREDIT HOUR**

	<b>FY22 Rate</b>	<b>FY23 Rate</b>	<b>FY23 Increases</b>	
			<b>\$</b>	<b>%</b>
NEBHE				
Undergraduate				
UM	\$660	\$679	19	2.9
UMA/UMFK/UMPI	392	404	12	3.1
UMF	475	490	15	3.2
UMM	480	494	14	2.9
USM	475	490	15	3.2
Graduate				
UM	920	947	27	2.9
UMA	713	713	-	-
USM	713	734	21	2.9
Law	1,055	1,055	-	-
Canadian				
Undergraduate				
UM	388	388	-	-
UMA/UMFK/UMPI	245	245	-	-
UMF	288	288	-	-
UMM	282	282	-	-
USM	288	288	-	-
Graduate				
UM	541	541	-	-
UMA	432	432	-	-
USM	432	432	-	-
Law	1,055	1,055	-	-

**UNIVERSITY OF MAINE SYSTEM  
ANNUAL TUITION RATES**

<b>UNDERGRADUATE</b>			<b>FY22 to FY23</b>	
			<b>Annual Increase</b>	
<b><u>In-State &amp; Canadian</u></b>	<b><u>FY22</u></b>	<b><u>FY23</u></b>	<b><u>\$</u></b>	<b><u>%</u></b>
UM	\$11,640	\$11,640	-	-
UMA	7,350	7,350	-	-
UMF	9,216	9,216	-	-
UMFK	7,350	7,350	-	-
UMM	8,460	8,460	-	-
UMPI	7,350	7,350	-	-
USM	8,640	8,640	-	-
<b>Average</b>	<b>8,572</b>	<b>8,572</b>	<b>0</b>	<b>0.0</b>
<b><u>Out-of-State</u></b>				
UM	\$33,240	\$33,240	-	-
UMA	18,210	18,750	540	3.0
UMF	21,152	21,760	608	2.9
UMFK	11,760	12,120	360	3.1
UMM	16,200	16,200	-	-
UMPI	11,760	12,120	360	3.1
USM	23,640	24,300	660	2.8
<b>Average</b>	<b>19,423</b>	<b>19,784</b>	<b>361</b>	<b>1.9</b>
<b><u>NEBHE</u></b>				
UM	\$19,800	\$20,370	570	2.9
UMA	11,760	12,120	360	3.1
UMF	15,200	15,680	480	3.2
UMFK	11,760	12,120	360	3.1
UMM	14,400	14,820	420	2.9
UMPI	11,760	12,120	360	3.1
USM	14,250	14,700	450	3.2
<b>Average</b>	<b>14,133</b>	<b>14,561</b>	<b>428</b>	<b>3.0</b>

NOTE: Based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.

**UNIVERSITY OF MAINE SYSTEM  
ANNUAL TUITION RATES**

			FY22 to FY23	
			Annual Increase	
<b>GRADUATE</b>				
<u>In-State &amp; Canadian</u>	<b>FY22</b>	<b>FY23</b>	<b>\$</b>	<b>%</b>
UM	\$9,738	\$9,738	-	-
UMA	7,776	7,776	-	-
UMF	7,686	7,902	216	2.8
USM	7,776	7,776	-	-
<b>Average</b>	<b>8,244</b>	<b>8,298</b>	<b>54</b>	<b>0.7</b>
<b>Out-of-State</b>				
UM	\$29,214	\$29,214	-	-
UMA	9,972	10,260	288	2.9
UMF	7,686	7,902	216	2.8
USM	21,888	22,500	612	2.8
<b>Average</b>	<b>17,190</b>	<b>17,469</b>	<b>279</b>	<b>1.6</b>
<b>NEBHE</b>				
UM	\$16,560	\$17,046	486	2.9
UMA	12,834	12,834	-	-
USM	12,834	13,212	378	2.9
<b>Average</b>	<b>14,076</b>	<b>14,364</b>	<b>288</b>	<b>2.0</b>
<b>LAW</b>				
<u>In-State</u>	\$23,190	\$23,190	-	-
<u>Out-of-State</u>	34,680	36,000	1,320	3.8
<u>NEBHE &amp; Canadian</u>	31,650	31,650	-	-

NOTE: Based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.

**UNIVERSITY OF MAINE SYSTEM**  
**ANNUAL MANDATORY FEES<sup>1</sup>**

University	Fee	Credit Hours	FY22	FY23	\$ Increase
<b>UM</b>	Graduate Student Activity Fee	1 to 5 Credit Hours	\$120.00	\$120.00	-
		6 or More Credit Hours	\$150.00	\$150.00	-
	Undergraduate Student Activity Fee (Includes former Communication Fee \$30)	6 or More Credit Hours	136.00	136.00	-
	Technology Fee	Per Credit Hour	7.00	12.00	5.00
<b>UMA</b>	Student Activity Fee	Per Credit Hour, up to 14	\$2.25	\$2.25	-
		15 or More Credit Hours	67.50	67.50	-
	Unified Fee	Per Credit Hour	32.00	32.00	-
<b>UMF</b>	Undergraduate Student Activity Fee	1 to 5 1/2 Credit Hours	\$80.00	\$80.00	-
		6 to 11 1/2 Credit Hours	120.00	120.00	-
		12 or More Credit Hours	160.00	160.00	-
	Student Health & Wellness Fee	4 or More Credit Hours	50.00	50.00	-
	Unified Fee	6 or less Credit Hours	189.00	189.00	-
		7 to 11 Credit Hours	377.00	377.00	-
		12 or More Credit Hours	740.00	740.00	-
	Technology Fee	Per Credit Hour	0.00	10.00	10.00
<b>UMFK</b>	Student Activity Fee	Per Credit Hour	\$7.50	\$7.50	-
	Technology Fee	Per Credit Hour	0.00	10.00	10.00
	Unified Fee	Per Credit Hour	31.00	31.00	-
<b>UMM</b>	Student Activity Fee	Per Credit Hour	\$9.00	\$9.00	-
	Technology Fee	Per Credit Hour	7.00	12.00	5.00
<b>UMPI</b>	Student Activity Fee	6 or less Credit Hours	\$85.00	\$85.00	-
		7 or More Credit Hours	170.00	170.00	-
	Technology Fee	Per Credit Hour	0.00	10.00	10.00
	Unified Fee - Campus	Per Credit Hour	31.00	31.00	-
<b>USM</b>	Undergraduate Student Activity Fee	1 to 5 Credit Hours	\$80.00	\$80.00	-
		6 to 11 Credit Hours	120.00	120.00	-
		12 or More Credit Hours	160.00	160.00	-
	Comprehensive Fee	Per Credit Hour	60.00	60.00	-
	Technology Fee	Per Credit Hour	0.00	7.00	7.00
<b>Law School</b>	Comprehensive Fee	Per Credit Hour	60.00	60.00	-
	Law Student Activity Fee	6 or More Credit Hours	100.00	100.00	-
	Technology Fee	Per Credit Hour	0.00	5.00	5.00

<sup>1</sup>Annual unless listed as per credit hour.

## UNIVERSITY OF MAINE SYSTEM

ANNUAL MANDATORY FEES

<u>Undergraduate</u>		<u>FY22</u>	<u>FY23</u>	<u>FY23 Increases</u>	
				<u>\$</u>	<u>%</u>
UM	Student Activity*	\$136	\$136		
	Technology Fee	210	360		
	Total	\$346	\$496	150	43.4
UMA	Student Activity	\$68	\$68		
	Unified Fee	960	960		
	Total	\$1,028	\$1,028	-	-
UMF	Student Activity	\$160	\$160		
	Student Health & Fitness Fee	50	50		
	Technology Fee	0	320		
	Unified Fee	740	740		
	Total	\$950	\$1,270	320	33.7
UMFK	Student Activity	\$225	\$225		
	Technology Fee	0	300		
	Unified Fee	930	930		
	Total	\$1,155	\$1,455	300	26.0
UMM	Student Activity	\$270	\$270		
	Technology Fee	210	360		
	Total	\$480	\$630	150	31.3
UMPI	Student Activity	\$170	\$170		
	Technology Fee	\$0	\$300		
	Unified Fee - Campus	930	930		
	Total	\$1,100	\$1,400	300	27.3
USM	Comprehensive Fee	\$1,800	\$1,800		
	Student Activity	160	160		
	Technology Fee	0	210		
	Total	\$1,960	\$2,170	210	10.7
<b>Average</b>		<b>\$1,003</b>	<b>\$1,207</b>	<b>204</b>	<b>20.3</b>

\*Includes former Communications Fee (\$30)

NOTE: Based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.



**UNIVERSITY OF MAINE SYSTEM**  
**ANNUAL MANDATORY FEES**

<b>Graduate</b>		<b>FY22</b>	<b>FY23</b>	<b>FY23 Increases</b>	
				<b>\$</b>	<b>%</b>
<b>UM</b>	Technology Fee	\$126	\$216		
	Student Activity*	150	150		
	<b>Total</b>	<b>\$276</b>	<b>\$366</b>	90	32.6
<b>UMA</b>	Student Activity	\$41	\$41		
	Unified Fee	576	576		
	<b>Total</b>	<b>\$617</b>	<b>\$617</b>	-	-
<b>UMF</b>	Technology Fee	\$0	\$180		
	Unified Fee	377	377		
	<b>Total</b>	<b>\$377</b>	<b>\$557</b>	180	47.7
<b>USM</b>	Comprehensive Fee	\$1,080	\$1,080		
	Technology Fee	0	126		
	<b>Total</b>	<b>\$1,080</b>	<b>\$1,206</b>		
<b>Average</b>		<b>\$588</b>	<b>\$687</b>	<b>99</b>	<b>16.8</b>
<b><u>Law</u></b>					
	Comprehensive Fee	\$1,800	\$1,800		
	Student Activity	100	100		
	Technology Fee	0	150		
<b>Average</b>		<b>\$1,900</b>	<b>\$2,050</b>	<b>150</b>	<b>7.9</b>

\*Includes former Communications Fee (\$30)

NOTE: Based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students.

**UNIVERSITY OF MAINE SYSTEM**  
**ANNUAL TUITION AND MANDATORY FEES**

<b>UNDERGRADUATE</b> <b><u>In-State &amp; Canadian</u></b>	<b>FY22</b>	<b>FY23</b>	<b>FY23 Increases</b>	
	<b>Rate</b>	<b>Rate</b>	<b>\$</b>	<b>%</b>
UM	\$11,986	\$12,136	150	1.3
UMA	8,378	8,378	-	-
UMF	10,166	10,486	320	3.1
UMFK	8,505	8,805	300	3.5
UMM	8,940	9,090	150	1.7
UMPI	8,450	8,750	300	3.6
USM	10,600	10,810	210	2.0
<b>Average</b>	<b>9,575</b>	<b>9,779</b>	<b>204</b>	<b>2.1</b>
<b><u>Out-of-State</u></b>				
UM	\$33,586	\$33,736	150	0.4
UMA	19,238	19,778	540	2.8
UMF	22,102	23,030	928	4.2
UMFK	12,915	13,575	660	5.1
UMM	16,680	16,830	150	0.9
UMPI	12,860	13,520	660	5.1
USM	25,600	26,470	870	3.4
<b>Average</b>	<b>20,426</b>	<b>20,991</b>	<b>565</b>	<b>2.8</b>
<b><u>NEBHE</u></b>				
UM	\$20,146	\$20,866	720	3.6
UMA	12,788	13,148	360	2.8
UMF	16,150	16,950	800	5.0
UMFK	12,915	13,575	660	5.1
UMM	14,880	15,450	570	3.8
UMPI	12,860	13,520	660	5.1
USM	16,210	16,870	660	4.1
<b>Average</b>	<b>15,136</b>	<b>15,768</b>	<b>632</b>	<b>4.2</b>

**UNIVERSITY OF MAINE SYSTEM**  
**ANNUAL TUITION AND MANDATORY FEES**

<b>GRADUATE</b>		<b>FY22</b>	<b>FY23</b>	<b>FY23 Increases</b>	
<b><u>In-State &amp; Canadian</u></b>	<b><u>Rate</u></b>	<b><u>Rate</u></b>	<b><u>\$</u></b>	<b><u>%</u></b>	
UM	\$10,014	\$10,104	90	0.9	
UMA	8,393	8,393	-	-	
UMF	8,063	8,459	396	4.9	
USM	8,856	8,982	126	1.4	
<b>Average</b>	<b>8,833</b>	<b>8,985</b>	<b>152</b>	<b>1.7</b>	
<b><u>Out-of-State</u></b>					
UM	\$29,490	\$29,580	90	0.3	
UMA	10,589	10,877	288	2.7	
UMF	8,063	8,459	396	4.9	
USM	22,968	23,706	738	3.2	
<b>Average</b>	<b>17,778</b>	<b>18,156</b>	<b>378</b>	<b>2.1</b>	
<b><u>NEBHE</u></b>					
UM	\$16,836	\$17,412	576	3.4	
UMA	13,451	13,451	-	-	
USM	13,914	14,418	504	3.6	
<b>Average</b>	<b>14,734</b>	<b>15,094</b>	<b>360</b>	<b>2.4</b>	
<b>LAW</b>					
<b>In-State</b>	\$25,090	\$25,240	150	0.6	
<b>Out-of-State</b>	36,580	38,050	1,470	4.0	
<b>NEBHE &amp; Canadian</b>	33,550	33,700	150	0.4	

**UNIVERSITY OF MAINE SYSTEM  
ANNUAL ROOM & BOARD CHARGES<sup>1</sup>**

	<b>ROOM CHARGES</b>		<b>FY23 Increases</b>	
	<b>FY22</b>	<b>FY23</b>	<b>\$</b>	<b>%</b>
UM	\$5,814	\$6,018	204	3.5
UMF	5,356	5,560	204	3.8
UMFK	4,820	4,989	169	3.5
UMM	4,500 <sup>2</sup>	4,658	158	3.5
UMPI	5,000	5,100	100	2.0
USM	5,460	5,678	218	4.0
<b>Average</b>	<b>5,158</b>	<b>5,334</b>	<b>176</b>	<b>3.4</b>
UMA	7,430	7,646		
	<b>BOARD CHARGES</b>			
	<b>FY22</b>	<b>FY23</b>		
UM	\$5,460	\$5,732	272	5.0
UMF	4,980	5,204	224	4.5
UMFK	4,150	4,300	150	3.6
UMM	4,983	5,182	199	4.0
UMPI	3,832	4,700	868	22.7
USM	5,005	5,180	175	3.5
<b>Average</b>	<b>4,735</b>	<b>5,050</b>	<b>315</b>	<b>6.7</b>
	<b>FY22</b>	<b>FY23</b>		
UM	\$11,274	\$11,750	476	4.2
UMF	10,336	10,764	428	4.1
UMFK	8,970	9,289	319	3.6
UMM	9,483	9,840	357	3.8
UMPI	8,832	9,800	968	11.0
USM	10,465	10,858	393	3.8
<b>Average</b>	<b>9,893</b>	<b>10,384</b>	<b>491</b>	<b>5.0</b>

<sup>1</sup>Rates shown are based on the meal plan and room type with the greatest projected number of students. Several meal plans and room types are available. Beginning in FY20, UMA has limited housing but no dining.

<sup>2</sup>UMM's FY22 room rate restated.

**UNIVERSITY OF MAINE SYSTEM**  
**ANNUAL COMPREHENSIVE STUDENT CHARGES**  
**(Includes Tuition, Mandatory Fees, Room and Board)**

<b>UNDERGRADUATE</b>	<b>FY22</b>	<b>FY23</b>	<b>FY23 Increases</b>	
			<b>\$</b>	<b>%</b>
<b><u>In-State &amp; Canadian</u></b>	<b><u>Rate</u></b>	<b><u>Rate</u></b>		
UM	\$23,260	\$23,886	626	2.7
UMA	15,808	16,024	216	1.4
UMF	20,502	21,250	748	3.6
UMFK	17,475	18,094	619	3.5
UMM	18,903	18,930	27	0.1
UMPI	17,282	18,550	1,268	7.3
USM	21,065	21,668	603	2.9
<b>Average</b>	<b>19,548</b>	<b>20,163</b>	<b>615</b>	<b>3.1</b>
<b><u>Out-of-State</u></b>				
UM	\$44,860	\$45,486	626	1.4
UMA	26,668	27,424	756	2.8
UMF	32,438	33,794	1,356	4.2
UMFK	21,885	22,864	979	4.5
UMM	26,643	26,670	27	0.1
UMPI	21,692	23,320	1,628	7.5
USM	36,065	37,328	1,263	3.5
<b>Average</b>	<b>30,399</b>	<b>31,375</b>	<b>976</b>	<b>3.2</b>
<b><u>NEBHE</u></b>				
UM	\$31,420	\$32,616	1,196	3.8
UMA	20,218	20,794	576	2.8
UMF	26,486	27,714	1,228	4.6
UMFK	21,885	22,864	979	4.5
UMM	24,843	25,290	447	1.8
UMPI	21,692	23,320	1,628	7.5
USM	26,675	27,728	1,053	3.9
<b>Average</b>	<b>25,109</b>	<b>26,152</b>	<b>1,043</b>	<b>4.2</b>

NOTE: Tuition and Fees based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students. Room and board rates are based on the meal plan and room type with the greatest projected number of students. Several meal plans and room types are available. Beginning in FY20, UMA has limited housing but no dining.

**UNIVERSITY OF MAINE SYSTEM  
ANNUAL COMPREHENSIVE STUDENT CHARGES  
(Includes Tuition, Mandatory Fees, Room and Board)**

<b>GRADUATE</b>	<b>FY22</b>	<b>FY23</b>	<b>FY23 Increases</b>	
	<b>Rate</b>	<b>Rate</b>	<b>\$</b>	<b>%</b>
<b><u>In-State &amp; Canadian</u></b>				
UM	\$21,288	\$21,854	566	2.7
UMA	15,823	16,039	216	1.4
UMF	18,399	19,223	824	4.5
USM	19,321	19,840	519	2.7
<b>Average</b>	<b>19,524</b>	<b>20,109</b>	<b>585</b>	<b>3.0</b>
<b><u>Out-of-State</u></b>				
UM	\$40,764	\$41,330	566	1.4
UMA	18,019	18,523	504	2.8
UMF	18,399	19,223	824	4.5
USM	33,433	34,564	1,131	3.4
<b>Average</b>	<b>28,470</b>	<b>29,280</b>	<b>810</b>	<b>2.8</b>
<b><u>NEBHE</u></b>				
UM	\$28,110	\$29,162	1,052	3.7
UMA	20,881	21,097	216	1.0
USM	24,379	25,276	897	3.7
<b>Average</b>	<b>25,604</b>	<b>26,398</b>	<b>794</b>	<b>3.1</b>
<b>LAW</b>				
<b>In-State</b>	\$35,555	\$36,098	543	1.5
<b>Out-of-State</b>	47,045	48,908	1,863	4.0
<b>NEBHE &amp; Canadian</b>	44,015	44,558	543	1.2

NOTE: Tuition and Fees based on 15 credit hours per semester for two semesters for undergraduate and law students (except UMF based on 16 credit hours per semester) and 9 credit hours per semester for two semesters for graduate students. Room and board rates are based on the meal plan and room type with the greatest projected number of students. Several meal plans and room types are available. Beginning in FY20, UMA has limited housing but no dining.

## UNIVERSITY OF MAINE SYSTEM STUDENT FEES

### OVERVIEW

The procedures for establishing student fees throughout the University of Maine System are contained in the Board of Trustees Policy Manual in Section 703 and 704 as follows:

The **BOARD OF TRUSTEES** will establish those fees that are analogous to tuition, i.e., those that must be paid by all students as a condition of attendance. In addition, changes to the amount of the Student Activity Fee shall be requested by the recognized student governing body at each University and authorized after (a) a referendum approved by the student body, (b) approval of the President and, (c) approval of the Chancellor for presentation and approval by the Board of Trustees. Board approved fees include the Comprehensive Fee, Student Activity Fee, Student Health & Wellness Fee, Technology Fee and Unified Fee.

The **CHANCELLOR** will establish those fees impacting services and operations within the System. These include maximum levels for financial service fees (non-negotiable check fees) and fees principally affecting prospective students, such as application fees.

The **UNIVERSITY PRESIDENTS** are responsible to the maximum extent possible for establishing most university-specific fees, which include:

- all course fees
- all deposits
- all fees for optional university services and activities

Fee changes planned for the fall semester should ordinarily be adopted no later than May; those to become effective in the spring semester should be adopted by November 15. Universities should establish procedures for timely review of and comment on fee changes. The Chancellor should be informed in advance of the formal adoption of any fee changes.

Adjustments to Student Activity Fees will be considered by the Board at its May meeting in order to allow sufficient time for student governments to conduct spring referendums on any changes recommended to the fees.

## UNIVERSITY OF MAINE SYSTEM NARRATIVE DESCRIPTION OF EACH MANDATORY FEE

<u>Fee Name</u>	<u>University Charging Fee</u>
<u>Comprehensive Fee</u> This fee covers fixed costs of providing educational and student services not already supported by tuition.	USM
<u>Student Activity Fee*</u> A student approved mandatory fee that is administered by the students for educational, cultural, social, and recreational purposes. Changes to this fee require the approval of the student body, University President, Chancellor, and Board of Trustees.	All
<u>Student Health &amp; Wellness Fee</u> This fee is charged to students registered for 4 or more credit hours of classes held at UMF. It covers all health center office visits, counseling and fees associated with Mainely Outdoors.	UMF
<u>Technology Fee</u> This fee supports the campus technology and educational environment necessary to meet the technological demands of the University of Maine community.	UM/UMF/UMFK/UMM/ UMPI/USM
<u>Unified Fee</u> This fee is used to cover fixed costs of providing educational services that may not be directly related to the number of credit hours for which a student is enrolled. This fee supports activities such as student services, the operation of facilities such as student and fitness centers, and student-utilized, instruction-related technologies.	UMA/UMF/UMFK/UMPI

\*At UMaine the Student Activity Fee also includes the former Communications Fee which supports WMEB-FM, the Maine Channel, “The Maine Campus”, and ASAP – a media & internet technologies laboratory.



**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.

- 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 policies 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

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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.**

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.*

Resolution

## FINANCING AND PROJECT AUTHORIZATION

WHEREAS, the Board of Trustees (the “Board”) of the University of Maine System (the “System”) desires to authorize the System to finance all or a portion of the costs of, and to undertake, the projects which are more particularly described in the Addendum attached hereto and incorporated herein by reference and any other capital improvement for the benefit of the System which has been or is hereafter approved by the Board (the “Projects”); and

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

WHEREAS, the Board desires to authorize the execution of one or more lease-purchase transactions (collectively, the “Lease”) pursuant to its existing Master Agreement with Banc of America Public Capital Corp, as lessor, for the purposes of financing all or a portion of the Projects and providing for any necessary capitalized interest, reserves and costs of issuance; and

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

WHEREAS, the System is authorized to issue the Indebtedness pursuant to the provisions of 20-A MRSA §§10952, 10953, 10955 and 10959 and other provisions of the Maine Revised Statutes Annotated, Chapters 411 and 412, as amended (the “Act”); and

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

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

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

RESOLVED, That pursuant to the provisions of 20-A MRSA §§10952, 10953, 10955 and 10959, as amended, and all other authority thereto enabling, and to provide funds for (a) the planning, design, acquisition, construction, reconstruction, improvement, renovation, rehabilitation and equipping of the Projects, (b) paying and discharging any Project Notes, or Projects Notes in renewal thereof, issued for authorized purposes, up to an aggregate amount not to exceed \$10,000,000, (c) any capitalized interest on, reserves for and costs of issuance of the Bonds and (d) any other purpose authorized by law, the Treasurer of the System (the

“Treasurer”) is hereby authorized and empowered from time to time and in the name and on behalf of the System to borrow an aggregate amount not to exceed \$10,000,000, and the Treasurer be and is hereby authorized and empowered, in the name of and on behalf of the System, to execute and deliver such loan agreements, indentures, lease agreements and/or schedules thereto, pledge agreements, bond purchase contracts, preliminary official statements, official statements, continuing disclosure agreements, escrow agreements, remarketing agreements, reimbursement agreements, investment agreements, financial advisory agreements, investment advisory agreements, auction agency agreements, market agent agreements, dealer agreements, standby bond purchase or other liquidity facility agreements, agreements with one or more underwriters, agreements with bond counsel and other agreements, documents and instruments as the Treasurer may deem necessary or convenient or desirable with respect to such borrowing. Such agreements, documents and instruments may (a) contain such terms and provisions, not contrary to the general tenor hereof, as the Treasurer may approve, his approval to be conclusively evidenced by his execution thereof, (b) be delivered under the seal of the System and (c) be attested by the System’s Clerk or General Counsel; and further

RESOLVED, That pursuant to the provisions of 20-A MRSA §10955(3), as amended, and all other authority thereto enabling, and to provide funds for the purposes approved above, the Board hereby approves and authorizes, as evidence of the borrowing approved above, the issuance, sale and delivery of Indebtedness in the aggregate principal amount not to exceed \$10,000,000, in one or more series as the Treasurer shall determine, in a public offering or a direct purchase with a bank lender or lessor, or a combination thereof, as the Treasurer shall determine; the Indebtedness to mature and be payable at such times and in such amounts, to bear interest at such rates, which may be taxable or tax-exempt or a combination thereof, and to contain such other terms and provisions, not inconsistent herewith, as may be approved by the Treasurer, provided that none of the Indebtedness shall (i) bear interest at a rate in excess of 6% per annum or (ii) mature after December 31, 2052; the Indebtedness to be denominated by such denomination of an issue as may be selected by the Treasurer; to be manually signed by the Treasurer, sealed with the seal of the System and attested by its Clerk or General Counsel; and to be in such form and contain such other terms and provisions as the Treasurer may approve, his approval to be conclusively evidenced by his execution thereof; and further

RESOLVED, That the Treasurer is authorized on behalf of the System, from time to time, to acquire, purchase, sell, redeem, liquidate, terminate or transfer securities or other instruments constituting investments of the proceeds of the Indebtedness and to negotiate, enter into, execute in the name of the System and deliver on behalf of the System all investment, banking, brokerage, financial advisory, investment advisory and other agreements and instruments as are necessary or convenient to investment and financial management of the proceeds of the Indebtedness, all on such terms and conditions as the Treasurer determines are necessary or convenient for financing of the Projects, such determination to be conclusively

evidenced by execution or acquisition of such agreements and instruments by the Treasurer; and further

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

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

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

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

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

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

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

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

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

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

This Resolution shall take effect immediately.

ADOPTED: May 23, 2022



## ADDENDUM

## RESOLUTION OF THE TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

**REIMBURSEMENT OF PROJECT EXPENDITURES**

Be it resolved that, for purposes of U.S. Treasury Regulation §1.150-2, the University of Maine System reasonably expects (1) to incur debt to reimburse expenditures (including expenditures made within the last 60 days) temporarily advanced from funds currently held in the Plant Fund, such expenditures to be made to pay the cost, or a portion of the cost, of planning, design, acquisition, construction, reconstruction, improvement, renovation, rehabilitation and equipping of the projects described below (the “Projects”) and (2) that the maximum principal amount of debt to be issued by the University of Maine System for the Projects including for reimbursement purposes is Ten Million Dollars (\$10,000,000)

***PROJECT*****University of Maine:**

Upgrades to building HVAC systems and controls, and updates to the existing building energy management system and software at the University of Maine.

This Resolution shall take effect immediately.

ADOPTED: May 23, 2022



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

**Tel: 207-973-3211**  
**Fax: 207-581-9212**  
[www.maine.edu](http://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

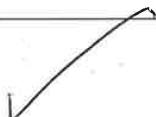
University of Maine  
at Machias

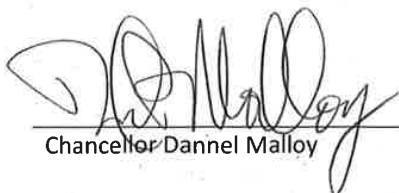
University of Maine  
at Presque Isle

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

### 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

	<b>2022- 2023</b>	<b>2023- 2024</b>	<b>2024- 2025</b>	<b>2025- 2026</b>	<b>2026- 2027</b>
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
<b>Total Students (includes returning and new full time and part time</b>	<b>19</b>	<b>39</b>	<b>55</b>	<b>60</b>	<b>65</b>



*National Employment Data*

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

<b>Occupation</b>	<b>Number of Jobs in 2020</b>	<b>Job outlook 2020-30</b>	<b>Employment Change, 2020-2030</b>	<b>Median Pay Annual</b>	<b>Median Pay Hourly</b>
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.

<b>Academic Program</b>	<b>Headcount</b>
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
<b>Grand Total</b>	<b>742</b>

### *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)*

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

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**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
<b>Total Students (see Table 1, above)</b>	<b>19</b>	<b>39</b>	<b>55</b>	<b>60</b>	<b>65</b>
<b>Total anticipated credit hours</b>	<b>225</b>	<b>465</b>	<b>645</b>	<b>690</b>	<b>735</b>
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
<b>Total anticipated revenue</b>	<b>\$100,860.00</b>	<b>\$208,790.00</b>	<b>\$287,790.00</b>	<b>\$307,230.00</b>	<b>\$326,670.00</b>
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*

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](http://cumberlandcounty.org/ema)

**Matthew Mahar, Director**

**Emily Kaster, Deputy Director**



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](mailto:kaster@cumberlandcounty.org) with any questions.

Respectfully,

Emily Kaster

CCEMA Deputy Director

STATE OF MAINE



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MAINE EMERGENCY MANAGEMENT AGENCY  
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 years<sup>1</sup>. 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

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<sup>1</sup> U.S. Bureau of Labor Statistics 2020 Occupational Outlook Handbook: [www.bls.gov/ooh/management/emergency-management-directors.htm](https://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 'Lorian Lake-Corral'.

Dr. Lorian 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

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](mailto: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  
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### Education & Training

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

### Current Position

<b>Aug 2020-present</b>	<b>Assistant Professor</b> 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 &amp; Stabilization</i> Graduate – <i>Research Methods, Crisis Intervention &amp; Stabilization</i>
<b>Nov 2021-present</b>	<b>Graduate Faculty Member</b> Department of Psychology University of Maine

### Professional Experience

#### *Research Experience*

<b>2021-present</b>	<b>Principal Investigator</b> 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
<b>2021-present</b>	<b>Principal Investigator</b> Clinical Child and Adolescent Research Lab University of Maine at Farmington
<b>2021-present</b>	<b>Principal Investigator</b> 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

<b>2019-2020</b>	<b>Psychology Postdoctoral Fellow</b> Crisis Care Clinic Seattle Children's Hospital, Seattle, WA Supervisor: Molly Adrian, PhD
<b>2018-2020</b>	<b>Psychology Postdoctoral Fellow</b> Mood and Anxiety Program Seattle Children's Hospital, Seattle, WA Supervisor: Molly Adrian, PhD
<b>2018 (3 mos)</b>	<b>Psychology Resident</b> Psychiatry and Behavioral Medicine Unit (inpatient) Seattle Children's Hospital, Seattle, WA Supervisor: Kelly Schloredt, PhD
<b>2018 (3 mos)</b>	<b>Psychology Resident</b> Consultation and Liaison Service (inpatient) Seattle Children's Hospital, Seattle, WA Supervisor: Cynthia Flynn, PhD
<b>2017 (6 mos)</b>	<b>Psychology Resident</b> Neuropsychology Service Seattle Children's Hospital, Seattle, WA Supervisor: Jesse Bledsoe, PhD
<b>2017 (6 mos)</b>	<b>Psychology Resident</b> 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
<b>2016-2017</b>	<b>Clinical Interviewer</b> Juvenile Detention Douglas County Youth Services Department, Lawrence, KS Supervisor: Paula Fite, PhD
<b>2015-2017</b>	<b>Clinical Practicum Student</b> Kansas City Center for Anxiety Treatment, Overland Park, KS Supervisors: Lisa Hale, PhD, Kathryn Kriegshauser, PhD, Heather Smith, PhD
<b>2013-2017</b>	<b>Clinic Associate</b> 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
<b>2015-2016</b>	<b>Clinical Practicum Student</b> Developmental Neuropsychology Children's Mercy Hospital, Kansas City, MO Supervisor: Elizabeth Willen, PhD
<b>2009-2010</b>	<b>Diagnostic Interviewer</b> 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

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**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

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**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

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#### Peer-Reviewed Journal Articles

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- 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*.
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- 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
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- 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.
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- 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.
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- 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.<sup>a</sup>

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.

<sup>a</sup>Accepted 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.

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#### 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/>

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#### 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 73<sup>rd</sup> 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 73<sup>rd</sup> 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 (5<sup>th</sup> 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**

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

### Research Mentorship

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#### *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

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

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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

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

## LICENSURE/CERTIFICATES

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

## PROFESSIONAL EXPERIENCE

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

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**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

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**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

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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

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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

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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

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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

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

### 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

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

Kati Corlew: CV

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## Professional Development, Training, and Certification

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

## Professional Experience

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

Kati Corlew: CV

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**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

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



Kati Corlew: CV

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

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**Corlew, L. K.** (2014). Homicide during childhood. In T. Gullotta & M. Bloom (Eds.) *The Encyclopedia of Primary Prevention and Health Promotion, 2<sup>nd</sup> 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/](http://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/](http://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/](http://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.

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- 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/](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://herstryblg.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. *16<sup>th</sup> Biennial Conference for the Society for Community Research and Action*, June 21 to June 24, 2017, Ottawa, Canada.

Kati Corlew: CV

December 2021

- 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. *15<sup>th</sup> 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. *15<sup>th</sup> 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. *13<sup>th</sup> 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. *13<sup>th</sup> 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.

Kati Corlew: CV

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**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.

Kati Corlew: CV

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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 29<sup>th</sup>, 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.

Kati Corlew: CV

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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](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

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



Kati Corlew: CV

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

Kati Corlew: CV

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

## University Service

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

## Community Service and Professional Activities

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

Kati Corlew: CV

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<b>2007-2009</b>	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.)
<b>2008</b>	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
<b>2006-2007</b>	Committee Member and Advocate, Anti-Hunger Action Committee, Illinois Hunger Coalition
<b>2006-2007</b>	Council Member and Advocate, Community Quality Council, Back of the Yards and Englewood Neighborhoods
<b>2005-2007</b>	Committee Member, Women in Church and Society Committee, 8 <sup>th</sup> Day Center for Justice
<b>2003-2007</b>	Full-Time Volunteer, Various positions (see Employment History), Claretian Volunteers
<b>2003-2007</b>	Member and Advocate, Coalition for Adolescent Risk Reduction, Chicago
<b>2006</b>	Reader, Recording for the Blind and Dyslexic
<b>2006</b>	Participant, AIDS Marathoners of Chicago
<b>2005-2006</b>	Organizer, Pilsen Via Crucis
<b>2005</b>	Member, Pilsen Alliance Fiesta del Sol "Sol Team"
<b>2004</b>	Participant, Lakeshore Marathon, Chicago
<b>2002-2003</b>	Member, Solidarity
<b>2001-2003</b>	Member, Student Environmental Association
<b>2000-2003</b>	Storyteller, Middle Tennessee Storytellers Guild
<b>2002</b>	Volunteer and Organizer, Dr. Jonathan Farley Green Party Congressional Campaign
<b>1998-2001</b>	Editor, Assistant Editor, Public Relations, and Contributor, Scribbling Mob Egalitarian Feminist Art and Literature Magazine
<b>1997-1998</b>	Member, Citizens for Action
<b>1997-1998</b>	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>

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**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

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**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
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- 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
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- 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
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**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

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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)

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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

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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 2009

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

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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

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**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): 100906

Poulin, 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.

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*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." *22<sup>nd</sup> 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." *17<sup>th</sup> 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.

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*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." *1<sup>st</sup> ACM SIGSPATIAL Ph.D. Symposium*, Dallas, TX, November, 2014.
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## 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*
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\* 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*
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\*\*\*\* Accepted to *Journal of Computer Languages*

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

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

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## 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

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**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)

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### 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)

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### 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)

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### 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

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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

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**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

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**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, continued

GIS and Community Development Consultant/ Writer/ Educator, May 1995- present

Selected 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, continued

Shipboard 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](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 15<sup>th</sup> 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 15<sup>th</sup> 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, interdisciplinary 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](mailto: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.

**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.

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**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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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.

J. Minor, p. 8

## 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.

**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 3<sup>rd</sup> Southwest Fire Ecology Conference in Tucson, AZ. TREE travel grant from Association for Fire Ecology. \$275, 2016.

Travel grant to present at the 1<sup>st</sup> 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; 2<sup>nd</sup> 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." 8<sup>th</sup> 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." 8<sup>th</sup> 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." 3<sup>rd</sup> Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, AZ.

J. Minor, p. 17

**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." 3<sup>rd</sup> 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." 3<sup>rd</sup> 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." 77<sup>th</sup> 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." 7<sup>th</sup> 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*." 73<sup>rd</sup> 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). 72<sup>nd</sup> 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." 37<sup>th</sup> 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." 8<sup>th</sup> 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." 77<sup>th</sup> 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." 3<sup>rd</sup> Southwest Fire Ecology Conference. November 28-December 2, 2016, Tucson, Arizona.

**Moderator:** "Landscape-Level Management." 3<sup>rd</sup> 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.willcoxangenews.com/news/article\\_1d2a5350-7544-11e6-a9d4-9b3358d5626d.html](https://www.willcoxangenews.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/>



**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](mailto:gregbg@email.arizona.edu)

**Dr. Donald A. Falk**

University of Arizona  
Professor, Natural Resources & Dendrochronology  
(520) 626-7201, [dafalk@email.arizona.edu](mailto:dafalk@email.arizona.edu)

**Dr. Stephen R. Yool**

University of Arizona  
Professor, Geography  
(520) 621-8549, [yools@email.arizona.edu](mailto: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](mailto:ccoggins@simons-rock.edu)

## **BROOKE NADEAU**

BROOKE.M.NADEAU@MAINE.EDU • 207-316-9902

### **PROFILE SUMMARY**

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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**

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- 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**

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#### **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**

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#### **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

**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

59 State Street Apt 44, Portland ME 04101 . 207-831-2840 . srossword@gmail.com

## 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

## Valerie Rubinsky, Ph.D.

46 University Drive  
Augusta, ME 04330

207-621-3516  
valerie.rubinsky@maine.edu

### EDUCATION

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#### 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

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#### **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**

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**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**

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### **LAB WORK**

**Co-Director**, Intimate Communication Lab ([www.intimatecommmlab.org](http://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**

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### **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**

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### *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)
  - o Invited Special Issue Reviewer: *Emergent Health Communication Scholarship from and about African American, Black, Latinx, and Native American/First Peoples* (2020-2021).
  - o 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-research-reinvestment-fund>





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

**Tel: 207-973-3211**  
**Fax: 207-581-9212**  
[www.maine.edu](http://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

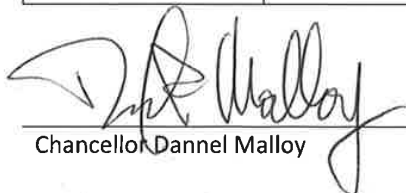
University of Maine  
at Presque Isle

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*

**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> Approved to suspend admissions for fall 2022/spring 2023 with review during fall 2022.			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

University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

### Present

President Hedeem—as Provost, at the start of the meeting only.

<b><u>Faculty</u></b>	Joe Becker	Stephen Hansen	Marilyn Epp	<b><u>Adjunct Faculty</u></b>	<b><u>Deans</u></b>
	Cheryl Roberts	Shawn Graham	Neil Thompson	P. Stamp	E. Soucy
	Rachel Albert	Diane Griffin	Krishna Kaphle		K. Godwin
	Dawn Susee	Lisa Lavoie	Geraldine Becker		<b><u>Other:</u></b>
	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>	
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University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

<b>New Business</b>		
<b>Suspension Proposals</b>	<ol style="list-style-type: none"> <li>1. Suspension: BS in Cybersecurity Online</li> <li>2. Suspension: BS in Cybersecurity (On Campus)</li> <li>3. Suspend all Computer Application concentrations except Self-design effective Fall 2022</li> <li>4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022</li> <li>5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)</li> <li>6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454</li> <li>7. Suspend French minor (Note: did not receive majority vote in HPS)</li> <li>8. Suspend History minor (Note: did not receive majority vote in HPS)</li> <li>9. Suspend Music minor</li> <li>10. Suspend Math minor</li> <li>11. Suspend the B.S. Biology effective Fall 2022</li> </ol>	<p><b>Vote:</b></p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p><b>Motion:</b> Does Not Pass</p>

University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

	<p><b><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></b></p> <p><b>Motion</b> 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](https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing)

### **Zoom Link**

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWWh1Sk1qajhXeG5aY1NRdz09>

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**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 UMPI. (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*

**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**

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	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	TOTAL
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**CYBERSECURITY MAJOR TEACH OUT PLAN**

1. All students enrolled in major
2. Year of student
3. Number of credits student needs to complete
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5. Highlighted are semesters to teach out
  1. red = fall 22
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**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

University of Maine at Fort Kent  
 Faculty Assembly  
 March. 3, 2022

### Present

**President Hedeem—as Provost, at the start of the meeting only.**

<b><u>Faculty</u></b>	<b>Joe Becker</b>	<b>Stephen Hansen</b>	<b>Marilyn Epp</b>	<b><u>Adjunct Faculty</u></b>	<b><u>Deans</u></b>
	<b>Cheryl Roberts</b>	<b>Shawn Graham</b>	<b>Neil Thompson</b>	<b>P. Stamp</b>	<b>E. Soucy</b>
	<b>Rachel Albert</b>	<b>Diane Griffin</b>	<b>Krishna Kaphle</b>		<b>K. Godwin</b>
	<b>Dawn Susee</b>	<b>Lisa Lavoie</b>	<b>Geraldine Becker</b>		<b><u>Other:</u></b>
	<b>Mike Curran</b>	<b>Kaisa Holloway Cripps</b>	<b>Duane Belanger</b>		<b>Loni Nadeau</b>
	<b>Kelly White</b>	<b>Leo Trudel</b>	<b>Scott Brickman</b>		<b>Nikolas Lallemand</b>
	<b>Libin Louis</b>	<b>Paul Buck</b>	<b>Kennedy "Ned" F. Rubert-Nason</b>		<b>Jake Theriault</b>

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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University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

<b>New Business</b>		
<b>Suspension Proposals</b>	<ol style="list-style-type: none"> <li>1. Suspension: BS in Cybersecurity Online</li> <li>2. Suspension: BS in Cybersecurity (On Campus)</li> <li>3. Suspend all Computer Application concentrations except Self-design effective Fall 2022</li> <li>4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022</li> <li>5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)</li> <li>6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454</li> <li>7. Suspend French minor (Note: did not receive majority vote in HPS)</li> <li>8. Suspend History minor (Note: did not receive majority vote in HPS)</li> <li>9. Suspend Music minor</li> <li>10. Suspend Math minor</li> <li>11. Suspend the B.S. Biology effective Fall 2022</li> </ol>	<p><b>Vote:</b></p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p><b>Motion:</b> Does Not Pass</p>

University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

	<p><b><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></b></p> <p><b>Motion</b> 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](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
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 UMPI. (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]

1

**CCF Control #** \_\_\_\_\_  
*To be assigned by Registrar's office*



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

<b>Date:</b> _____	<b>Division/Unit:</b> _____	<b>Contact Person:</b> _____
<b>Course Prefix &amp; Number(s):</b> _____		
<b>Course Title(s):</b> _____		
<b>Program(s) Affected:</b> _____		
<b>Major, Concentration, Minor, Certificate or Course(s):</b> _____		

**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 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

Current **Course Modality:	New **Course Modality:
**E.g., On-Campus, Online, Both/Hybrid	

<u>Current Course Description:</u>	<u>New Course Description:</u>

<p><b><u>Programs Affected:</u></b></p>
<p><b><u>Courses Affected:</u></b></p>

**Additional Notes:**

University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

### Present

**President Hedeem—as Provost, at the start of the meeting only.**

<b><u>Faculty</u></b>	<b>Joe Becker</b>	<b>Stephen Hansen</b>	<b>Marilyn Epp</b>	<b><u>Adjunct Faculty</u></b>	<b><u>Deans</u></b>
	<b>Cheryl Roberts</b>	<b>Shawn Graham</b>	<b>Neil Thompson</b>	<b>P. Stamp</b>	<b>E. Soucy</b>
	<b>Rachel Albert</b>	<b>Diane Griffin</b>	<b>Krishna Kaphle</b>		<b>K. Godwin</b>
	<b>Dawn Susee</b>	<b>Lisa Lavoie</b>	<b>Geraldine Becker</b>		<b><u>Other:</u></b>
	<b>Mike Curran</b>	<b>Kaisa Holloway Cripps</b>	<b>Duane Belanger</b>		<b>Loni Nadeau</b>
	<b>Kelly White</b>	<b>Leo Trudel</b>	<b>Scott Brickman</b>		<b>Nikolas Lallemand</b>
	<b>Libin Louis</b>	<b>Paul Buck</b>	<b>Kennedy "Ned" F. Rubert-Nason</b>		<b>Jake Theriault</b>

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>	
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University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

<b>New Business</b>		
<b>Suspension Proposals</b>	<ol style="list-style-type: none"> <li>1. Suspension: BS in Cybersecurity Online</li> <li>2. Suspension: BS in Cybersecurity (On Campus)</li> <li>3. Suspend all Computer Application concentrations except Self-design effective Fall 2022</li> <li>4. Suspend Information Security certificate, minor, and Associate degree effective Fall 2022</li> <li>5. Suspend B.A. English program effective Fall 2022 (Note: did not receive majority vote in HPS)</li> <li>6. Suspend Art minor and the following courses: ART 110, ART 302, ART 320, ART 351, ART 356, ART 430, ART 451, ART 454</li> <li>7. Suspend French minor (Note: did not receive majority vote in HPS)</li> <li>8. Suspend History minor (Note: did not receive majority vote in HPS)</li> <li>9. Suspend Music minor</li> <li>10. Suspend Math minor</li> <li>11. Suspend the B.S. Biology effective Fall 2022</li> </ol>	<p><b>Vote:</b></p> <p>5 Yea</p> <p>14 Nay</p> <p>2 Abstain</p> <p><b>Motion:</b> Does Not Pass</p>

University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

	<p><b><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></b></p> <p><b>Motion</b> 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](https://drive.google.com/drive/folders/1VDCwS5Upm_ZTjSWmvPVsAPpu-vlkF5vq?usp=sharing)

### **Zoom Link**

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWhlSk1qajhXeG5aY1NRdz09>

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**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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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.**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Humanities & Professional Studies  
Meeting #3 November 8, 2021 Minutes

I. Welcome and roll call.

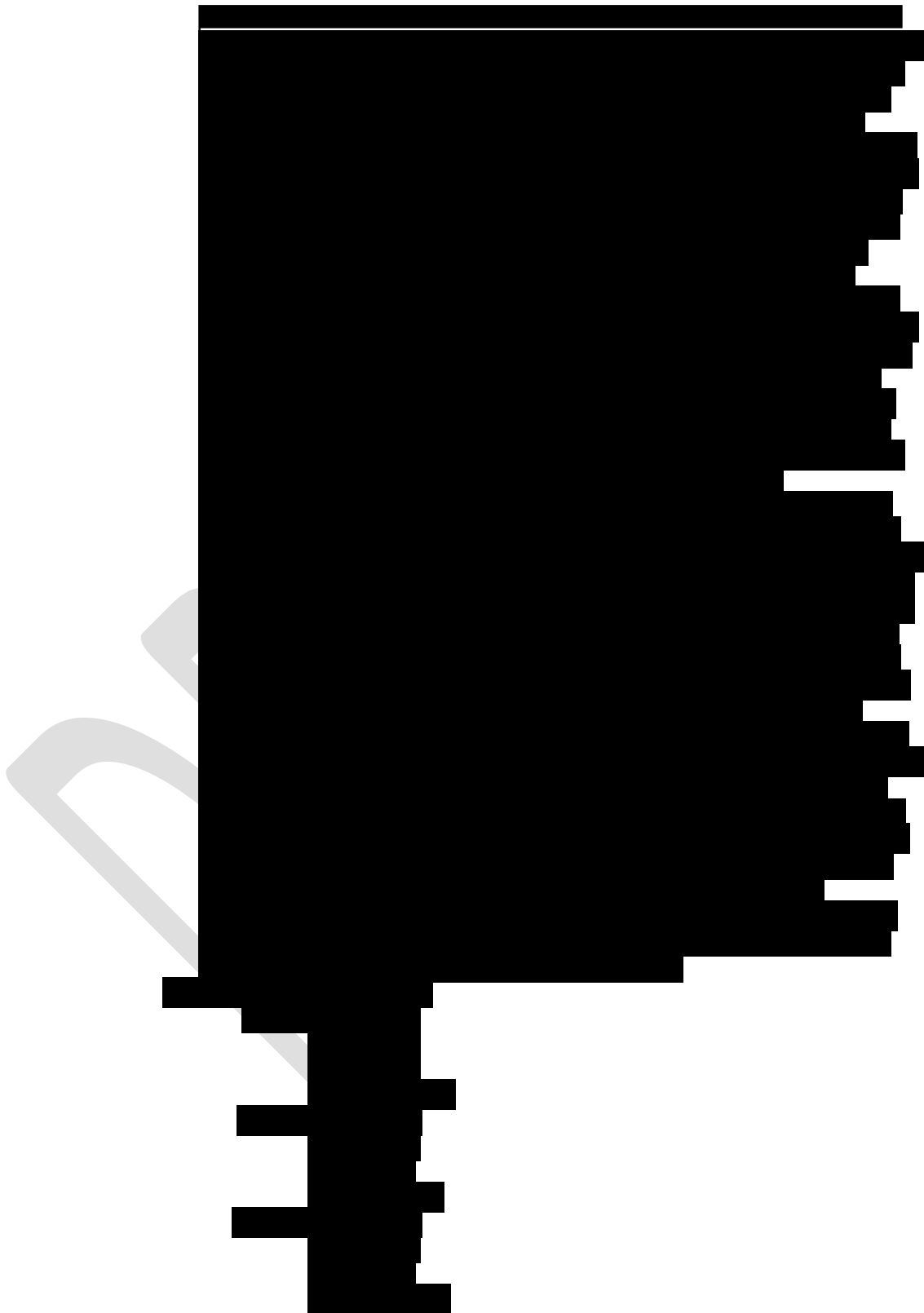
A. Attendance

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]

A large, stylized black silhouette of a tree with a thick trunk and many horizontal branches, set against a white background. A faint, light gray watermark of a hand holding a pencil is visible in the background.

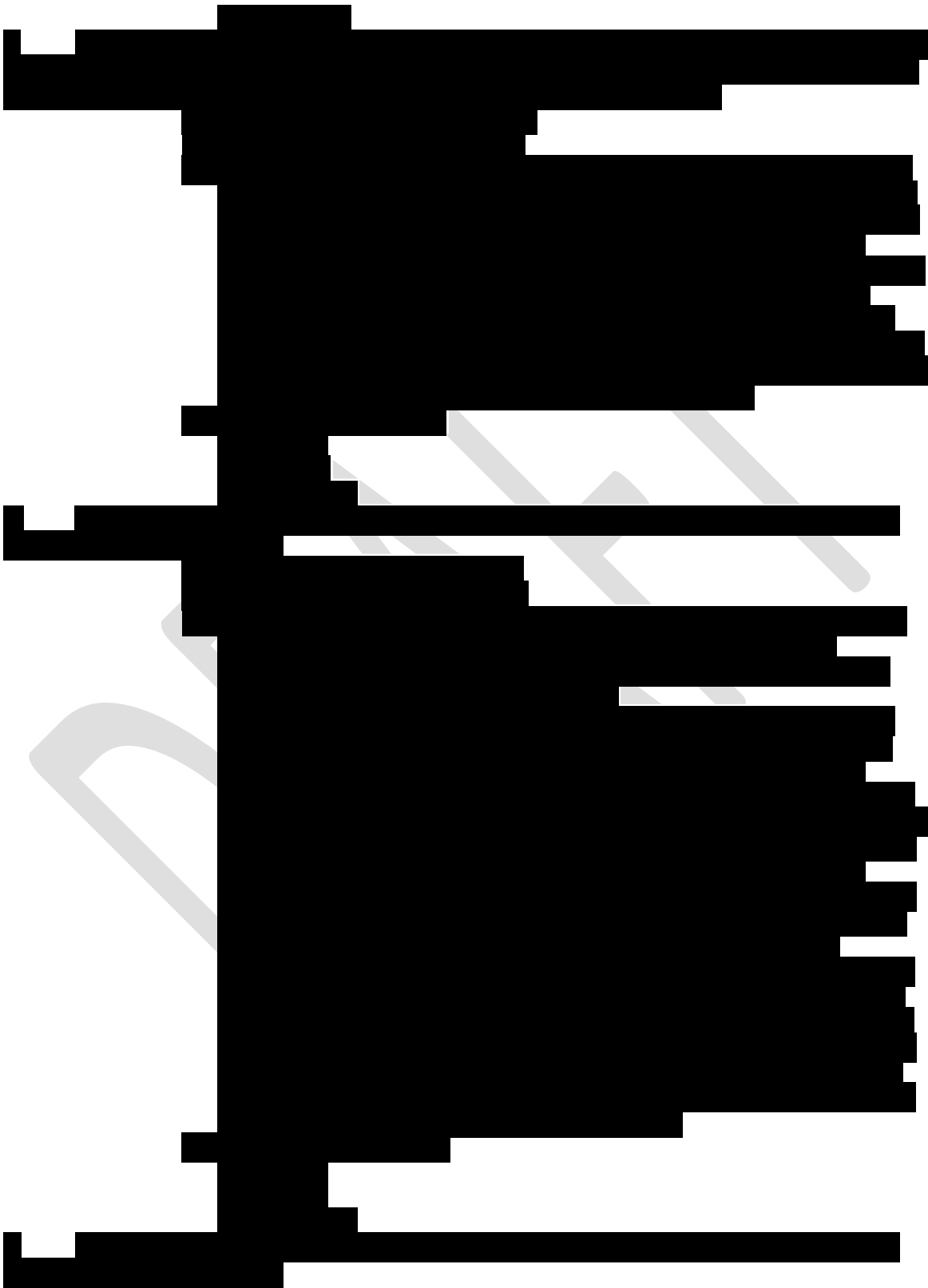






G. Vote to suspend B.A. English program effective Fall 2022 (by ballot vote via Google Drive from your UMFK email account) during this meeting.

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



A large, stylized black silhouette of a person in a dynamic pose, possibly a dancer or athlete, set against a white background. The figure is composed of solid black shapes, with a long, horizontal leg extended to the right. A faint, light gray watermark of the same figure is visible in the background.

**CCF Control #** \_\_\_\_\_  
*To be assigned by Registrar's office*



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

<b>Date:</b> _____	<b>Division/Unit:</b> _____	<b>Contact Person:</b> _____
<b>Course Prefix &amp; Number(s):</b> _____		
<b>Course Title(s):</b> _____		
<b>Program(s) Affected:</b> _____		
<b>Major, Concentration, Minor, Certificate or Course(s):</b> _____		

**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



University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

### Present

**President Hedeem—as Provost, at the start of the meeting only.**

<b><u>Faculty</u></b>	<b>Joe Becker</b>	<b>Stephen Hansen</b>	<b>Marilyn Epp</b>	<b><u>Adjunct Faculty</u></b>	<b><u>Deans</u></b>
	<b>Cheryl Roberts</b>	<b>Shawn Graham</b>	<b>Neil Thompson</b>	<b>P. Stamp</b>	<b>E. Soucy</b>
	<b>Rachel Albert</b>	<b>Diane Griffin</b>	<b>Krishna Kaphle</b>		<b>K. Godwin</b>
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	<b>Mike Curran</b>	<b>Kaisa Holloway Cripps</b>	<b>Duane Belanger</b>		<b>Loni Nadeau</b>
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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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University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

<b>New Business</b>		
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University of Maine at Fort Kent  
Faculty Assembly  
March. 3, 2022

	<p><b><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></b></p> <p><b>Motion</b> 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**

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### **Zoom Link**

<https://maine.zoom.us/j/84658457755?pwd=dXR6bGhiTWhlSk1qajhXeG5aY1NRdz09>

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**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**

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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.****

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Humanities & Professional Studies  
Meeting #3 November 8, 2021 Minutes

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

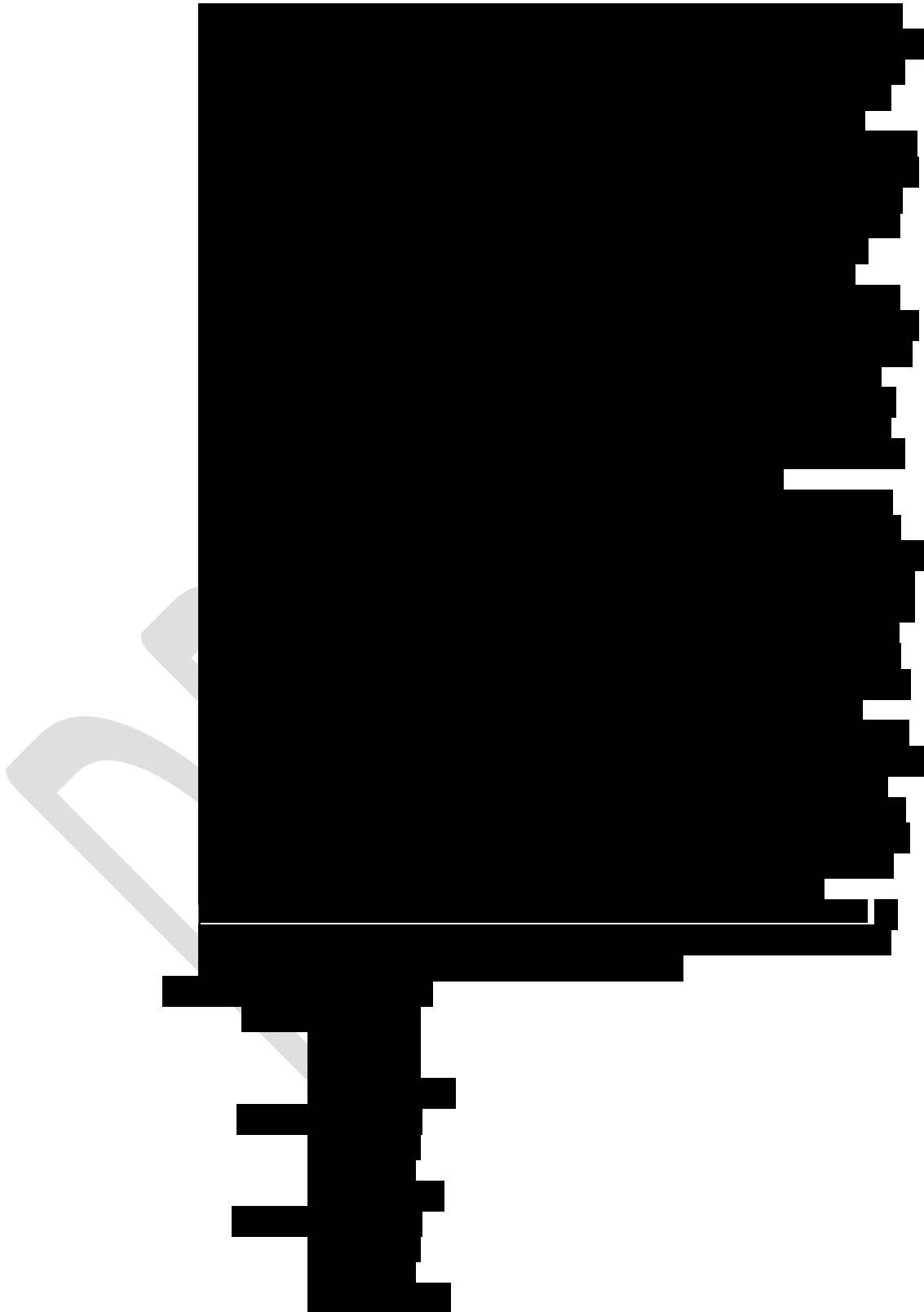
[REDACTED]

A large, stylized black silhouette of a tree with a thick trunk and many horizontal branches, set against a white background. A faint, light gray watermark of a hand holding a pencil is visible in the background.

[REDACTED]

E. 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.

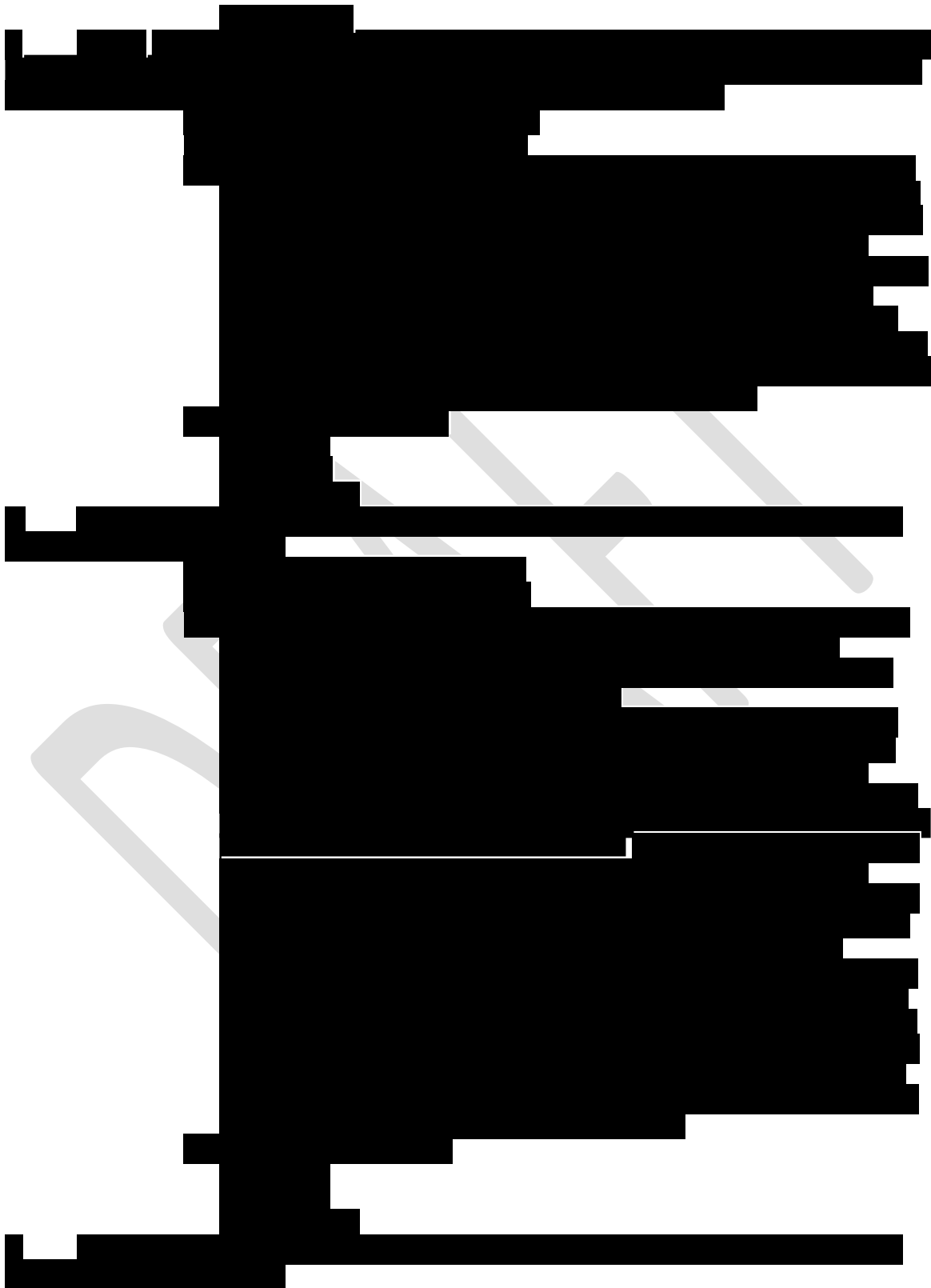
1. Motion to approve made by Kelly
2. Motion to second made by Scott
3. Discussion - Questions were asked – Dawn asked Do we have numbers of students in the program? Some Students do the certificate program. How many students are currently enrolled in the certificate program? Kaisa stated these were 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





[REDACTED]

[REDACTED]







### AGENDA ITEM SUMMARY

1. **NAME OF ITEM:** Lease Request - Wireless Partners, UM/UMM
2. **INITIATED BY:** Karl W. Turner, Chair
3. **BOARD INFORMATION:** **BOARD ACTION:** X
4. **OUTCOME:** **BOARD POLICY:**  
Enhance Fiscal Positioning 802 - Disposition of Real Property  
Improve Student Success and Completion
5. **BACKGROUND:**

The University of Maine System acting through the University of Maine and the University of Maine at Machias (UMM) campus requests authorization to enter into a 5-year ground and rooftop cell-tower lease with Wireless Partners, LLC (Wireless Partners). The original lease began August 10, 2015, and was amended through August 15, 2017, and has been operating month-to-month since. The proposed agreement through its full duration would provide lease revenue to UM/UMM of approximately \$127,000.

This request is pursuant to Board Policy 802, Disposition of Real Property, which requires leases with a total value of over \$100,000 and with a term greater than 5 years to be considered by the Board of Trustees or its Finance, Facilities and Technology Committee. In this case, the request is within the purview of the Committee to approve without further board action.

The lease consists of approximately 131 square feet on the ground exterior to Torrey Hall and associated space on the roof of Torrey Hall. The proposed terms of the lease include a five (5) year lease, with no options for renewal, beginning at the date of execution of the agreement. The new lease would include an annual rent of \$24,840 for the first year, increasing by 1.25% upon the previous year's rent at each anniversary for the five years of the lease. That makes the full five-year value approximately \$127,000.

Wireless Partners, LLC, is a Maine-owned and operated wireless communications company. It provides wireless telecommunication solutions by designing, building, owning and operating cellular networks for unserved and underserved rural markets. In addition to providing Verizon LTE service to the UMM campus and surrounding community, Wireless Partners also provides "fixed wireless" internet broadband service, which is available throughout Washington county.

1/2/2019

**6. TEXT OF PROPOSED RESOLUTION:**

That the Board of Trustees, acting through the Finance, Facilities and Technology Committee authorizes the University of Maine System acting through the University of Maine at Machias to enter into a five (5) year lease with Wireless Partners, LLC, for approximately 131 gross square feet on the roof of Torrey Hall, with all final terms and conditions subject to review and approval by the University of Maine System Treasurer and General Counsel.

Approved by the FFT Committee  
January 2019

**Amended and Restated Ground Lease Between  
University of Maine System on behalf of the University of Maine  
and  
Theta Chi Building Association Inc.**

THIS AMENDED AND RESTATED GROUND LEASE (hereinafter referred to as "Lease") made and entered into this \_\_\_\_ day of \_\_\_\_\_, 2022, (hereinafter "Commencement Date") at Orono, Maine by and between the University of Maine System, a body politic and corporate, and an instrumentality and agency of the State of Maine, for and on behalf of the University of Maine, hereinafter referred to as "Lessor," and the Theta Chi Building Association Inc., a corporation duly organized under the laws of Maine (hereinafter referred to as "Lessee"), having a place of business in Orono, Maine.

WHEREAS, Lessor is the owner of real property located in Orono, Maine ("Property") within the campus of the University of Maine ("University") which it has previously leased to Lessee for a period of years ending on September 24, 2016 under a certain Lease dated September 24, 1996 (the "Prior Lease"). Under the Prior Lease, Lessee, with the approval of Lessor, has placed improvements upon the Property including a building constructed to house enrolled University students who are members of the Gamma Chapter of the Theta Chi Fraternity ("Fraternity") which has been recognized as an active fraternity by the University;

WHEREAS, Lessee, together with the Fraternity, jointly and severally wish to undertake Lessee's obligations in this Amended and Restated Ground Lease;

WHEREAS, the parties wish to enter into this Amended and Restated Ground Lease to replace and supersede the Prior Lease; and

WHEREAS, Lessee desires to continue to lease the Property from Lessor for the primary purpose of providing housing accommodations for active chapter members of the Fraternity, it is agreed between the parties as follows:

**1. LEASED PROPERTY**

The Prior Lease is hereby entirely superseded and replaced hereby. In the event of any conflict between the terms of the Prior Lease and this instrument, this Amended and Restated Ground Lease shall be paramount and shall prevail.

In consideration of the recitals made by the Lessee and all terms, conditions, covenants, and agreements herein to be performed by the Lessee, Lessor hereby leases and demises unto the Lessee, and the Lessee hereby leases, takes and accepts from the Lessor, the Property described as follows and portrayed on Exhibit A, attached hereto and made a part hereof, being the location of the Theta Chi Fraternity House at 371 College Avenue, Orono, ME 04473, on the campus of the University of Maine. The parties expressly acknowledge and agree that the Fraternity House itself is owned by the Lessee, subject however, to the terms hereof.

A certain parcel of land situated in the Town of Orono, Penobscot County, Maine bounded and described as follows, to wit:

Beginning at a point on the westerly side of College Avenue, being 210.05 feet in a southerly direction, from the southeast corner of a lot now or formerly owned by Farren Holdings LLC, at 379 College Avenue; Thence due South along the westerly line of College Avenue, a distance of 220.00 feet, to a point; Thence N. 83°55' W., a distance of 240.00 feet to a point; Thence due North, a distance of 220.00 feet to a point; Thence S. 83°55' E., a distance of 240.00 feet to the point of beginning. Containing 1.21 acres, more or less. Courses are magnetic as of May 22, 1967.

Lessee acknowledges and agrees that the Property is owned by Lessor and agrees that Lessor retains authority and jurisdiction over said Property. Any improvements constructed thereon shall be and remain the personal property of Lessee during the term hereof. As a condition of its permitted occupancy hereunder, Lessee shall at all times abide by any requirements, policies, rules or codes as Lessor may establish and enforce from time to time with regards to the Property's use, occupation, health and safety issues, including police, fire, environmental and safety matters, land use issues and all matters involving current or future construction of improvements on the Property. As used herein "Property" shall mean the leased fee estate of the real estate without any improvements thereon. As used herein, "Premises" shall mean the Property and any and all improvements thereon as the same may exist from time to time during the term and any renewal term or terms of this Lease.

## 2. TERM

Recognizing that the Lessee has been in occupation of the Property to the commencement date of this Lease, the parties wish to extend the term of the Lease and establish a new commencement date, which will continue hereafter, unless earlier terminated as provided herein, for a term of thirty (30) years, said term to commence on the date this Lease is executed by both parties. At the expiration of the Lease, if not earlier terminated, this Lease may be renewed if mutually agreeable to Lessor and Lessee for a mutually agreeable time period. Written notice of either party's intent to renew shall be made not less than sixty (60) days prior to the termination date. Lessee shall have the unilateral right to terminate this Lease prior to completion of the full term if the University's Master Plan provides an alternative location for the Lessee's facility that is acceptable to Lessee and Lessee elects to relocate; or if the parties mutually agree to an earlier termination; or if the Lease otherwise terminates pursuant to the provisions hereof, and in all such cases any improvements on the Property shall thereafter become the property of Lessor.

## 3. RENT

In recognition of the past and continuing relationship of the Lessee to the Lessor, on July 1<sup>st</sup> of each year during the term hereof, Lessee shall pay to Lessor annual rental for the Property of One Dollar (\$1.00) per year.

## 4. USE OF PREMISES

### A) Fraternity House

The Premises shall be used by the Lessee for the purpose of operating a University recognized fraternity house in compliance with all rules, regulations and directives adopted and approved by the University for such activities, including the University of Maine System Student Code of Conduct in its present or then current form. Should the Lessee's local chapter and/or the Fraternity's status as an approved or recognized organization under the rules of the University be suspended or revoked, or it be directed to do so as a sanction for violation of the Student Code of Conduct, the Fraternity and/or local chapter shall cease its activities as a fraternity on the Premises, and all residents, whether designated as members, brothers, independent students, boarders or the like, shall vacate the Premises as directed by the University, and should any residents fail timely and completely to vacate the Premises, Lessor shall have all rights and remedies under Maine law, including the right to terminate the rights of any such residents under this Agreement and commence forcible entry and detainer (eviction) proceedings. All other sanctions shall be complied with by Lessee. Lessee, with Lessor's prior written consent which will not be unreasonably withheld, may sublease to another University recognized fraternity or sorority or University affiliated activity or for use as general student housing. No other activity or other purpose is permitted without the express written consent of Lessor. Any sublease of the Premises by Lessee herein shall be reduced to writing and signed by Lessee and the Sublessee and shall be approved in writing, approval of which shall not be unreasonably withheld, by Lessor prior to becoming effective. Notice of sublease, including a roster of sublessees, shall be given in writing to Lessor prior to the commencement of every semester and Lessee shall notify Lessor reasonably promptly of any changes made during the semester. Should the Lessee's local chapter no longer be recognized as an approved or recognized organization under the rules of the University for reasons unrelated to discipline (including but not limited to the general termination of recognition of Greek organizations at the University), the Lease shall continue to the earlier of 1) Lessee has encumbrances secured by the improvements to the Property that need be satisfied (Lessee having no right to pledge or encumber the Lessor's interest in the Property), or 2) until the termination date of the Lease set herein.

#### B) Accessory Structures

Lessee shall not place accessory structures including but not limited to storage sheds and utility buildings on the Property which do not currently exist without the prior written approval of the Lessor, which shall not be unreasonably withheld. Lessee shall not place any underground storage tanks on the Property without the explicit permission of the Lessor in writing. Temporary event structures and advertising, such as banners, stages and the like, shall not be installed more than seven days in advance of any event, and shall be removed from the Premises within 48 hours following the event. Such special event structures shall meet all University requirements and any applicable fire and safety rules and regulations as may be in place from time to time.

#### C) Signage

No more than two (2) exterior signs identifying the Fraternity or a sublessee may be placed on the Premises. Existing signage as of the date of this Lease (a photograph of which is attached as Exhibit B) is acceptable to the Lessor. Signage shall not be internally illuminated but may be directly lighted, and may be attached flat against the face of the building or set apart from the building on the Property. Exterior use of neon lighting is not permitted anywhere on the Premises. All new and replacement signs placed on the Premises shall be constructed and designed consistent



with University design guidelines by the University and compatible with the character of the University, and meet all applicable municipal, state or federal codes, rules or regulations.

D) Outdoor Area

Lessee agrees that its use of the area outside the Fraternity house (Outdoor Area) shall be operated and controlled by Lessee in accordance with and in compliance with all applicable laws, permits, and University rules, codes, policies and regulations as may apply from time to time. The University may establish from time-to-time guidelines, policies, rules or regulations pertaining specifically to outdoor usage but such action by the University shall not constitute the University's control thereof and shall in no event relieve Lessee of its obligations hereunder. Failure to abide by the University's requirements for outdoor activities taking place in the Outdoor Area shall constitute a default. Abandoned or inoperable vehicles must be removed promptly from the Property. Lessee shall be responsible for all necessary site maintenance (mowing, landscaping, weeding, trimming) upkeep and improvements (see Section 6 below) to the Property and existing Premises at no cost to the Lessor.

E) Waste or Nuisance

Lessee shall not commit or suffer to be committed any waste or other nuisance upon the Property.

F) Parking

Lessee shall comply with all parking policies, guidelines, rules or regulations of the University and shall not allow the Fraternity, its members or guests to park vehicles of any type in areas which have not been designated in such regulations for parking. There shall be no parking on the Outdoor Area, unless it has been designated by the University for parking, or parking in fire lanes or no parking zones. Lessee shall be responsible for the configuration of any parking area, installing and maintaining parking signs, delineating loading zones, and the like, all at its own cost, keeping house entrances and exits and fire department access clear. Lessee may convert additional land to designated parking areas with prior written consent from Lessor; consent shall not be unreasonably withheld. Persons permitted to reside on the Premises under the Lease shall not be required to pay for University parking permits in order to park on the Property.

5. MAINTENANCE

Lessee shall be responsible for all maintenance, repairs, and general upkeep of the Premises as set forth in Section 6 below, including but not limited to necessary hazardous materials abatement such as asbestos, lead and the like. All such hazardous material abatement activities must be conducted by a licensed contractor approved by the Lessor, obtained in writing prior to the initiation of any activities. Lessor shall have no maintenance responsibilities whatsoever for the Premises.

6. IMPROVEMENTS

A) Construction

Lessee shall comply with all policies, guidelines, laws, building codes and/or zoning regulations applicable to the Premises and promulgated by the University, or any municipal, county, state, or federal authority and no work planned or performed shall render the Premises uninsurable; Lessee shall keep the Property free from mechanic's liens or liens of a similar nature by reason of any improvement work done by Lessee or by reason of any work or repair, maintenance, improvement, removal, construction, alterations or addition done thereon by Lessee. Notice is hereby given that no mechanic's, materialmen's or other lien sought to be taken on the Premises shall in any manner affect the right, title or interest of Lessor. Lessor shall not be liable for labor or materials furnished to Lessee in or about the construction of any improvements made by Lessee nor for the death or injury of anyone employed in doing such construction or the making of such improvements. In the case of Major Construction (total cost for which exceeds \$150,000, indexed annually to adjust for inflation, or alters the building height or footprint), prior to the commencement of construction, Lessee agrees to provide, or to cause the contractor(s) doing the improvements to provide workers compensation insurance and public liability insurance during the construction of any improvements upon the Premises with liability limits in an appropriate amount to be agreed upon between Lessor and Lessee.

Before the commencement of any construction (regardless of cost), plans and specifications of the work shall be filed and approved by the Lessor in accordance with the University Design Guidelines in their then current form, such approval not to be unreasonably withheld, and all work shall be done subject to and in accordance with the plans and specifications and the applicable requirements of the Lessor. Lessor's review shall be conducted at its own cost and expense.

In the event that, in the reasonable opinion of the Lessor or any federal, state, municipal or other regulatory authority, construction renders the Premises uninhabitable, Lessee shall not occupy or otherwise use the Premises, except for those uses associated with the construction of any improvements, until a Certificate of Occupancy has been issued by the appropriate federal, state, or municipal permitting authority(-ies).

**B) Repair**

Lessee, at its sole cost and expense, shall keep all of the improvements constructed upon the Property in good and sanitary order, condition and repair and in a neat and orderly condition. At no time during the term of this Lease shall Lessor be required to make any repairs to the Property. The Premises and every part thereof including plumbing, lighting, fixtures, glass, heating and cooling equipment and all other equipment whatsoever shall at all times be kept by Lessee in good order, condition and repair and in a clean, sanitary and safe condition and in accordance with all applicable policies, guidelines, laws, ordinances and regulations of any governmental authority having jurisdiction, all at Lessee's sole cost and expense. If Lessee refuses or neglects to commence such repairs, replacements and/or improvements within thirty (30) days after written demand by Lessor, or fails to adequately complete such repairs, replacements and/or improvements within a reasonable time thereafter, Lessor may make such repairs, replacements and improvements without any liability to Lessee for any loss or damage that may occur to Lessee by reason thereof. If Lessor makes such repairs, replacements and/or improvements (Lessor shall not be obligated to do so), Lessee shall pay to Lessor on demand the cost of such repairs, replacements and/or improvements with interest, at the rate of two percent (2%) per annum, from the date of payment by Lessor until repaid by Lessee. The Premises shall at all times be kept and used in

accordance with all municipal, county, state or federal laws, and in accordance with all policies, guidelines, directions, rules and regulations of the University and particularly the State Fire Marshal at the sole cost and expense of the Lessee.

C) Alterations

The Lessee may, at any time or times during the term hereof, or any extension hereof, at its own cost and expense, make any alterations, replacements, changes and/or additions to improvements upon the Property as a result of damage or destruction or for any other reason, provided:

1. That the same shall be performed in a first-class workmanlike manner and shall not weaken or impair the structural strength or lessen the value of the existing improvements on the Property.
2. That before the commencement of any Major Construction, plans and specifications of the work shall be filed with and approved by Lessor in accordance with the University Design Guidelines in their then current form, such approval not to be unreasonably withheld.
3. That Lessee shall pay or cause to be paid the increased premiums, if any, charged by the insurance companies carrying insurance policies on said improvements to cover the additional risk during the course of such work with liability limits of not less than \$2,000,000.00 during the initial five years of the term and at such levels as Lessor may reasonably require thereafter.
4. At least ten (10) days prior to the commencement of any alterations as provided for in this Paragraph, Lessee shall furnish Lessor with a executed copy of the contract or contracts covering such alterations and Lessee, at its sole cost and expense, and shall at the same time, unless waived by Lessor, obtain payment and performance bonds in the total amount of work to be performed, which bonds shall be in conformity with state law and said bonds must be with a bonding company or companies approved by Lessor and the terms thereof approved by Lessor prior to commencement of alteration. Approval by Lessor shall not be unreasonably withheld and shall occur within ten (10) days of the receipt of the documents noted in this Paragraph. Delay of approval of more than ten (10) days shall be deemed approval by Lessor. Lessee will in all cases exercise due diligence in hiring contractors that are capable of completing the work.

7. DAMAGE OR DESTRUCTION

A) Notice

In the event of damage to or destruction of any of the improvements on the Property by fire or other casualty in excess of \$25,000.00 for repair or replacement of such damage or destruction, Lessee shall give Lessor and any mortgagee notice thereof within thirty (30) days.

B) Repair/Restoration/Removal

Should the whole or any part of the improvements erected upon the Property be partially or totally damaged or destroyed by fire or other casualty, then at the Lessee's option and subject to the rights of any Lender under a leasehold mortgage:

1. The improvements shall be repaired, restored or rebuilt by the Lessee at its own expense and with reasonable diligence. The insurance proceeds hereinabove referred to shall be made available to Lessee for its use in restoring or rebuilding as herein provided. If the insurance proceeds are insufficient to cover the cost of repairing, restoring or rebuilding, Lessee shall pay the excess, but if the proceeds are more than sufficient to cover the cost, then Lessee shall have the right to retain the excess. If rebuilding at the existing location is not consistent with the University's Master Plan, then Lessee shall have the option of rebuilding at a new site as determined in the Master Plan or terminating the Lease pursuant to Section (2) below; or
2. Lessee shall completely demolish and remove the improvements at no cost to Lessor, restore the Property to its original condition (less the improvements), and this Lease shall terminate (except for Lessee's liability for any obligations already accrued as of such date) as of the date Lessee completes such demolition and removal.

#### 8. TAXES AND ASSESSMENTS

Lessee agrees to pay all taxes and assessments of every kind and character, on or before the date due, which are or may be at any time during the term of this Lease levied or assessed against the Property or any improvements thereon.

Lessee also agrees to pay all taxes and assessments of every kind or character levied or assessed upon or against any and all personal property of Lessee, its successors or assigns, or of those claiming under Lessee, which shall be or may become a lien upon the leased Property or any building or improvement located thereon.

#### 9. LIENS

Lessee shall have no power to do any act or make any contract which may create or be the basis for any lien, mortgage or other encumbrance upon the interest of Lessor in the Property and Lessor specifically denies any consent thereto. Should Lessee cause any construction, alteration, rebuilding, restoration, replacement, change, addition, improvements or repairs to be made on the Property, or cause any labor to be performed or material to be furnished thereon, neither Lessor nor the Property shall be liable for the payment of any expense incurred or for the value of any work done or material furnished and Lessee shall be liable for the payment of any expense incurred or for the value of any work done or material furnished and Lessee shall be solely and wholly responsible to contractors, laborers and materialmen performing such labor and furnishing such material.

If, because of any act or omission or alleged act or omission of Lessee, any mechanics', materialmen's or other lien, charge or order for the payment of money shall be filed or recorded against Lessor or the Property (whether or not such lien, charge or order is valid or enforceable as such), Lessee shall, at its own expense, cause the same to be released and discharged of record

within one hundred and twenty (120) days after Lessee shall have received notice of the filing or recording thereof, unless the parties mutually agree in writing to extend the period for release and discharge.

If, because of any act or omission or alleged act or omission of Lessor, any mechanics', materialmen's or other lien, charge or order for the payment of money shall be filed or recorded against Lessee, the Property (whether or not such lien, charge or order is valid or enforceable as such), Lessor shall, at its own expense, cause the same to be released and discharged of record within thirty (30) days after Lessor shall have received notice of the filing or recording thereof, unless the parties mutually agree in writing to extend the period for release and discharge.

#### 10. UTILITIES

Lessee agrees to pay before delinquent all charges for all utilities used by Lessee or properly charged to said the Premises.

Lessee agrees to use the utilities and pay for those required to be obtained solely from the Lessor. Failure to pay for utilities used on the Premises shall be cause for default.

#### 11. TITLE TO LEASED LAND

Title to the Property shall at all times remain with the Lessor. Any improvements made on the Property shall not be deemed affixed to the land for purposes of this Lease, notwithstanding that such improvements may be or become physically affixed or attached to the Property.

#### 12. TITLE TO IMPROVEMENTS

Title to any improvements constructed on the Property shall remain with the Lessee. Any improvements made on the Property shall not be deemed to be affixed to the land for purposes of this Lease, notwithstanding that such improvements may be or become physically affixed or attached to the Property.

#### 13. INDEMNITY, LIABILITY AND OTHER INSURANCE

##### A) Indemnity

Lessee agrees to indemnify and save Lessor (the University of Maine System, its Board of Trustees, the University of Maine, its officers and employees) harmless from and against any and all claims, demands, damages, costs and expenses, including reasonable attorney's fees for the defense thereof, and court costs in connection therewith arising from the conduct or management of the Premises by Lessee in the Premises or from any performance, breach, omission or default on the part of Lessee in the performance of any covenant or agreement on the part of Lessee to be performed pursuant to the terms of this Lease, or from any act or omission of Lessee to be performed pursuant to the terms of this Lease, or from any act or omission of Lessee, its agents, invitees, guests, members, contractors, servants, employees, sublessees, concessionaires, or licensees, in or about the Premises, or the other property of Lessor. In case of any action or proceeding brought against Lessor by reason of any such claim, upon notice from Lessor, Lessee

covenants to defend such action or proceeding. It is understood and agreed that the indemnity obligations of Lessee shall not be applicable to any loss or damage which occurs through the sole negligence of Lessor, or its agents, or the failure of Lessor to comply with any of its obligations under this Lease. All property kept, stored or maintained in the Premises by Lessee, or its agents, contractors, servants, employees, sublessees, concessionaires or licensees shall be so kept, stored or maintained at the sole risk of Lessee.

Subject to and without waiver of any statutory protections including but not limited to the liability limitations as may be contained with the Maine Tort Claims Act or any other legislation, Lessor agrees to indemnify and save Lessee (including its officers, directors, and sublessees at the Premises) harmless against any and all claims, demands, damages, costs and expenses, and court costs in connection therewith arising from the acts of Lessor (the University of Maine System, its Board of Trustees, the University of Maine, its officers and employees) with respect to or from any breach or default on the part of Lessor in the performance of any covenant or agreement on the part of Lessor to be performed pursuant to the terms of this Lease, or from any act or omission of Lessor, its agents, contractors, servants, employees, sublessees, concessionaires, or licensees, in or about the Premises. All property used, kept, stored or maintained in the Premises by Lessor, or its agents, contractors, servants, employees, sublessees, concessionaires, or licensees shall be so used, kept, stored or maintained at the sole risk of Lessor.

**B) Liability Insurance**

Lessee agrees to procure and maintain, at all times during the term hereof, a policy or policies of insurance, at its own cost and expense, insuring Lessee against claims, costs, demands, liability or actions for bodily injury to or death of any one person and property damages in an amount of not less than \$5,000,000.00 during the initial five years of the term hereof and such other amounts thereafter as Lessor may from time to time reasonably require, combined single limit per occurrence or such greater amounts as may reasonably be required by Lessor from time to time, made by or in behalf of any person or persons, firm or corporation arising from, related to, or connected with the conduct and operation of Lessee's activities on the Premises or otherwise occurring in, on or about the Premises. Lessor shall be named as an additional insured on insurance policy or policies. Said insurance shall not be subject to cancellation except after at least thirty (30) days prior written notice to Lessor, but nothing contained in this sentence shall affect any of the provisions of the first sentence of this Paragraph. This policy or policies of insurance provided for in this Paragraph, or duly executed certificate or certificates for the same, evidencing that such insurance coverage is in full force and effect, shall be deposited with Lessor at the commencement of the term and renewals thereof not less than thirty (30) days prior to the expiration of the term of such coverage. In the event that Lessee fails to comply with such requirement, upon fifteen (15) day notice by Lessor to Lessee of ~~the~~ its intent to do so and continued failure of Lessee to comply, Lessor may obtain such insurance and keep the same in effect, and Lessee shall pay to Lessor the premium cost thereof upon demand.

**C) Property Insurance**

Lessee shall, at its own expense, during the term of this Lease, keep any and all buildings and improvements on the Premises insured for property damages on a commercial property insurance policy with "all risk" coverages. Said insurance shall be in an amount equal to full replacement

cost of the buildings and improvements. Notwithstanding the preceding sentence, however, if an insurance broker licensed to do business in Maine certifies in writing that after diligent effort Lessee has been unable to obtain insurance with "all risk" coverage or for full replacement cost of buildings and improvements, then Lessor will consider alternative proposals for coverage type and amount; however, any alternative insurances must be approved by Lessor. The Lessee is responsible for funding any deductible found on the insurance policy or policies. Said insurance shall not be subject to cancellation except after at least thirty (30) days prior written notice to Lessor. This policy or policies of insurance provided for in this Paragraph, or duly executed certificate or certificates for the same, evidencing that such insurance coverage is in full force and effect, shall be deposited with Lessor at the commencement of the term and renewals thereof not less than thirty (30) days prior to the expiration of the term of such coverage. In the event that Lessee fails to comply with such requirement, upon fifteen (15) day notice to Lessee of its intent to do so and continued failure of Lessee to comply, Lessor may obtain such insurance and keep the same in effect, and Lessee shall pay to Lessor the premium cost thereof upon demand.

#### 14. REGULATORY REQUIREMENTS

Lessee shall promptly observe and comply with all present and future laws, ordinances, requirements, orders, directions, policies, guidelines, rules and regulations of all governmental authorities, including the University of Maine, having jurisdiction over the Property, occupants, or improvements located thereon or any part thereof and of all insurance companies writing policies covering the Property or improvements located thereon or any part thereof. Without limiting the generality of the foregoing, Lessee shall also procure each and every permit, license, certificate or other authorization required in connection with the lawful and proper use of the Property or required in connection with any improvements now or hereafter erected thereon.

#### 15. RIGHT OF INSPECTION

Except for the reasonable exercise of police power, or to enforce federal, state or local laws or ordinances and University policies, guidelines, rules and regulations which may occur without notice, Lessee shall permit Lessor or Lessor's agents to enter and be upon the Premises on 24 hours written notice to Lessee by Lessor for the purpose of inspection.

#### 16. ASSIGNMENT

Lessee or its successors in interest shall not assign this Lease (except for permitted collateral assignments) without the prior written approval of Lessor. In the event Lessor shall consent in writing to an assignment of Lessee's right, title or interest under the Lease, the assignee shall expressly accept, assume and agree to be bound by and to perform all of the terms and conditions provided in the Lease to be kept and performed by the Lessee. Unless expressly relieved of its obligations hereunder in writing by the Lessor, the Lessee shall remain liable under the Lease after such assignments.

#### 17. CONDEMNATION

##### A) Improvements Condemned

In the event all of the improvements on the Property, or such a substantial portion thereof as shall prevent Lessee from effectively making use of the remainder of the improvements on the Property for which it is being used, be taken for any public or quasi-public use under any statute by right of eminent domain or by purchase in lieu thereof, then and in such event Lessee may, at its option, terminate this Lease as of the date of such taking or purchase by giving Lessor written notice of such termination within six (6) months after such taking or purchase, and the Lease hereby granted shall pass and expire on the date when the possession shall be taken of the improvements on the Property in the manner intended herein, or when legal title to the improvements on the Property vests in the appropriating or condemning authority, whichever first occurs. If rebuilding at the existing location is not consistent with the University's Master Plan, then Lessee shall have the option of rebuilding at a new site as determined in the Master Plan or terminating the lease pursuant to this Section (A). Lessee shall be entitled to the Condemnation Proceeds, less any amounts owed to Lessor.

**B) Property Condemned: Taking or Constructive Total Taking of Improvements**

In the event the Property, or such a substantial portion thereof as shall prevent Lessee from effectively making use of the remainder of the improvements on the Property for which it is being used, be taken for any public or quasi-public use under any statute by right of eminent domain or by purchase in lieu thereof, then and in such event Lessee may, at its option, terminate this Lease as of the date of such taking or purchase by giving Lessor written notice of such termination within six (6) months after such taking or purchase, and the Lease hereby granted shall pass and expire on the date when possession shall be taken on the Property, or when legal title so the improvements on the Property vests in the appropriating or condemning authority, whichever first occurs. Lessee shall first be entitled to receive such portion of the Condemnation Proceeds with interest as shall equal the principal balance and accrued interest on any institutional leasehold mortgage up to the amount thereof. The condemnation proceeds shall then be distributed between the Lessor and Lessee in proportion to the value of their interests in the Property, net of the mortgage, if any, paid off in accordance with the preceding sentence.

**C) Taking Less than Total Taking or Constructive Total Taking**

If a taking less than a total taking or a constructive total taking occurs, this Lease shall not terminate or be affected in any way, and the condemnation proceeds shall be payable as follows: Lessee (or its Mortgagee) shall first be entitled to receive such portion of the Condemnation Proceeds with interest as shall be awarded for restoration of the Improvements for the cost of restoring, repairing, replacing, or rebuilding the Improvements. Lessor shall then be entitled to receive such portion of the Condemnation Proceeds with interest as shall equal the fair market value of the part of the Property so taken, plus consequential damages, if any, to the portion of the Property not so taken, the Property to be valued as if vacant, unimproved and unencumbered by this Lease or otherwise. Lessee shall then be entitled to receive such portion of the Condemnation Proceeds with interest as shall equal the value of the portion of the Improvements so taken and consequential damages to the remainder of the Improvements. Lessee shall proceed with reasonable diligence to restore, repair, replace, or rebuild the remaining part of the Improvements to substantially their former condition to the extent reasonably practicable or with such changes or alterations as Lessor approves.



18. MORTGAGE OF LEASEHOLD

Lessee may assign its interest under this Lease and may encumber its leasehold interest granted hereunder, by mortgage, deed of trust, or otherwise, but the rights of any assignee, mortgagee, trustee or owner of any other such encumbrance upon the leasehold interest (hereinafter called "Lender") shall be subject to all of Lessor's rights provided herein.

If either Lessee or Lender shall have given notice in writing to Lessor of the existence of such encumbrance, then upon occurrence of any default by Lessee under this Lease, Lessor shall notify Lender, in writing, concurrently with Lessor's notice to Lessee as specifying the default. Lender shall have the following additional periods of time, after the expiration of the period of cure allowed Lessee within which to cure any such default prior to any exercise by Lessor of its rights and remedies hereunder and prior to any actions by Lessor to terminate this Lease:

A) Cash

If the default can be cured by the payment of money, fifteen (15) days;

B) Other

For all other defaults, thirty (30) days; provided, however, that if the default cannot be reasonably cured within thirty (30) days, then thirty (30) days within which to commence the cure and thereafter such reasonable time as necessary to cure such default so long as Lender is diligently and continuously prosecuting the cure to completion. If any default is of a nature that it can be reasonably be cured, by lawful means, only by Lender obtaining actual physical possession of the Premises, the period for the commencement of the cure shall be extended so long as:

1. Lender shall be diligently attempting to obtain, in a court of competent jurisdiction, the right to actual physical possession of the Premises; and
2. Lender cures all other defaults as provided above.

If any default is of a nature that it cannot be reasonably cured by Lender, Lessor shall not take any action to terminate the Lease as a result of such default so long as Lender:

1. Cures all other defaults as provided above; and
2. Promptly commences and proceeds to foreclose Lender's lien and encumbrance on the Lessee's interest in the Premises

B) Acquisition by Lender

Notwithstanding anything else contained herein to the contrary, Lender's acquisition of the Lessee's interest in the Premises by foreclosure or otherwise shall not constitute a default hereunder. Upon such acquisition of the Lessee's interest in the Premises by Lender, Lessor shall accept the payment and performance by Lender of the Lessee's obligations under the Lease. The right and privilege to perform under the Lease is granted to Lender solely for the purpose of

enabling Lender, at its option, to protect its interest in the Lessee's interest in the Premises. Nothing contained herein shall create any personal liability or obligation on the part of Lender under the Lease. At any time following Lender's acquisition of the Lessee's interest in the Premises, Lessor shall have the right to purchase such interest for an amount equal to Lessee's total indebtedness including accrued interest and any applicable legal expense for the Lender's acquisition of the Lessee's interest in the Premises.

C) Exercise of Rights

Nothing contained herein shall preclude Lessor from exercising any of its rights and remedies under the Lease if Lessee or Lender, within the periods provided herein, fails to cure any default hereunder.

Lessor's ownership interest in the Property shall not be subordinated to the interest of any Lender.

19. ESTOPPEL CERTIFICATES

Lessor covenants that it will from time to time (but no more than twice yearly), upon Lessee's request, acknowledge, execute and deliver a certificate on which a proposed mortgagee with tenant's leasehold interest herein, or proposed assignee of said leasehold mortgage, or of the leasehold interest in this Lease, may rely, stating whether:

- A) This Lease is in full force and effect;
- B) This Lease has been modified or amended and submitting a copy of any such modifications or amendment;
- C) The date to which rent is paid;
- D) If there are any defaults known to Lessor and specify the same, if any.

It is agreed that, during any period in which Lessee's interest in this Lease is mortgaged, this Lease may not be surrendered, modified, amended or terminated by voluntary agreement of Lessor and Lessee without the prior written consent of the mortgagee. Lessor agrees to provide any additional certifications that may be reasonably required by a lender in connection with obtaining financing with a loan related to and secured by the Property; provided such certification is consistent with the Lessor's policies.

20. EASEMENTS AND DEDICATIONS FOR UTILITIES AND STREETS

Lessor agrees, at the request of Lessee, to grant such easements as may be necessary to enable the Property to be adequately served by gas, electricity, water, sewer, cable TV, internet service, satellite TV or radio, telephone or other utilities, and to dedicate to public use such portions of the Property as may be required by any governmental authority for streets, alleys, parkways, drainage ways, or other use as a condition of zoning or permitting Lessee to erect improvements upon the Property. Provided, however, that Lessor reserves the right to determine the location of satellite dishes or other visible structures that are the subject of this Section 20.

## 21. DEFAULT/TERMINATION/CONTINUATION OF LEASE

### A) Default by Lessee/Cessation of Chapter

If the Lessee is in material default of any of the covenants or agreements contained herein; and if said cessation, failure, default or breach shall exist for a period of thirty (30) days after the service of notice of default by Lessor to Lessee (subject only to such additional cure rights as lenders may hold), then the Lease and the term hereof shall come to an end on the date fixed in said notice, as if the said date were the date originally fixed in this Lease for the expiration hereof.

Should the Fraternity cease to be recognized by the University, this Lease shall terminate automatically and without further notice within sixty (60) days of the date of cessation unless within that sixty day period:

1. Lessee arranges, with Lessor's written consent, a sublease as provided in Paragraph 4, for another University of Maine organization to move in while the Fraternity regains recognition; or
2. Lessee takes appropriate steps to vacate and secure the Premises, taking all necessary precautions to protect the use and value of the Premises, while the Fraternity regains recognition, provided however, that the Fraternity shall have no more than two (2) years to regain recognition prior to the expiration of this condition and the subsequent automatic termination of this Lease.

It is also expressly understood and agreed that if the Lessee shall be adjudged bankrupt, or shall make an assignment for the benefit of creditors, or if a receiver of any property of the Lessee in or upon said Premises be appointed in any action against the Lessee, or if the interest of Lessee in said Premises shall be sold upon execution or other legal process, this Lease and the term thereof shall thereupon come to an end, and it shall be lawful for the Lessor to enter upon said Premises and again have, repossess and enjoy the same as if this Lease had not been made.

In all such circumstances Lessor, notwithstanding any termination of this Lease and/or repossession of the Property by Lessor, shall be entitled to assess Lessee for the cost of repair to any Property damaged or destroyed by Lessee during the term of this Lease.

### B) Necessary Approvals

In the event Lessee is unable or fails to obtain or maintain all necessary local, state or federal permits and approvals to Lessor's satisfaction for the continued occupancy of the improvements deemed necessary within one hundred eighty (180) days of the notice given of the need for such permits and approvals, Lessor or Lessee shall have the right to terminate this Lease and all of Lessor's and Lessee's obligations hereunder. Lessor shall have the option, exercisable by giving written notice of exercise to Lessee on or before such expiration or termination date (in addition to, and not in diminution of or replacement for any other rights of Lessor) to purchase the improvements from Lessee for their fair market value as of the expiration or termination date. The purchase price shall be payable in cash on a closing date not more than 180 days after the date of Lessor's giving notice of exercise.

22. INTENTIONALLY OMITTED

23. WAIVER OR BREACH

No waiver by Lessor or Lessee of the full performance, according to the terms of this Lease, or any of the other parties' obligations hereunder shall be a waiver of any succeeding breach or the same of any other such parties' obligations.

24. INVALIDITY OF PARTICULAR PROVISIONS

If any of the terms of this Lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Lease, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each term and provision of this Lease shall be valid and be enforced to the fullest extent permitted by law.

25. MISCELLANEOUS

- A) Subject to the terms of this Lease, Lessee hereby accepts the Property "as is" in its present condition and acknowledges that it has occupied the Property since 1961 and is primarily responsible for its present condition and state of repair.
- B) Lessee shall at all times deliver to Lessor an executed copy of any and all subleases entered into for the entire Premises.
- C) Lessor and Lessee agree to execute all instruments as promptly as possible after the execution of this Lease, for recording purposes.
- D) It is understood and agreed that wherever consent is required from either Lessor or Lessee, such consent shall not be unreasonably withheld.
- E) The waiver of either party of any of the covenants herein contained shall not be deemed a waiver of such party's right to enforce the same or any other covenant contained herein. The rights and remedies given to the parties hereunder shall be in addition to, and not in lieu of, any right or remedy provided by law.
- F) Upon any transfer, sale, assignment or conveyance of the Property or Lessor's reversionary interest, the conveying Lessor shall be released from any further liability or obligation with respect to the covenants or its part to be performed hereunder.
- G) The time within which any of the parties hereto shall be required to perform any act or acts shall be delayed by acts of God, fire, windstorm, flood, explosion, collapse of structures, riot, war, labor disputes, delays or restrictions by governmental bodies, inability to obtain or use necessary materials, or any cause beyond the reasonable control of such party, provided, however, that the party entitled to such extension hereunder shall give notice to

the other party of the occurrence causing the delay. It is understood and agreed that financial inability to comply with any of the terms, covenants and conditions of this Lease shall not be deemed a cause beyond the reasonable control of any of the parties hereto.

- H) It is understood and agreed that the execution of this Lease, the Property is free and clear of any and all liens and encumbrances.
- I) The terms, covenants, conditions and provisions of this Lease shall inure to and be binding upon the successors and assigns of the parties hereto.
- J) Lessor and Lessee each agree to execute any and all other documents and instruments and do any and all further acts required by the other and which may be reasonably required to give full force and effect to the provisions and terms of this Lease.
- K) The captions for the various paragraphs are for convenience only and are not to be considered as part of this Lease or used in determining the intent or context thereof.
- L) Nothing contained in this Lease shall be deemed or construed as creating a partnership or joint venture between Lessee and Lessor.
- M) This Lease may be amended only by instrument in writing signed by both parties.
- N) All notices, demands, requests, consents, approvals and other communications required or permitted hereunder shall be in writing and shall be deemed to have been given when mailed by registered or certified mail, postage prepaid, or personally delivered, to the address shown below or at such other address as either party shall from time to time designate in writing to the other.

If to Lessor, both:

University of Maine System  
Risk Management  
Robinson Hall  
46 University Drive  
Augusta, ME 04330

and

University of Maine Office of the Vice President for Administration & Finance  
5703 Alumni Hall – Suite 218  
Orono, ME 04469-5703

If to Lessee:

Theta Chi Building Association Inc.  
Richard Doyon  
PO Box 1536  
Bangor, ME 04402

O) This Lease merges and supersedes all prior instruments, leases (including the Prior Lease), negotiations, representations, and agreements and constitutes the entire contract between Lessor and Lessee concerning the leasing of the Property and the consideration therefor. This Lease and all options herein shall bind and inure to the benefit of the heirs, administrators, executors, successors and assigns of the parties hereto. The terms "Lessor" and "Lessee" as used in this Lease shall be construed as singular or plural to correspond with the number of persons or entities executing this instrument as Lessor, or as Lessee, and successors-in-interests thereto to such rights. If more than one person or entities executing this instrument as Lessor, his, her, their, or its duties and liabilities under this Lease shall be joint and several.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Amended and Restated Ground Lease on this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

LESSOR:

**University of Maine System on behalf of University of Maine**

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

STATE OF MAINE

\_\_\_\_\_, ss \_\_\_\_\_, 2022

Then personally appeared before me the above-named \_\_\_\_\_ in his/her capacity as \_\_\_\_\_ of the University of Maine System and acknowledged the foregoing instrument to be his/her free act and deed.

Before me,

\_\_\_\_\_  
Notary Public /Attorney-at-Law

\_\_\_\_\_  
Printed Name:

My Commission Expires: \_\_\_\_\_

LESSEE:

THETA CHI Building Association Inc.

Signature: Richard S Doyon

Printed Name: RICHARD S DOYON

Title: PRESIDENT

STATE OF MAINE

Waldo ss March 31, 2022

Then personally appeared before me the above-named Richard Doyon in his/her capacity as President of the Theta Chi Building Association Inc. and acknowledged the foregoing instrument to be his/her free act and deed.

Before me,

Marie R Chausse  
Notary Public /Attorney-at-Law

Marie R Chausse  
Printed Name:  
My Commission Expires: 11/8/2028

Exhibit A: Property photos and description







Exhibit B:



## Report on the FY2023 Capital Investment Plan

The FY2023 budget includes \$13,715,360 slated for capital investment in facility and infrastructure improvements, not including IT projects. This reflects an increase over the FY 2022 amount of approximately \$10.6 million and the FY2021 amount of approximately \$6.6 million. Approximately 67% (\$9,137,964) of those facility and infrastructure related resources are dedicated for specific projects or spaces as shown on the FY2023 Operating one-year capital plan.

Of these projects in the one year operating budget plan, broadly speaking, the categories include:

- Approximately \$ 1,700,000 in Building Envelope projects
- Approximately \$ 2,000,000 in Building Systems (MEP – not including IT)
- Approximately \$ 1,800,000 in Grounds and Underground Utility infrastructure
- Approximately \$ 2,000,000 in Space renewal and renovations
- Approximately \$ 300,000 for athletic fields
- Approximately \$ 700,000 in new Space
- Approximately \$ 5,000,000 set aside as reactive projects and special projects.
- Approximately \$ 300,000 in Athletic fields

Beyond the FY2023 operating budget, a variety of additional resources were budgeted that substantially increase capital investment in FY2023. In fact, \$144.5M of capital project expenditures/budget were identified in the initial capital plan (not including \$4.4M in funding sources that are to be determined and \$18M in P3 funding). This funding level exceeds both FY2022 and FY2021, with significant increases in Building Systems and Space Renewal/Renovation investments.

Broad categories include:

- Approximately \$ 75,800,000 in New Space (\$60.8 million for USM projects)
- Approximately \$ 3,400,000 in Building Envelope projects (roof and façade)
- Approximately \$ 16,800,000 in Building Systems (\$13 million in HVAC projects)
- Approximately \$ 900,000 in Grounds infrastructure improvements
- Approximately \$ 6,100,000 in Utility infrastructure improvements
- Approximately \$ 23,100,000 in Space renewal and renovations
- Approximately \$ 200,000 for Safety/Code improvements
- Approximately \$ 5,200,000 set aside as reactive or special projects
- Approximately \$ 12,800,000 in Athletic fields
- Approximately \$ 200,000 in Demolition/Removal projects

The Gordian investment target to “keep up” in FY2023 is projected to be just over \$44 million. This target is based on existing building need and not on new construction or infrastructure. The portion of this year’s budget that applies towards the Gordian target is approximately \$48.7 million, a significant investment to meet this critical target. Coupled with the new construction initiatives, this effort will have a positive effect on campus metrics, such as Net Asset Value (NAV) and building age profile. Finally, the FY2023 capital plan includes four demolition projects which are reflected in the space reduction initiative. While not investment in the traditional sense, the removal of facilities – particularly poorer condition, low net asset value facilities – can have a substantial impact on eliminating deferred maintenance and improving the average condition of the University’s facilities.

04/22/2022

Board of Trustees Meeting - May 2022 - Attachments

FY23 Capital Plan Project List

Campus	Project Name	Short Description	Project Type	Total Estimated Project Cost	Funding Source	1-Year Capital Plan
UM	Maine Special Projects	UMaine campus special projects	Set aside	2,437,910	Xfer from E&G	600,000
UM	Alfond Arena FD	Annual Alfond	Other	485,000	Xfer from E&G	48,500
UM	Memorial Gym FD	Annual Memorial Gym	Other	1,400,000	Xfer from E&G	140,000
UM	Annual Funded Depreciation	Various Projects - Annual Funded Depreciation	Set aside	26,872,877	Xfer from E&G	3,936,782
UM	Aroostook Farm modernization study	Replace 8-9 buildings on the Aroostook Farm campus with one	Space Renewal	25,000	Xfer from E&G	25,000
UM	Annual Call	University of Maine Annual Call	Space Renewal	300,000	Xfer from E&G	300,000
UM	SA10 Steam pit repair		Utility Infrastructure	640,000	Xfer from E&G	540,000
UM	One Health Sciences building/Clapp Greenhouse replacement	New One Health Sciences building/Roger Clapp Greenhouse pro	New Space	250,000	Xfer from E&G	200,000
UM	Hart Hall north end entrance foyer	create an entrance foyer on the north entrance to Hart Hall	Renovation	280,000	Xfer from AUX	280,000
UM	Build lobby Entry Foyer	construct an entry foyer at the ground level lobby	Renovation	85,000	Xfer from AUX	85,000
UM	Residence Hall Lock Replacement	Replacement of room locksets in UMaine residence halls	Building Systems	1,597,535	Xfer from AUX	262,535
UM	Cover cork walls on flrs 1 & 2	Cover cork walls with 1/0" GWB on floors 1 and 2	Space Renewal	265,000	Xfer from AUX	265,000
UM	Gannett Hall Roof replacement	Project to replace the roof on Gnnett Hall	Building Envelope	320,000	Xfer from AUX	320,000
UM	Paint / polish	for painting and general cosmetic upkeep	Space Renewal	296,000	Xfer from AUX	80,000
UM	Penobscot Hall single use bathroom	Create a single use bathroom in Penobscot Hall	Space Renewal		Xfer from AUX	65,000
UM	Aroostook Hall generator	Install a generator at Aroostook Hall	Utility Infrastructure		Xfer from AUX	70,000
UM	Kennebec Hall generator	Install a generator at Kennebec Hall	Utility Infrastructure		Xfer from AUX	70,000
UM	York hall generator upgrade	Upgrade the generaor at York Hall to feed 100% of building	Utility Infrastructure	100,000	Xfer from AUX	100,000
UM	ASCC Secure Lab	ASCC Secure Lab	Renovation	7,000,000	Grants	1,000,000
UM	PDC Addition to Jenness	PDC Addition to Jenness	New Space	30,000,000	Grants	500,000
UM	Green Engineering and Materials building (GEM)	GEM is a world-class research and educational facility that will p	New Space	1,500,000	Xfer from E&G Res	1,000,000
UM	Paving Maintenance	Annual Paving Maintenance - major projects	Grounds Infrastructure	1,500,000	Xfer from E&G Res	150,000
UM	Neville clrm reno	Renovation of Neville Hall Lecture Halls and multiple classrooms	Renovation	1,500,000	GO Bond	1,000,000
UM	Ferland Engineering Education & Design Ctr.	New Ferland Engineering Education & Design Ctr. Building	New Space		Fundraising	1,200,000
UM	Ferland Engineering Education & Design Ctr.	New Ferland Engineering Education & Design Ctr. Building	New Space	43,000,000	Revenue Bond	12,150,000
UM	Boudreau Hall renovation gift fund	Renovations to Boudreau Hall funded by a gift	Renovation	1,000,000	Restricted Gifts	500,000
UM	Annual Call	Hosmer funding for UM Annual Call	Set aside	1,000,000	Restricted Gifts	100,000
UM	MCECIS	Renovation to UMaine Engineering buildings, Engineering phas	Space Renewal	50,000,000	Fundraising	7,260,000
UM	UMaine Athletics Capital Improvements HAF	Umaine athletics facilities master plan for capital improvements	Space Renewal	17,533,875	Fundraising	1,533,875
UM	Energy Management system (EMS) upgrades	Upgrade legacy EMS for the campus	Building Systems	560,000	Revenue Bond	560,000
UM	Hitchner 87 wing HVAC upgrade	Upgrade building HVAC system	Building Systems	1,120,000	Revenue Bond	1,120,000
UM	D.P. Corbett HVAC system upgrade	Upgrade building HVAC system	Building Systems	1,344,000	Revenue Bond	1,344,000
UM	Bryand Global Sciences HVAC system upgrade	Upgrade building HVAC system	Building Systems	336,000	Revenue Bond	336,000
UM	Sawyer Building HVAC system upgrade	Upgrade building HVAC system	Building Systems	1,680,000	Revenue Bond	1,680,000
UM	Collins Center for the Arts HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	Fieldhouse HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	Class of 1944 Hall HVAC system upgrade	Upgrade building HVAC system	Building Systems	280,000	Revenue Bond	280,000
UM	Wallace Pool HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	Hudson Museum collection storage space HVAC system upgrade	Upgrade building HVAC system	Building Systems	224,000	Revenue Bond	224,000
UM	Wingate Hall HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	Bennett Hall HVAC system upgrade	Upgrade building HVAC system	Building Systems	1,120,000	Revenue Bond	1,120,000
UM	Advanced Manufacturing Center HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	Libby Hall Hall HVAC system upgrade	Upgrade building HVAC system	Building Systems	560,000	Revenue Bond	560,000
UM	UMaine Energy Project	Improvements to Energy infrastructure	Utility Infrastructure	132,000,000	Revenue Bond	4,000,000
UM	UMaine Energy Project	Improvements to Energy infrastructure	Utility Infrastructure	1,500,000	Revenue Bond	700,000
UM	UMaine Athletics Capital Improvements HAF	Construct a new Soccer Stadium with Harold Alfond grant and m	Athletic Fields	5,870,000	HAF Grant	5,370,000
UM	UMaine Athletics Capital Improvements HAF	Construct a new Field Hockey Stadium with Harold Alfond grant	Athletic Fields	3,900,000	HAF Grant	3,600,000
UM	UMaine Athletics Capital Improvements HAF	Construct a new Softball Stadium with Harold Alfond grant and	Athletic Fields	3,855,000	HAF Grant	3,555,000
UM	MCECIS	Renovation to UMaine Engineering buildings, Engineering phas	Space Renewal	50,000,000	HAF Grant	666,667
UM	REMOVAL OF UMDMC TRACTOR BARN / SHED	Demolition of the UM Darling Marine Center Tractor Barn / Shed	Demolition	35,790	Dedicated System F	35,790
UM	REMOVAL OF UM BARN-PATCH HOUSE	Demolition of UM Barn at Patch House - 2,088 sq.'	Demolition	20,880	Dedicated System F	20,880
UMA	MLT/VTE Remodel		Renovation	330,000	Xfer from E&G	330,000
UMA	Fine Arts Sound Proofing		Other	87,428	Xfer from E&G	87,428

Board of Trustees Meeting - May 2022 - Attachments

FY23 Capital Plan Project List

Campus	Project Name	Short Description	Project Type	Total Estimated Project Cost	Funding Source	1-Year Capital Plan
UMA	Landscaping		Other	100,000	Xfer from E&G	100,000
UMA	Ceramics Studio Boiler		Building Systems	20,000	Xfer from E&G	20,000
UMA	Roofing Surveys/Repair		Building Envelope	80,000	Xfer from E&G	80,000
UMA	Camden EIFS		Building Envelope	100,000	Xfer from E&G	100,000
UMA	Camden Exterior Doors		Building Envelope	40,000	Xfer from E&G	40,000
UMA	Fine Arts Brick Repair		Building Envelope	75,000	Xfer from E&G	75,000
UMA	Fine Arts Drainage	Address drainage	Grounds Infrastructure	50,000	Xfer from E&G	50,000
UMA	Texas Ave. Repair		Grounds Infrastructure	100,000	Xfer from E&G	100,000
UMA	Bangor Campus Walkways	Install new and resurface existing walks	Grounds Infrastructure	800,000	Xfer from E&G	100,000
UMA	Parking Lot Striping		Grounds Infrastructure	150,000	Xfer from E&G	150,000
UMA	Storm Drains		Grounds Infrastructure	17,000	Xfer from E&G	17,000
UMA	Randall Admissions Renovations		Renovation	154,095	GO Bond	128,052
UMA	UMA Augusta Café Upgrades		Renovation	150,000	Other	146,500
UMA	Katz Library HVAC Repairs		Building Systems	1,100,000	Other	983,133
UMA	Bangor Dental HVAC Phase II		Building Systems	107,000	Other	13,822
UMA	Belfast Hall HVAC improvements		Building Systems	50,000	Other	40,000
UMA	Eastport Hall HVAC improvements		Building Systems	300,000	Other	270,000
UMA	Fitness Ctr HVAC Improvements		Building Systems	200,000	Other	180,000
UMA	Camden Hall HVAC improvements		Building Systems	200,000	Other	180,000
UMA	Handley Hall HVAC Updates	System	Building Systems	1,200,000	Other	1,141,775
UMF	ESCO audit capital support	Funding to support the Trane ESCO audit that is currently under	Other	75,000	Xfer from E&G	75,000
UMF	Boiler door repair	Remove all refractory from the 2 existing doors and send out to	Building Systems	25,000	Xfer from E&G	25,000
UMF	Valve and gasket replacement at the Central heat plant	Replace or Repair all the valves and gaskets at the CHP to reduce	Building Systems	85,850	Xfer from E&G	85,850
UMF	Aux Audit investment	Capital investment to support the Trane ESCO audit that is curre	Other	50,000	Xfer from AUX	50,000
UMF	roof replacement	Replace connector roof between Lockwood and Dakin	Building Envelope	25,000	Xfer from AUX	25,000
UMF	Purington Hall Roof replacement	Repair Purington hall roof by spraying a silicone base to the exis	Building Envelope	40,333	Xfer from AUX	40,333
UMF	Scott North window replacement	Replace windows in Scott N lower level rooms to provide Egres	Building Envelope	25,000	Xfer from AUX	25,000
UMF	Early Childhood Laboratory Space	Renovate new facility as identified in the Master Plan for Sweat	Renovation	3,200,000	GO Bond	2,120,400
UMF	Olsen Student Center Renovation	Extensive renovation of and minor addition as identified with th	Renovation	425,000	GO Bond	222,529
UMF	Stone hall suite renovation	Renovate Stone hall student rooms by adding doors to turn 3 in	Renovation	275,000	GO Bond	275,000
UMF	Ricker addition renovation	Renovation of the lower level once the child care center is reloc	Renovation	175,000	GO Bond	122,231
UMF	HVAC Upgrades and building visioning	Replacement of the HVAC rooftop unit as well as a visioning for	Building Systems	300,000	GO Bond	53,777
UMF	HVAC upgrade design	Design the BAS and heat pumps for Merrill hall to provide A/C to	Building Systems	50,000	GO Bond	14,873
UMF	HVAC upgrades	Funding to support the Trane ESCO audit currently under way o	Building Systems	150,000	GO Bond	119,339
UMF	Merrill Hall Envelope upgrades	Masonry repairs to the exterior of the building, window repair a	Building Envelope	400,000	GO Bond	352,983
UMF	Window replacement	This money will help to support the Trane ESCO that is taking pl	Building Envelope	175,000	GO Bond	117,659
UMF	FRC roof replacement	Install Graco silicone spray to the EPDM roof giving the roof a 30	Building Envelope	325,000	GO Bond	325,000
UMF	FRC Facade Replacement	Replace failing brick veneer wall with insulated panels to increas	Building Envelope	925,000	GO Bond	875,000
UMF	Campus ADA ramp replacement	Install and replace wooded ADA ramps on campus into 3 of our	Safety / Code	100,000	GO Bond	75,125
UMF	Emergency phone and lighting upgrade	Upgrade our exterior phones in parking lots to include cameras	Safety / Code	100,000	GO Bond	100,000
UMFK	Lodge upgrades	add/alter/repair exterior, improve grounds, update interior	Renovation		Xfer from E&G Res	126,666
UMFK	Lodge upgrades	add/alter/repair exterior, improve grounds, update interior	Renovation	450,000	Xfer from E&G	111,176
UMFK	Wilderness Camp Renovation	Level & repair exterior envelope	Building Envelope	75,000	Xfer from E&G	75,000
UMFK	Enrollment & Advancement Center		Space Renewal	2,990,000	GO Bond	329,917
UMFK	Cyr House Removal	Remove building and restore grounds for other use.	Demolition	95,000	Other	78,487
UMFK	South Parking Lot		Demolition	160,000	Other	69,744
UMFK	St. David House Demolition	Raze Building and restore grounds for other use.	Demolition	50,000	Other	14,202
UMM	UMM Campus Various Projects		Set aside		Xfer from E&G	40,614
UMM	Dorward Lock replacement	Replace the out dated lock system that is no longer serviced by	Building Systems	188,000	GO Bond	68,000
UMM	1st and 2nd Floor Hallway Project	Powers Hall 1st and 2nd Floors Hallway Renovation	Renovation	400,000	GO Bond	400,000
UMM	Sennett Hall interior renovation	Renovate the interior of Sennett Hall to create family apartment	Renovation	150,000	GO Bond	150,000
UMM	CAMPUS GROUNDS PAVEMENT	CAMPUS GROUNDS PAVEMENT	Grounds Infrastructure	406,925	GO Bond	286,925
UMPI	Kelley Commons Boiler		Building Systems	250,186	Xfer from E&G	250,186



Board of Trustees Meeting - May 2022 - Attachments

FY23 Capital Plan Project List

Campus	Project Name	Short Description	Project Type	Total Estimated Project Cost	Funding Source	1-Year Capital Plan
UMPI	Emerson Hall Boiler		Building Systems	100,000	Xfer from AUX	100,000
UMPI	STR Roof		Building Envelope	16,046	Xfer from AUX	16,046
UMPI	Wieden Hall Renovation	Full building renovation	Renovation	3,757,000	GO Bond	3,041,433
UMPI	Wieden Hall Renovation		Renovation	2,500,000	Other	1,250,000
USM	23 Brighton Ave PtlD Study	Renovation of 23 Brighton Ave (Former Deering Farmhouse)	Renovation	1,065,000	Xfer from E&G	500,000
USM	Bailey Bathroom Upgrades-Phase 2	Renovation of Bathrooms on 1st and 2nd Floor of Bailey Hall	Building Systems	500,000	Xfer from E&G	500,000
USM	Luther Bonney Bathroom Upgrades	Renovation of Bathroom in Luther Bonney Hall	Building Systems	500,000	Xfer from E&G	500,000
USM	Bailey Hall Envelope Repairs	Repairs to the Bailey Envelope	Building Envelope	150,000	Xfer from E&G	150,000
USM	Russell Hall Envelope Repair	Repairs to Russell Hall Envelope and roof	Building Envelope	475,000	Xfer from E&G	450,000
USM	Academy Bldg Envelope Renovation	Upgrade to Academy Buldg Envelope	Building Envelope	475,000	Xfer from E&G	350,000
USM	IT Option 6	Replacement of IT infrastructure between Sullivan/CHP and Scie	Utility Infrastructure	427,463	Xfer from E&G	427,463
USM	Gorham Site Electrical Upgrades	Upgrades and study of the Gorham site electrical system for inc	Utility Infrastructure	85,000	Xfer from E&G	85,000
USM	IT/AV Install CSSC	AV/IT equipment for CSSC	New Space	500,000	Xfer from E&G	500,000
USM	Gorham Underground Util Rep	Repair to underground utility system on the Gorham campus	Utility Infrastructure	725,000	Xfer from E&G	50,000
USM	Portland Underground Util Rep	Repair to underground utility system on the Portland campus	Utility Infrastructure	550,000	Xfer from E&G	50,000
USM	Gorham Hannaford Field Turf Repl	Replacement of the Artificial Turf at Hannaford Field in Gorham	Athletic Fields	350,000	Xfer from E&G	300,000
USM	Brooks Freight Elevator Replacement	Brooks Freight Elevator Replacement	Building Systems	146,447	Xfer from AUX	146,447
USM	Walkin Coolers Brooks	Replace Walkin Cooler in Brooks Student Center	Building Systems	150,000	Xfer from AUX	150,000
USM	LAC Old Wing Ext Upgrade	Interior/Exterior Upgrades to the old wing of Lewiston Auburn c	Renovation	300,000	GO Bond	200,000
USM	Classroom and Lab Renovation (STEM Investments)	Classroom and Lab Renovations to support STEM investments	Space Renewal	500,000	GO Bond	250,000
USM	Renovation to Engineering and Computer Science Classrooms	Renovation to Engineering and Computer Science Classrooms	Space Renewal	500,000	GO Bond	250,000
USM	301 Bailey Hall Education Center Room	Renovate Bailey C301, C301A, C301B, C301C to create Center fo	Space Renewal	250,000	GO Bond	125,000
USM	New Student Success and Career Services Center	New Student Success and Career Services Center on the Portlan	New Space	7,551,263	Fundraising	4,000,000
USM	Center for Arts Construction	Construct the Center for the Arts on the Portland Campus	New Space	42,000,000	Fundraising	3,000,000
USM	USM HVAC Projects	USM HVAC Projects	Building Systems	2,000,000	Other	1,700,000
USM	Construction of new Structured Parking Garage (Portland)	Construction of new structured parking garage on the Portland c	New Space	24,000,000	Revenue Bond	14,700,000
USM	Construction of Portland Commons Dorm	Construction of new student housing in Portland	New Space	72,800,000	Revenue Bond	38,600,000
<b>TOTAL</b>				<b>576,518,903</b>		<b>144,579,144</b>



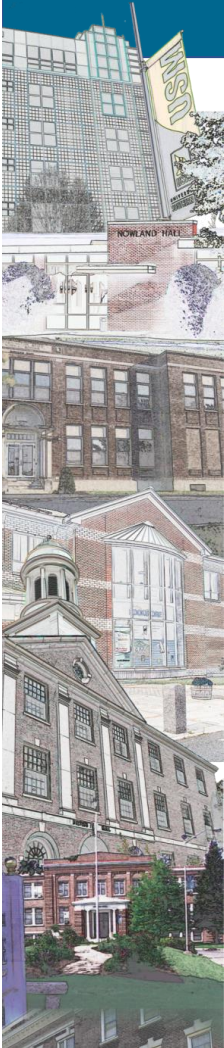
# FY2023 Capital Investment Plan

Nate Harris

Assoc Director of Capital Planning

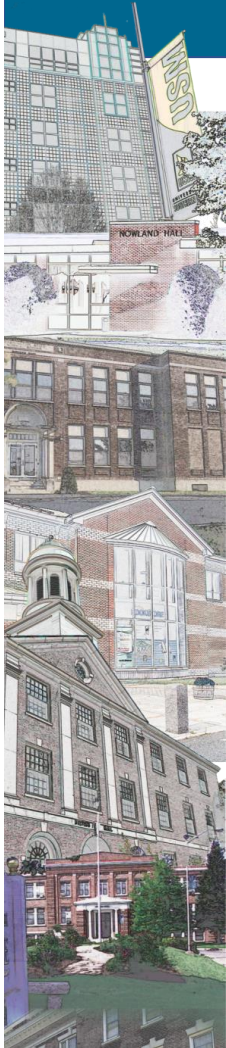
# Overview

- Introduction
- FY23 Capital Funding Overview
- Campus level funding detail





# Introduction

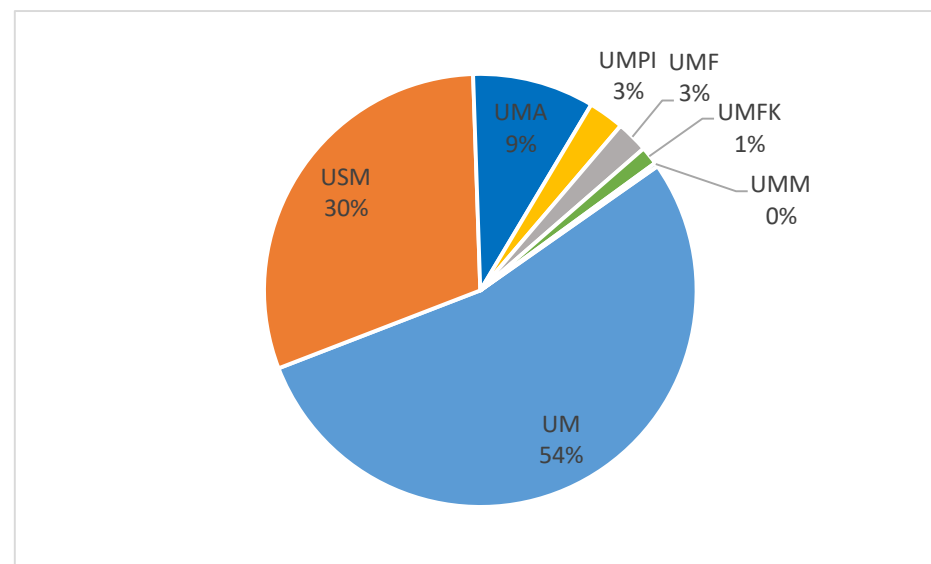


- Operating Funds reflect projects presented at 23 March FFT
- All Funds provides first look at all FY2023 Capital projects
- FFT will review again on 4 May during second budget reading
- BOT will vote on the Capital Plan 23 May

## System Funding Levels – Operating Funds

Operating Funds: \$ **13,715,360**

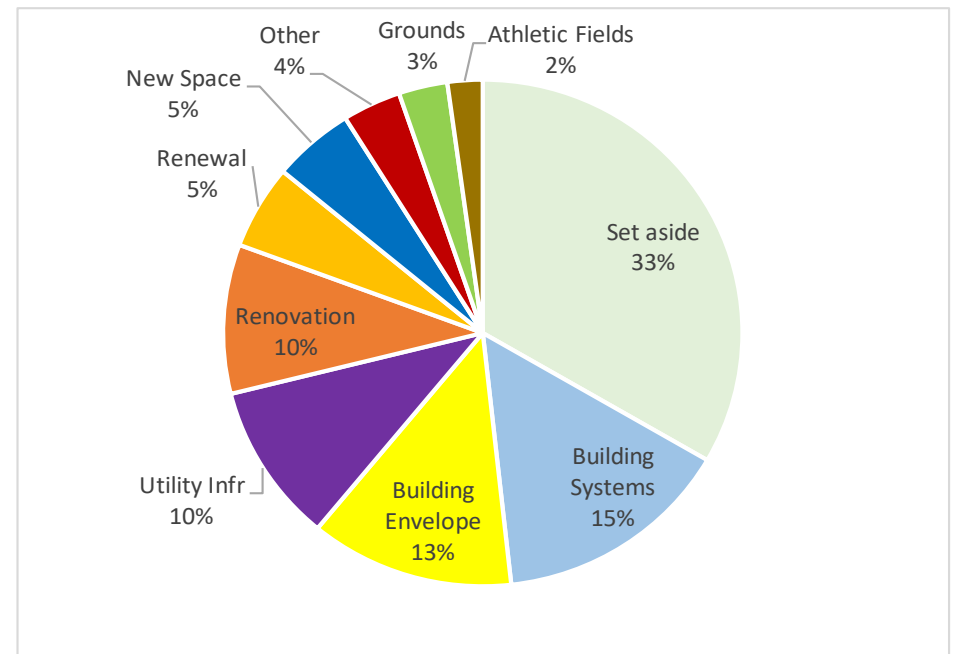
Campus	\$
UM	\$7,387,817.00
USM	\$4,158,910.00
UMA	\$1,249,428.00
UMPI	\$366,232.00
UMF	\$326,183.00
UMFK	\$186,176.00
UMM	\$40,614.00



# System Funding Levels – Operating Funds

Operating Funds: \$ **13,715,360**

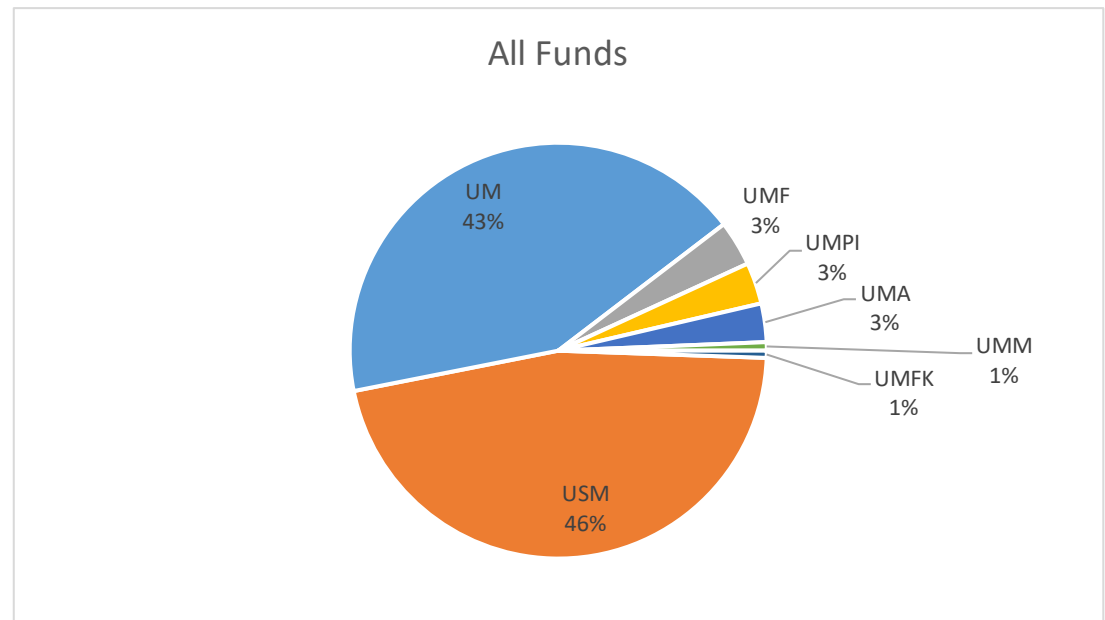
Project Type	\$
Set aside	\$4,577,396.00
Building Systems	\$2,040,018.00
Building Envelope	\$1,746,379.00
Utility Infrastructure	\$1,392,463.00
Renovation	\$1,306,176.00
Space Renewal	\$735,000.00
New Space	\$700,000.00
Other	\$500,928.00
Grounds Infrastructure	\$417,000.00
Athletic Fields	\$300,000.00



# System Funding Levels – All Funds

All Funds: \$ **144,579,144**

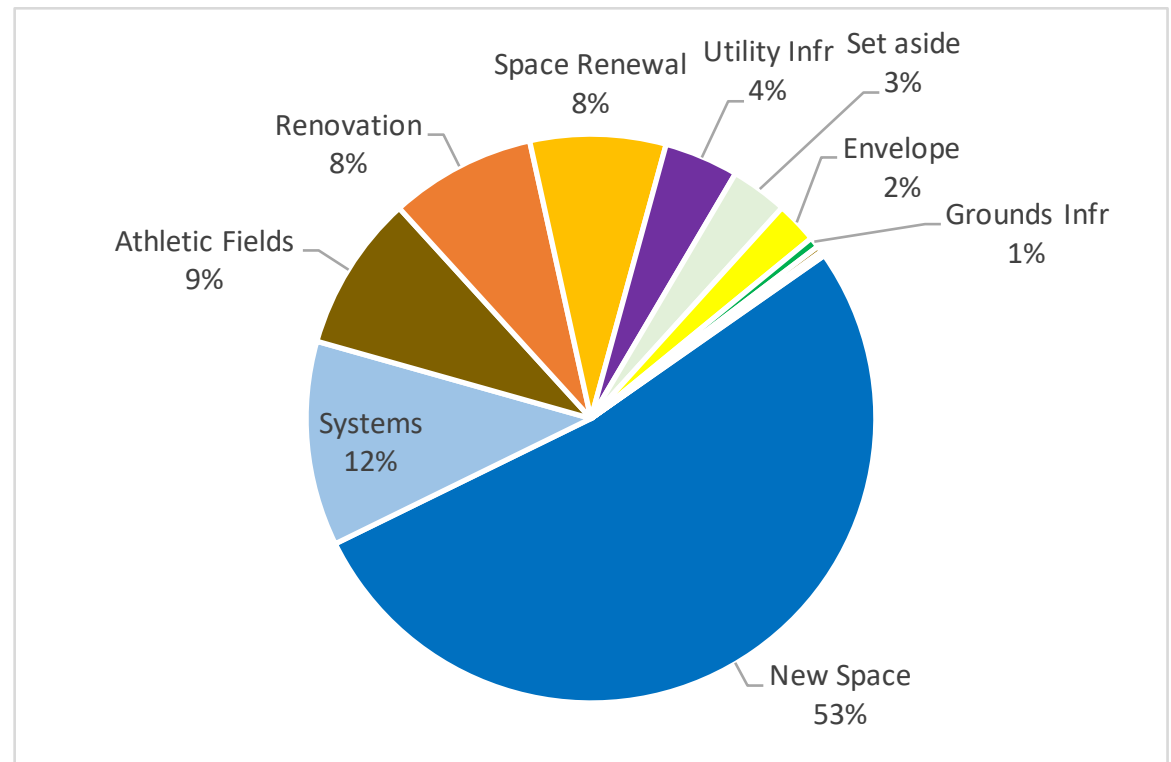
Campus	\$
USM	\$66,983,910.00
UM	\$61,754,029.00
UMF	\$5,100,099.00
UMPI	\$4,657,665.00
UMA	\$4,332,710.00
UMM	\$945,539.00
UMFK	\$805,192.00



# System Funding Levels - All

All Funds: \$ **144,579,144**

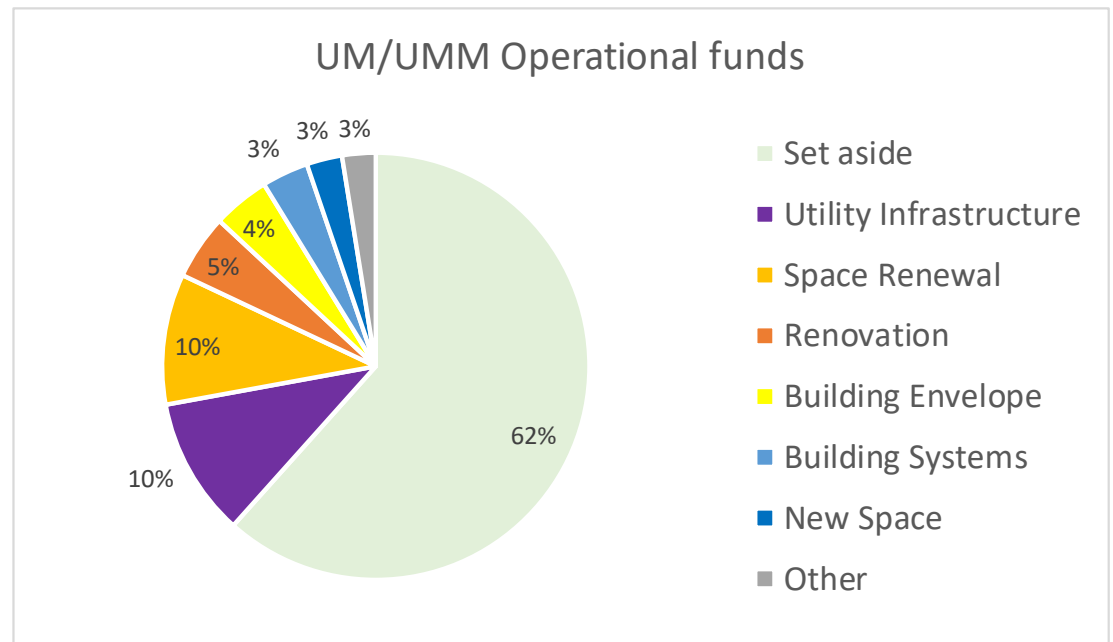
Project Type	\$
New Space	\$75,850,000.00
Building Systems	\$16,828,737.00
Athletic Fields	\$12,825,000.00
Renovation	\$11,988,987.00
Space Renewal	\$11,150,459.00
Utility Infrastructure	\$6,092,463.00
Set aside	\$4,677,396.00
Building Envelope	\$3,417,021.00
Grounds Infrastructure	\$853,925.00
Other	\$500,928.00
Demolition	\$219,103.00
Safety / Code	\$175,125.00



# UM/UMM 1 Year Capital Plan

Operating Funds \$ **7,428,431**

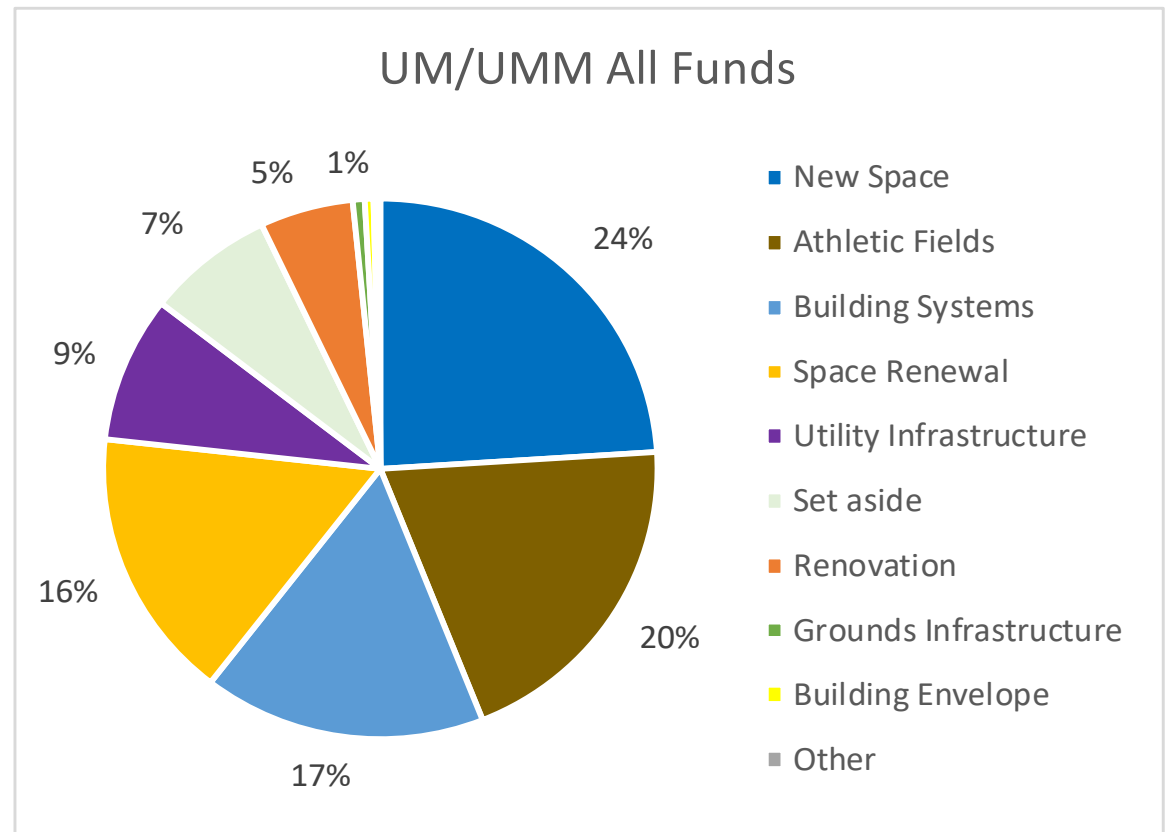
Project Type	\$
Set aside	\$4,577,396.00
Utility Infrastructure	\$780,000.00
Space Renewal	\$735,000.00
Renovation	\$365,000.00
Building Envelope	\$320,000.00
Building Systems	\$262,535.00
New Space	\$200,000.00
Other	\$188,500.00



# UM/UMM 1 Year Capital Plan

All Funds \$ 62,699,568

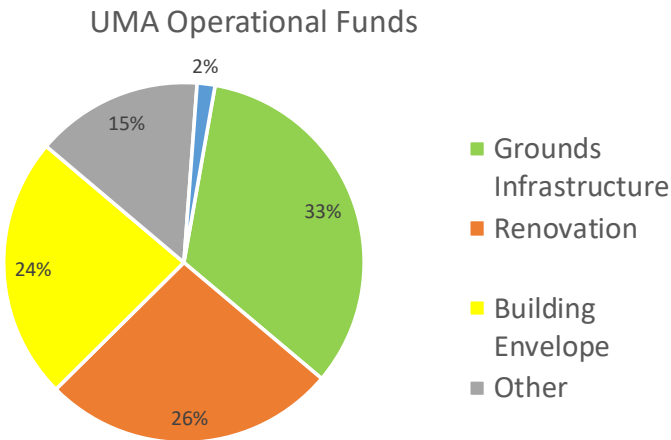
Project Type	\$
New Space	\$15,050,000.00
Athletic Fields	\$12,525,000.00
Building Systems	\$10,354,535.00
Space Renewal	\$10,195,542.00
Utility Infrastructure	\$5,480,000.00
Set aside	\$4,677,396.00
Renovation	\$3,415,000.00
Grounds Infrastructure	\$436,925.00
Building Envelope	\$320,000.00
Other	\$188,500.00
Demolition	\$56,670.00



# UMA 1 Year Capital Plan

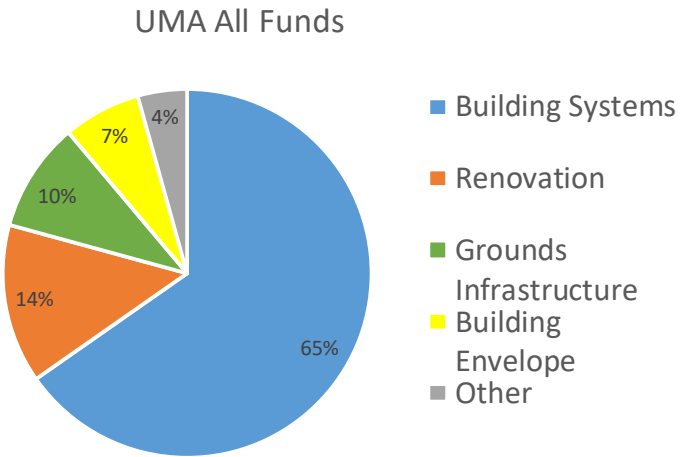
## Operating Funds \$ 1,249,428

Project Type	\$
Grounds Infrastructure	\$417,000.00
Renovation	\$330,000.00
Building Envelope	\$295,000.00
Other	\$187,428.00
Building Systems	\$20,000.00



## All Funds \$ 4,332,710

Project Type	\$
Building Systems	\$2,828,730.00
Renovation	\$604,552.00
Grounds Infrastructure	\$417,000.00
Building Envelope	\$295,000.00
Other	\$187,428.00



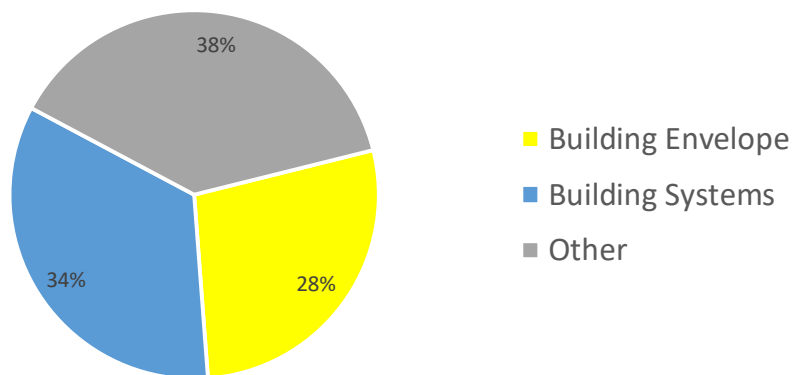


# UMF 1 Year Capital Plan

Operating Funds \$ **326,183**

Project Type	\$
Other	\$125,000.00
Building Systems	\$110,850.00
Building Envelope	\$90,333.00

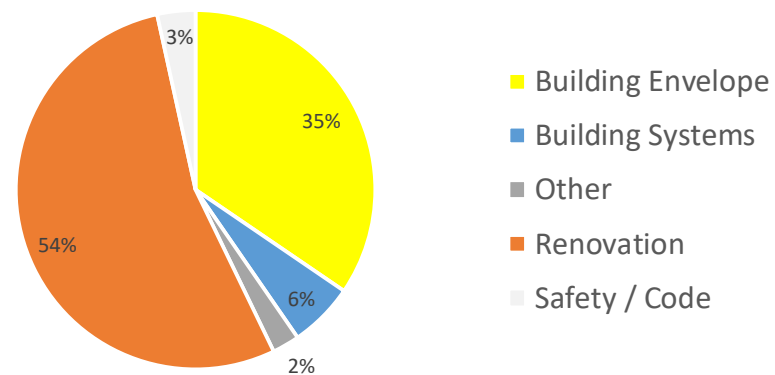
UMF Operational Funds



All Funds \$ **5,100,099**

Project Type	\$
Renovation	\$2,740,160.00
Building Envelope	\$1,760,975.00
Building Systems	\$298,839.00
Safety / Code	\$175,125.00
Other	\$125,000.00

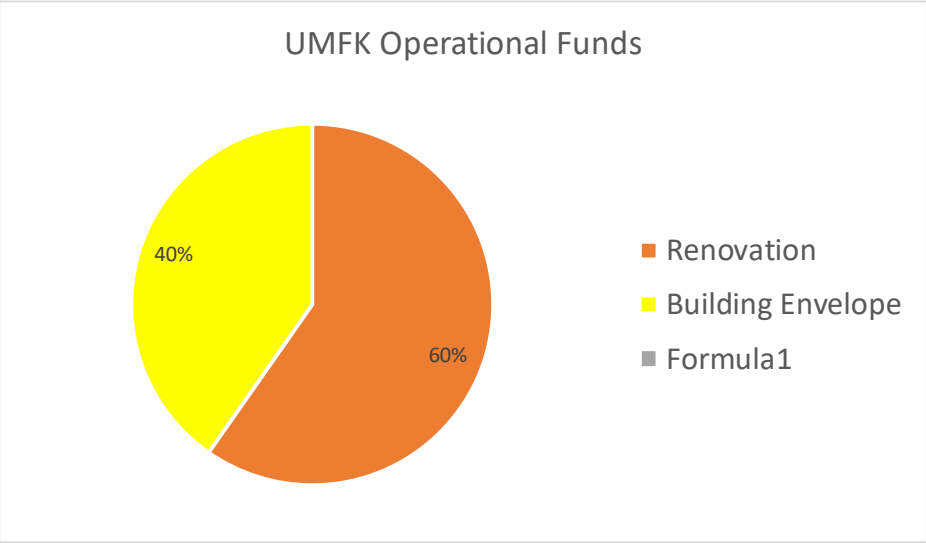
UMF All Funds



# UMFK 1 Year Capital Plan

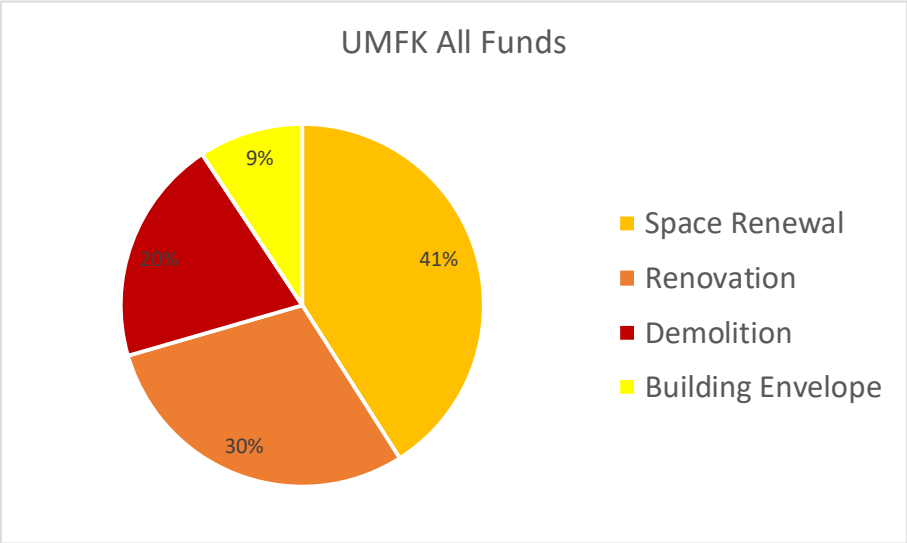
Operating Funds \$ **186,176**

Project Type	\$
Renovation	\$111,176.00
Building Envelope	\$75,000.00



All Funds \$ **805,192**

Project Type	\$
Space Renewal	\$329,917.00
Renovation	\$237,842.00
Demolition	\$162,433.00
Building Envelope	\$75,000.00



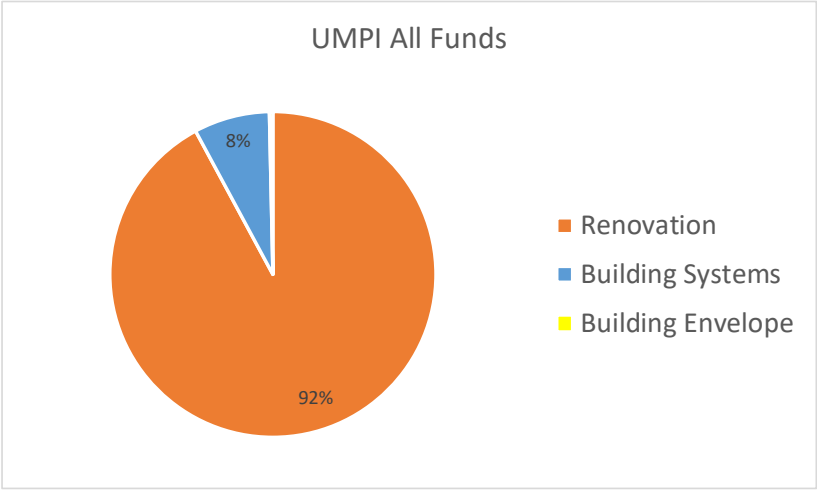
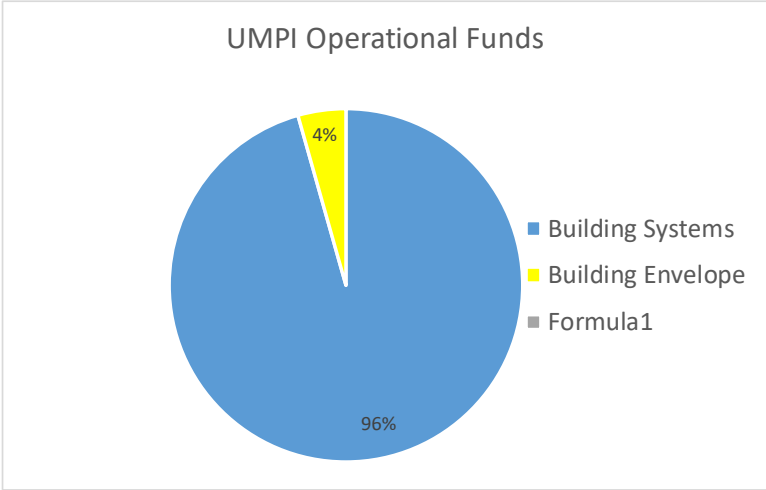
# UMPI 1 Year Capital Plan

Operating Funds \$ **366,232**

All Funds \$ **4,657,665**

Project Type	\$
Building Systems	\$350,186.00
Building Envelope	\$16,046.00

Project Type	\$
Renovation	\$4,291,433.00
Building Systems	\$350,186.00
Building Envelope	\$16,046.00

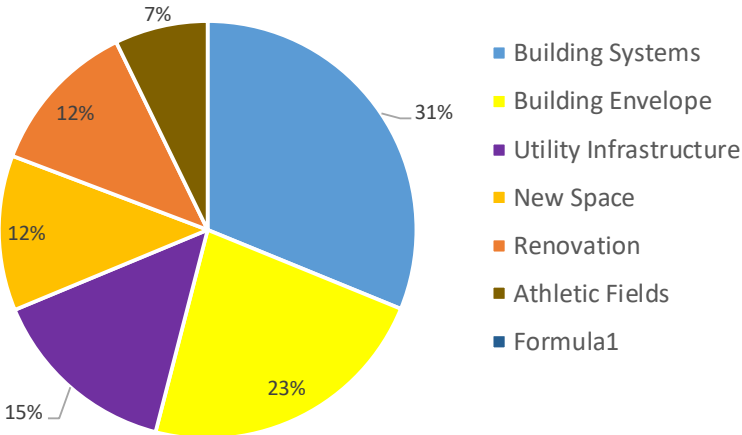


# USM 1 Year Capital Plan

## Operating Funds \$ 4,158,910

Project Type	\$
Building Systems	\$1,296,447.00
Building Envelope	\$950,000.00
Utility Infrastructure	\$612,463.00
New Space	\$500,000.00
Renovation	\$500,000.00
Athletic Fields	\$300,000.00

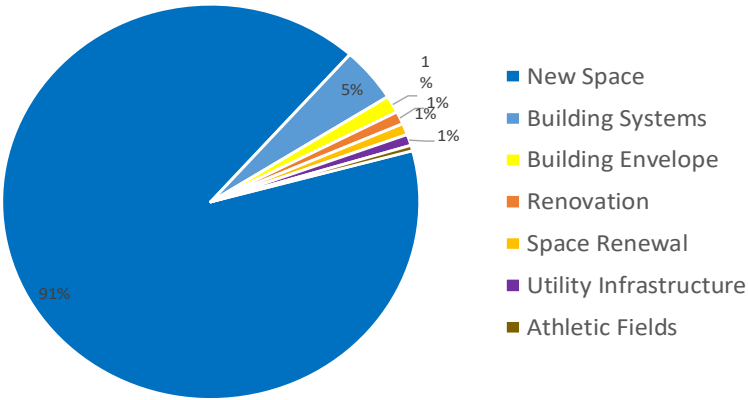
USM Operational Funds



## All Funds \$ 66,983,910

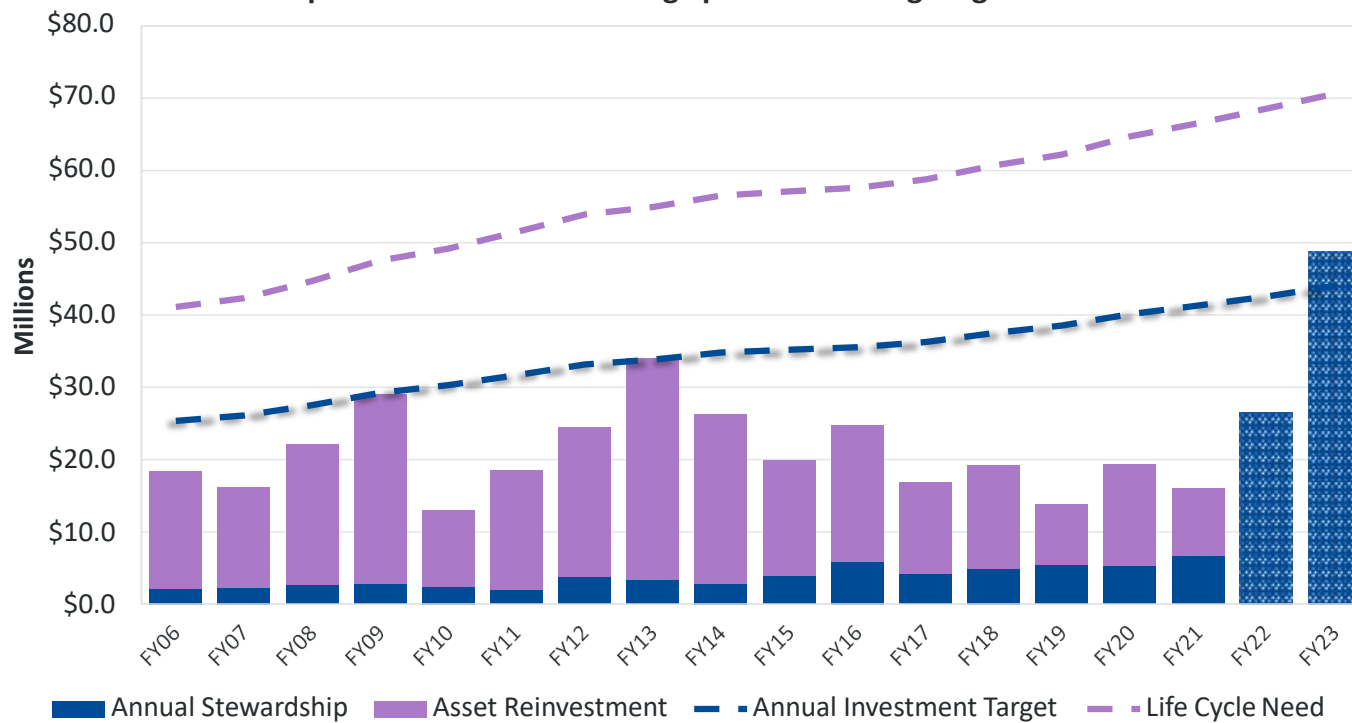
Project Type	\$
New Space	\$60,800,000.00
Building Systems	\$2,996,447.00
Building Envelope	\$950,000.00
Renovation	\$700,000.00
Space Renewal	\$625,000.00
Utility Infrastructure	\$612,463.00
Athletic Fields	\$300,000.00

USM All Funds



## FY23 Capital Plan Against Gordian's Annual Target

Capital Investment in Existing Space vs Funding Target Over Time



An additional \$104.5M is included in the capital plan but excluded from the Gordian analysis against the targets – examples: athletic fields, demolitions, grounds infrastructure, and new space



Institution	FY23 Gordian Target	FY23 Capital Plan	% to Target
UMaine @ Orono	\$24,594,636	\$28,492,359	116%
UMF	\$3,404,251	\$5,100,099	150%
USM	\$10,111,232	\$5,271,447	52%
UMM	\$1,197,415	\$658,614	55%
UMPI	\$1,948,842	\$4,657,665	239%
UMA	\$1,564,773	\$3,915,710	250%
UMFK	\$1,229,035	\$642,759	52%
UMS	\$44,050,184	\$48,738,653	111%

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# FY2023 Capital Investment Plan

Comments or Questions?

# UNIVERSITY OF MAINE SYSTEM

## Policy Manual

### INTRODUCTION

#### Section 103 Board of Trustees: Bylaws

Effective: 08/02/1968

Last Revised: 12/09/05; 1/14/08; 7/14/08; 11/15/10; 3/19/12; 7/15/13; 8/24/21; 5/23/22

Responsible Office: Clerk of the Board

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### ARTICLE I - Board of Trustees

**Section 1.1**     **Function.** Pursuant to the laws of the State of Maine, and in accordance with the federal statutes governing land grant institutions, the Board of Trustees in consultation with the Chancellor, is the governing and planning body of the University of Maine System.

**Section 1.2**     **Membership.**

- a. The Board of Trustees consists of sixteen persons. All members are appointed by the Governor in accordance with State statutes. Fourteen members are appointed to five-year terms. A full-time University of Maine System student serves as a voting member for a two-year term, and the Commissioner of Educational and Cultural Services serves as a voting member, ex-officio.
- b. The members of the Board shall serve without monetary compensation, and shall be reimbursed for expenses incurred in the performance of official duties, upon presentation of an expense account.
- c. A Board member shall not vote on a matter in which he or she has a financial interest and each Trustee shall be bound by an appropriate code of ethics, as adopted by the Board of Trustees.

**Section 1.3**     **Powers and duties.**

- a. The Board of Trustees has final authority over all matters within its jurisdiction. The jurisdiction of the Board relates to, and is exercised over, inter alia, all educational, public service and research policies, financial policy, and the relation of the University System to the state and federal governments.
- b. The Board shall appoint a Chancellor who shall serve at its pleasure and be the Chief Administrative and Education Officer of the University System. The Board shall undertake periodic reviews of the Chancellor's performance. A minimum of nine affirmative votes shall be required to appoint or dismiss a Chancellor. The Board shall consult with the Chancellor, and shall delegate to the Chancellor authority to execute policies established by the Board, together with responsibility for the internal government and administration of the University System, and such

other authority and responsibility as the Board, from time to time, shall deem appropriate.

- c. Presidents of the various institutions and/or units of the University System shall be appointed by the Board on the nomination of the Chancellor and shall serve at the pleasure of the Board. The Chancellor may suspend and/or recommend the dismissal of a President, with final disposition of the matter to be determined by the Board.
- d. The Board of Trustees shall, in consultation with the Chancellor, be responsible for the preparation and approval of all operating and capital budgets, together with University System requests for appropriations, bond issues, and statutory changes, and for their presentation to executive or legislative branches of Maine government in accordance with the provisions of the Maine statutes.

## **ARTICLE II - Organization of the Board**

**Section 2.1**     **Officers.** At the annual meeting, the Board of Trustees shall elect from among its members a Chair and a Vice-Chair, and such other officers as the Board may determine. The term of office shall commence at the conclusion of the annual meeting. A Chair shall be ineligible to serve more than four (4) successive terms. **The Chair and Vice Chair must have residency in Maine.**

**Section 2.2**     **Treasurer and Clerk.** The Board shall appoint a Clerk and a Treasurer, both of whom shall be sworn and hold their offices at the pleasure of the Trustees.

**Section 2.3**     **Duties of the Chair.** The Chair shall preside at all meetings of the Board, and shall be entitled to vote at all meetings of the Board and its Committees. Subject to the approval of the Board, the Chair shall appoint all standing and special committees and shall designate the Chair of such committees. The Chair shall execute all documents on behalf of the Board, except where other provision is made by the Board, and shall exercise the powers and perform the duties set forth in these By-Laws, and such other duties as usually devolve upon the presiding officer of a deliberative body. *(See: Trustee Practice of Annual Evaluation of the Chair)*

**Section 2.4**     **Duties of the Vice-Chair.** The Vice-Chair shall perform the duties of the Chair at the request, or in the absence or incapacity, of the Chair. The Vice-Chair shall be entitled to vote at all meetings of the Board and its Committees.

**Section 2.5**     **Duties of the Treasurer** shall be as provided in the Maine Revised Statutes.

**Section 2.6**     **Duties of the Clerk of the Board.** The Clerk shall prepare the agenda of all meetings of the Board and its committees. The Clerk, or someone the Clerk shall designate, shall attend the meetings, prepare the minutes of such meetings, and forward copies of the minutes to the members of the Board and to such other persons or agencies as the Board may determine. The Clerk shall have charge of all Board records, files, minutes, and official documents, notify



appropriate persons and agencies of the Board's actions, and copies of Board records certified by the Clerk shall be evidence in all cases in which the originals might be used. The Clerk shall send notices of Board and committee meetings to members of the Board, maintain a central calendar for meetings and shall perform related duties assigned by the Chair of the Board.

*(See: Trustee Practice of Annual Assessment of the Board of Trustees.)*

### **ARTICLE III - Committees of the Board**

#### **Section 3.1**

##### **Standing Committees.**

- a. The Standing Committees of the Board shall be:
  - Executive Committee
  - Academic & Student Affairs Committee
  - Audit Committee
  - Finance/Facilities and Technology Committee
  - Investment Committee
  - Human Resources and Labor Relations Committee
- b. Membership of committees shall be determined annually.
- c. The Chair and Vice-Chair of the Board and the Chancellor of the University System shall be ex-officio members of all standing committees, but the Chancellor shall have no vote.
- d. Each committee shall have at least three members, apart from the ex-officio members.
- e. The standing committees of the Board shall have such powers, duties and responsibilities as may be assigned to them by the Board Chair and agreed upon by the Board.
- f. The Executive Committee of the Board shall consist of the Chair and Vice-Chair of the Board and the chair of the other standing committees and other Trustees for a total of at least 9 members. The Chair of the Board shall be the Chair of the Committee. It shall have and exercise between meetings of the Board, any and all powers of the latter not specifically reserved to it, except that it may not take action against an expressed policy of the Board.
- g. Except for the Executive Committee, Audit Committee, and Human Resources and Labor Relations Committee, the standing committees may include persons who are not members of the Board, who may not, however, participate where subject matter is otherwise reserved.
- h. Actions taken by the Committee requiring Board approval will be placed on the agenda or the consent agenda of a regular meeting.
- i. See Board of Trustees Policy 215 Remote Public Meetings for detailed information on participation and quorum requirements for Remote Public meetings.

#### **Section 3.2**

**Ad hoc Committees** may be established by vote of the Board to undertake special assignments upon completion of which the committee shall be discharged by vote of the Board. The Committees may include persons who are not members of the Board. The Chair may also appoint task forces or

subcommittees in those instances where the appointment of an Ad Hoc Committee would not be practical due to minimal time requirements for its activities or the nature of the subject matter assigned.

**Section 3.3** Except as otherwise provided, all committee actions shall be reported to the Board for approval.

**Section 3.4** Meetings of all committees ordinarily shall be called by the appropriate Committee Chair, but may be called by the Chair of the Board or a majority of a Committee.

#### **ARTICLE IV - Meetings**

**Section 4.1** **Regular Meetings.** At the annual meeting, the Board shall establish a schedule of meetings for the ensuing year which shall provide for a minimum of four regular meetings, at least one to be scheduled in each calendar quarter.

**Section 4.2** **The annual meeting** shall be the last regular meeting scheduled in each fiscal year.

**Section 4.3** **Special meetings** shall be held upon the call of the Chair of the Board or upon the written request of seven members of the Board.

**Section 4.4** **Public meetings.** Regular and special meetings of the Board and its committees shall be open to the press and the public, except by vote of the Board for discussion of those matters which are permitted under the statutes to be discussed in executive session.

**Section 4.5** **Remote Public Meetings**  
Refer to the Board of Trustees Policy 215 Remote Public Meetings.

**Section 4.6** **Notices.** Written notice of each regular meeting shall be sent by the Clerk to the members of the Board at least seven days prior to the date of the meeting.

**Section 4.7** **Quorum.** A majority of the current membership of the Board shall constitute a quorum for the transaction of business, except as otherwise provided in these By-Laws. Refer to the Board of Trustees Policy 215 Remote Public Meetings for quorum requirements for remote meetings.

**Section 4.8** **Parliamentary Procedure.** Robert's Rules of Order, Revised, except as otherwise modified by the rules and regulations of the Board, shall serve as the parliamentary authority.

#### **ARTICLE V - Indemnification**

**Section 5** Subject to the provisions of law or policies adopted or approved by the Board of Trustees, the University System shall indemnify any person who was or is a party or is threatened to be a party to any threatened, pending or contemplated

action, suit or proceeding, whether civil, criminal, administrative or investigative, by reason of the fact that such person was or is a trustee, officer, employee or agent of the University System, or was or is acting in the course and scope of such person's duties or at the request of the University System against expenses, including attorney's fees, judgments, fines and amounts paid in settlement actually or reasonably incurred by such person in connection with such action suit or proceeding.

#### **ARTICLE VI - Amendments**

**Section 6** These By-Laws may be amended at any regular meeting of the Board by approval of a majority of those present provided the proposed amendment shall have been presented in writing at the previous regular or special meeting of the Board, or shall have been sent with the call of the meeting at which the amendments are voted upon.

#### **Related Documents:**

Trustee Practice of Annual Evaluation of the Chair  
Trustee Practice of Annual Assessment of the Board of Trustees  
Trustee Practice on Indemnification

## UNIVERSITY OF MAINE SYSTEM Policy Manual

### STUDENT AFFAIRS

#### Section 501 Student Conduct Policy Effective: 3/72

Last Revised: 5/22/00; 5/22/06; 5/18/09; 11/17/14; 5/18/15; 3/19/18

Responsible Office: Academic Affairs

**DRAFT**  
**5/10/22**

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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.

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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](mailto: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 are subject to periodic review and amendment and will include representation of students and other key stakeholders.

#### **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. Final approval of the Student Conduct Code will be the responsibility of the Chancellor, in consultation with the Office of the General Counsel.

#### **Related Documents**

BOT policy 212 - Free Speech, Academic Freedom and Civility

BOT Policy 402 - Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence, Stalking and Retaliation

Student Conduct Code Procedures

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**UNIVERSITY OF MAINE SYSTEM  
STUDENT CONDUCT CODE**

Effective: 1 August 2022

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### 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, for example, 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.

Commented [1]: Recommended to delete, however included by Pat. CONFIRM KEEP OR REMOVE?

#### 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. Final approval of the Student Conduct Code will be the responsibility of the Chancellor, in consultation with the Office of the General Counsel.

Effective Date: 1 August 2022

UNIVERSITY OF MAINE SYSTEM  
Board of Trustees

**BOARD CHAIRS**

Harrison L. <b>Richardson</b>	07/01/88 - 06/30/90
David T. <b>Flanagan</b>	07/01/90 - 07/22/91
Patricia M. <b>Collins</b>	07/23/91 - 06/30/94
Ralph L. <b>Hodgkins</b>	07/01/94 - 06/30/95
Sally G. <b>Vamvakias</b>	07/01/95 - 05/26/99
James D. <b>Mullen</b>	05/26/99 - 06/30/03
Charles L. <b>Johnson, III</b>	07/1/03 - 06/30/06
Margaret A. <b>Weston</b>	07/1/06 - 06/30/08
Lyndel J. <b>Wishcamper</b>	07/1/08 - 05/23/11
M. Michelle <b>Hood</b>	05/24/11 - 05/22/13
Samuel W. <b>Collins</b>	05/23/13 - 05/22/17
James R. <b>Erwin</b>	05/23/17 - 05/24/21
Mark R. <b>Gardner</b>	05/25/21 - 05/23/22

**BOARD VICE CHAIRS**

David T. <b>Flanagan</b>	07/01/88 - 06/30/90
Patricia M. <b>Collins</b>	07/01/90 - 06/30/91
George W. <b>Wood, III.</b>	07/01/91 - 06/30/92
Ralph L. <b>Hodgkins, Jr.</b>	07/01/92 - 06/30/94
Sally G. <b>Vamvakias.</b>	07/01/94 - 06/30/95
George W. <b>Wood, III</b>	07/01/95 - 06/30/98
James D. <b>Mullen</b>	07/01/98 - 06/26/99
Donald L. <b>McDowell</b>	06/16/99 - 07/31/01
Gregory G. <b>Cyr</b>	08/01/01 - 06/19/02
Donald L. <b>McDowell</b>	06/20/02 - 06/30/03
Wickham <b>Skinner</b>	07/01/03 - 04/2005
Margaret A. <b>Weston</b>	06/2005 - 06/30/06
Barry D. <b>McCrum</b>	07/01/06 - 05/2009
Norman L. <b>Fournier</b>	05//2009 - 05/23/11
Samuel W. <b>Collins</b>	05/24/11 - 5/22/13
Gregory G. <b>Johnson</b>	05/23/13 - 05/22/17
Karl W. <b>Turner</b>	04/23/17 - 05/21/18
Kelly A. <b>Martin</b>	05/22/18 - 05/20/19
Mark R. <b>Gardner</b>	05/21/19 - 05/24/21
James O. <b>Donnelly</b>	05/25/21 - 05/23/22

04/05/2022

E & G and AUXILIARY FY2022 -FORECAST #3										
Institution	Operations						Deficit Resolution			NET
	Budget	Forecast #1	Forecast #2	Forecast #3	Variance - Forecast 3 vs 2	Variance - Forecast 3 vs Budget	HEERF	Reserve	Stabilization	
UMAINE/UMM	\$ (1,505,655)	\$ (8,993,505)	\$ (6,674,254)	\$ (6,447,609)	\$ 226,645	\$ (4,941,954)	\$ -	\$ 6,447,609	\$ -	\$ -
UMA	(384,675)	(950,918)	(620,126)	(652,428)	(32,302)	(267,753)	-	652,428	-	-
UMF <sup>1</sup>	(3,081,226)	(5,501,896)	(5,350,805)	(5,160,460)	190,345	(2,079,234)	2,040,460	120,000	3,000,000	-
UMFK	(878,748)	(1,109,707)	(553,844)	(530,817)	23,027	347,931	650,817			120,000
UMPI <sup>1</sup>	(1,239,582)	(2,546,993)	(2,475,496)	(2,447,761)	27,735	(1,208,179)	650,000		1,797,761	-
USM	(1,077,248)	(5,867,053)	(6,950,294)	(7,059,120)	(108,826)	(5,981,872)	7,059,120			-
Law <sup>1</sup>	(1,926,386)	(1,759,349)	(1,762,349)	(1,546,639)	215,710	379,747	-		1,546,639	-
<b>Campus Total</b>	<b>(10,093,520)</b>	<b>(26,729,421)</b>	<b>(24,387,168)</b>	<b>(23,844,834)</b>	<b>542,334</b>	<b>(13,751,314)</b>	<b>10,400,397</b>	<b>7,220,037</b>	<b>6,344,400</b>	<b>120,000</b>
Governance	-	-	-	-	-	-	-	-	-	-
Univ. Serv.	-	-	-	-	-	-	-	-	-	-
Employee Benefit Pool <sup>2</sup>	-	-	500,000	(8,000,000)	(8,500,000)	(8,000,000)		8,000,000	-	-
<b>TOTAL</b>	<b>\$ (10,093,520)</b>	<b>\$ (26,729,421)</b>	<b>\$ (23,887,168)</b>	<b>\$ (31,844,834)</b>	<b>\$ (7,957,666)</b>	<b>\$ (21,751,314)</b>	<b>\$ 10,400,397</b>	<b>\$ 15,220,037</b>	<b>\$ 6,344,400</b>	<b>\$ 120,000</b>

<sup>1</sup> Approved Budget Stabilization Fund transfers at year end up to \$1,552,147 for UMF and \$1,926,386 for the Law School to offset any deficits. This forecast depicts an additional \$1,447,853 needed for UMF & \$2,569,630 for UMPI. Law School's need is projected to be \$164,037 less than approved limit.

<sup>2</sup> Includes an estimate for Special Retirement Incentive

Unrestricted Investment Income	\$ 2,395,626	\$ 2,395,626	\$ (3,160,365)	\$ (8,527,312)	\$ (5,366,947)	\$ (10,922,938)
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Forecasted investment income equals actuals-to-date as of 5/3/22 and does not include any projection for future gains or losses.

Board of Trustees Meeting - May 2022 - Attachments

E & G and AUXILIARY FY2022 - FORECAST #3															
Institution	E&G					AUXILIARY					TOTAL				
	Budget	Forecast #1	Forecast #2	Forecast #3	Variance - Forecast 3 vs Budget	Budget	Forecast #1	Forecast #2	Forecast #3	Variance - Forecast 3 vs Budget	Budget	Forecast #1	Forecast #2	Forecast #3	Variance - Forecast 3 vs Budget
UMAINE/UMM	(1,505,655)	\$ (8,993,505)	\$ (6,674,254)	\$ (6,447,609)	\$ (4,941,954)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,505,655)	\$ (8,993,505)	\$ (6,674,254)	\$ (6,447,609)	\$ (4,941,954)
UMA	66,407	(540,812)	(179,345)	(350,205)	(416,612)	(451,082)	(410,106)	(440,781)	(302,223)	148,859	(384,675)	(950,918)	(620,126)	(652,428)	(267,753)
UMF <sup>1</sup>	(2,552,482)	(4,623,700)	(4,180,696)	(4,006,306)	(1,453,824)	(528,744)	(878,196)	(1,170,109)	(1,154,154)	(625,410)	(3,081,226)	(5,501,896)	(5,350,805)	(5,160,460)	(2,079,234)
UMFK	(343,155)	(506,712)	(203,689)	(233,288)	109,867	(535,593)	(602,995)	(350,155)	(297,529)	238,064	(878,748)	(1,109,707)	(553,844)	(530,817)	347,931
UMPI	(1,015,871)	(1,748,195)	(1,825,496)	(1,563,012)	(547,141)	(223,711)	(798,798)	(650,000)	(884,749)	(661,038)	(1,239,582)	(2,546,993)	(2,475,496)	(2,447,761)	(1,208,179)
USM	(712,213)	(4,318,407)	(5,670,942)	(5,997,392)	(5,285,179)	(365,035)	(1,548,646)	(1,279,352)	(1,061,728)	(696,693)	(1,077,248)	(5,867,053)	(6,950,294)	(7,059,120)	(5,981,872)
Law <sup>1</sup>	(1,926,386)	(1,759,349)	(1,762,349)	(1,546,639)	379,747					-	(1,926,386)	(1,759,349)	(1,762,349)	(1,546,639)	379,747
<b>Campus Total</b>	<b>\$ (7,989,355)</b>	<b>\$ (22,490,680)</b>	<b>\$ (20,496,771)</b>	<b>\$ (20,144,451)</b>	<b>\$ (12,155,096)</b>	<b>\$ (2,104,165)</b>	<b>\$ (4,238,741)</b>	<b>\$ (3,890,397)</b>	<b>\$ (3,700,383)</b>	<b>\$ (1,596,218)</b>	<b>\$ (10,093,520)</b>	<b>\$ (26,729,421)</b>	<b>\$ (24,387,168)</b>	<b>\$ (23,844,835)</b>	<b>\$ (13,751,315)</b>
Governance	-	-		0	0						-	-	-	0	0
Univ Serv	-	-		0	0						-	-	-	0	0
Benefits	-		500,000	(8,000,000)	(8,000,000)						-	-	500,000	(8,000,000)	(8,000,000)
<b>TOTAL</b>	<b>\$ (7,989,355)</b>	<b>\$ (22,490,680)</b>	<b>\$ (19,996,771)</b>	<b>\$ (28,144,451)</b>	<b>\$ (20,155,096)</b>	<b>\$ (2,104,165)</b>	<b>\$ (4,238,741)</b>	<b>\$ (3,890,397)</b>	<b>\$ (3,700,383)</b>	<b>\$ (1,596,218)</b>	<b>\$ (10,093,520)</b>	<b>\$ (26,729,421)</b>	<b>\$ (23,887,168)</b>	<b>\$ (31,844,834)</b>	<b>\$ (21,751,314)</b>

## Travel & Contributions

FY2022 - FORECAST #3

Travel, Meals & Entertainment				
Funding Source	Budget	Actuals	Unexpended	
E&G/Auxiliary	\$ 5,955,900	\$ 4,151,359	\$ 1,804,541	30.3%
Restricted/Other	\$ 4,000,000	1,763,293	2,236,707	55.9%
Total	\$ 9,955,900	\$ 5,914,652	\$ 4,041,248	40.6%

Memberships, Gifts, Donations & Sponsorships				
Funding Source	Budget	Actuals	Unexpended	
E&G/Auxiliary	\$ 1,152,136	\$ 1,083,295	\$ 68,841	6.0%
Restricted/Other	550,000	107,006	442,994	80.5%
Total	\$ 1,702,136	\$ 1,190,301	\$ 511,835	30.1%

*Public Law 2011, Chapter 616 requires periodic reporting of the actual travel & contribution costs to the Board of Trustees*

**University of Maine System**  
**Managed Investment Pool, Operating Fund and Pension Fund**  
**Fossil Fuel Divestment Statement**

**May 23, 2022**

The University of Maine System (UMS) Board of Trustees recognizes the grave consequences of climate change, its impact on future generations and our responsibility to address these issues in all our policies. We are mindful of our many fiduciary responsibilities including assuring a sustainable, public University system that provides an affordable education while balancing our policies that address climate.

The UMS has led its peers in divesting in coal and adopting a strategy that applies environmental, social and governance (ESG) factors in investment decision making. This strategy has reduced the Managed Investment Pool's exposure to fossil fuels from 3.2% in 2016 to 1.8% in 2021.

The UMS has chosen an investment strategy that is cost effective to administer and which relies on multiple managers and funds that include many and ever-changing holdings in order to achieve diversification and portfolio risk and return objectives. The fund holdings are at the discretion of the manager, within their particular investment guidelines and may include some fossil fuel investments. While some investments are separate accounts which allow the UMS to provide some direction with regard to the holdings, most investments are commingled and mutual funds, where the UMS does not have the ability to exclude fossil fuel companies. Further, the market availability of funds that exclude fossil fuels has yet to mature. We do, however, have the ability to change managers and will consider alternatives as the market for fossil fuel free energy investments grows.

**On April 28, 2022, the UMS Investment Committee approved the following actions:**

To meet our commitment to address climate change and our portfolios' objectives, the UMS has set the following goals and action steps with the understanding that, at all times, the Board of Trustees acting through the Investment Committee will act in accordance with sound investment criteria and consistent with its fiduciary obligations:

Short-Term Actions: As of May 31, 2022, UMS will divest from direct fossil fuel investments.

1. Divest all direct equity and fixed income investments in fossil fuels by May 31, 2022.
2. To make no new direct investments in fossil fuels.

Long-Term Goals: Divest from actively managed commingled and mutual fund fossil fuel investments by 2030.

The Investment Committee will:

3. Monitor the actively managed commingled and mutual fund fossil fuel exposure and the growth of fossil fuel free alternative investment funds.
4. Assess investment managers with regard to their commitment to sustainable and fossil fuel free investments and, when prudent and appropriate, select managers with such strategies.
5. Select managers who best meet UMS risk, return, diversification, and fiduciary goals while being mindful of ESG and climate goals.

The Investment Guidelines and Objectives for the Managed Investment Pool, Operating Fund and Pension Plan were amended to include these short-term actions and long-term goals. In addition, the Investment Committee will annually provide the Board of Trustees a progress report on divestment from fossil fuels.

## Capital Projects Status Report

### Executive Summary

#### Overview:

Attached is the Capital Project Status Report for the May 22-23, 2022, meeting of the Board of Trustees. The report reflects a total of 26 projects, with no additions or removals since the last report. Note that the projects highlighted in yellow reflect current P3 projects. Additionally, projects which are at Board approval level utilizing Harold Alfond Foundation (HAF) grant and matching money are highlighted in green. HAF projects below Board approval level are noted in a separate table at the end of the report as well.

While the number of Board approved projects has remained in the range of about 20 for the past few years, the total dollar value of these approved projects, nearing \$300 million, has increased nearly four-fold over the past two years.

#### COVID-19 and Market Impacts on Capital Construction:

Many projects continue to move forward however, impacts continue.

- Previously reported COVID-19 impacts continue to be relevant.
- Market instability is creating very difficult conditions for the bidding climate.
  - Recent bidding for projects planned to begin during the Spring and Summer of 2022 has proven to be very unpredictable.
    - In multiple cases (three to date) we have received no bids, regardless of the effort from CPPM to solicit interested firms.
    - While in some cases bids have come in within the expected and available budgets, in a number of cases (four to date) the bids received have exceeded the estimated and available budget by 30% to 60%. Two such projects are before the Committee today for increase authorizations.

#### Bond Project Status Report:

The special portion of this report calling out only projects funded with the 2018 State bonds reflects fifty-five (55) projects; an increase of four projects; two at USM and two at the UMM campus of UM. The projects are currently estimated to account for over \$45 million of the \$49 million in voter approved general obligation bond funding. Over \$25 million of that has been expended.

Supplemental funding is being leveraged for some of these projects and the total estimated project value across all funds is over \$63 million, including the bond funding and other project resources.

- Eleven (11) of the active bond projects also appear on the Capital Project Status Report with approved budgets above board threshold.
- The remaining bond funded projects do not have budgets that meet the threshold for Board of Trustees consideration and are therefore not present on the Capital Projects Status Report.
- As projects are closed, they will be moved to the completed projects section on this report and will remain on the report for documenting purposes until all Bond Projects are completed.

4/22/2022



- The Completed project section reflects 13 projects that are complete. There are another nineteen projects in the active projects table listed as complete and substantially complete. These will move to the completed section once closeout is finalized.

Research space approvals:

This report provides timely and appropriate disclosure of Chancellor-approved increases in University owned or occupied space when the space is for research purposes, as approved by the Board of Trustees at the January 2020 Board Meeting:

Upstart Center location in Orono – Additional Wet Lab space ~1,000 sf

Annual Cost: \$25,200 - Term: 4/1/22 - 4/1/23

Harold Alfond Foundation (HAF) Grant funded projects:

Athletics

The University has bid three initial athletic projects; Field Hockey Complex, Soccer Complex and Softball Complex. No bids were received on the Field Hockey Complex, Two bids were received on the Soccer Complex and one bid was received on the Softball Complex. The bids received on the Soccer and Softball Complexes were substantially more than the amount estimated and the bids and projects are being reviewed to determine the path forward.

MCECIS

The design team continues to work on the master plan for the MCECIS with an anticipated delivery of the final plan this spring.

UM Ferland Engineering Education & Design Center Project:

The installation of finishes on the third floor is well underway with millwork, laboratory casework and equipment, interior storefronts, painting, ceilings, and flooring all in progress. On the second-floor, finishes are underway with interior storefront installation, painting, and millwork in progress. On the first-floor, drywall installation is well underway with mechanical, plumbing, and electrical rough-in nearing completion. Permanent electrical power has been brought into the building. The temporary steam heat source will be disconnected and removed from the building soon, as the building HVAC systems will be brought online. Granite installation on the building is nearing completion and the earthwork contractor will be returning to finish the site work. Exterior window frame installation, glazing and metal panel installation continues to progress appropriately. Building furniture and audio-visual equipment have been ordered. The project continues to track with the aim of occupancy for the fall semester.

300 Fore Street Renovation:

The City of Portland building permit was issued in mid-March, allowing work to begin in earnest. Demolition work has begun on all floors with framing and MEP rough-in to follow.

USM Portland Development Projects:

CSSC/PC

The north and east wing exterior walls have been set to level 6. Active installation for rough MEPs is in progress for levels 2-4. Framing is active in level 5 of the north wing. All windows have been installed for these areas. The initial window test was conducted for Passive house compliance with a record 1 cfm out of a possible 4 cfm threshold. The piping for the mechanical room is in progress on the ground floor. A temporary elevator is operational to level 5. Exterior brick veneer will start in May. Connector building steel framing is complete.

A second crane is anticipated at the end of April to increase production for the remaining wings.

4/22/2022

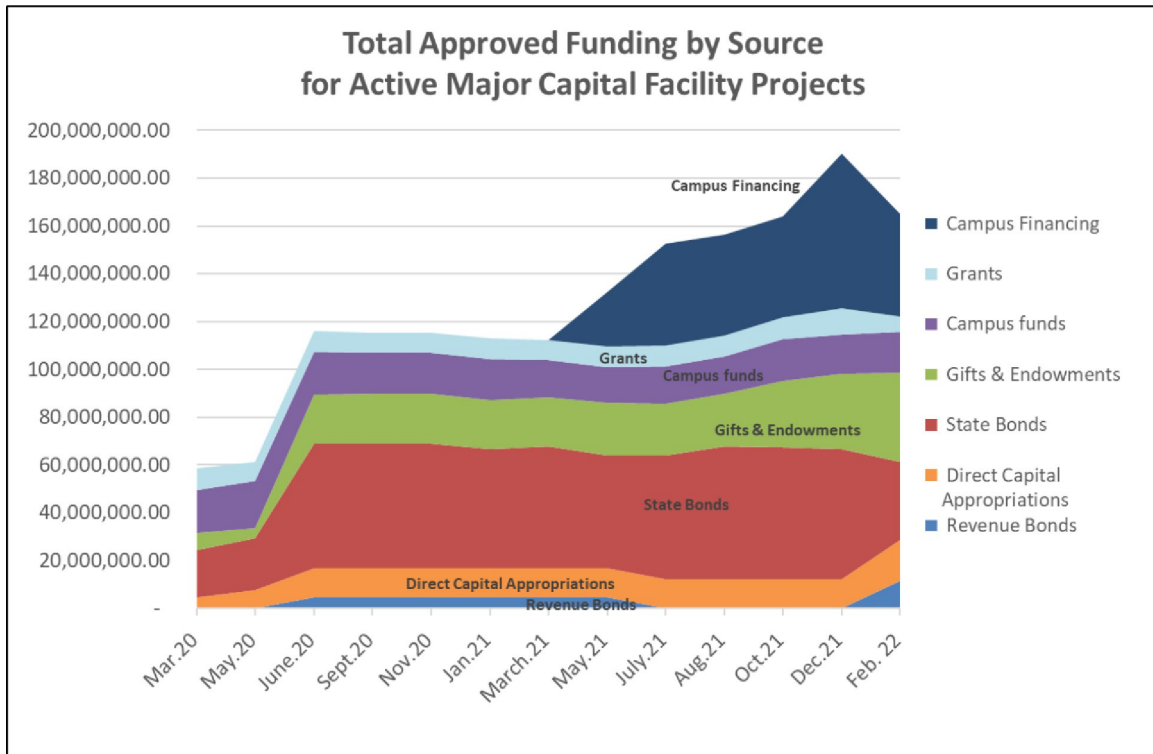
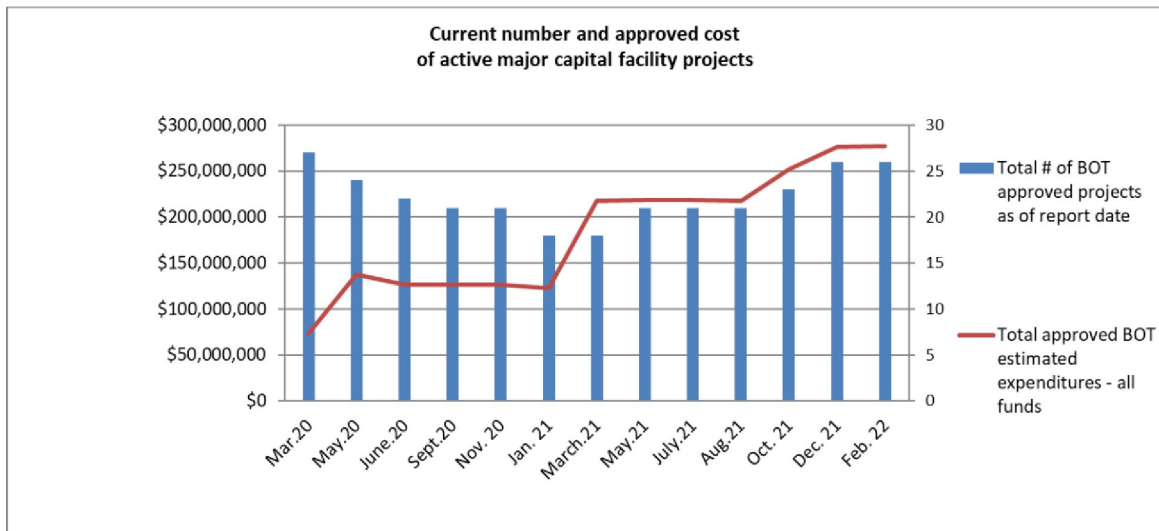
Career and Student Success Center

All floor slabs are complete. Interior wall framing has started at the upper levels. Air-vapor barrier is in progress. Fireproofing is complete. Building roofing has started. Mechanical equipment has been lifted to the penthouse.

Parking Garage

The building permit from the City of Portland is pending. Site clearing and site grubbing is in progress. Some urban fill material offsite hauling has started.

4/22/2022



\*Direct Capital Appropriations funds consist of capital appropriations in anticipation of revenue bonding, as well as MEIF funds.

\*\* Campus Financing demonstrates the use of interim financing in the form of a Bond Anticipation Note as approved at the March 2021 meeting of the Board.

\*\*\*Note that the marked rise and fall in the Campus Financing category is due to an incorrect categorization of the how the budget for the USM Parking Garage Project would be funded. The total project budget is currently reduced to reflect actuals as we prepare to issue bonds to cover the total project costs.

4/22/2022

Board of Trustees Meeting - May 2022 - Reports

**Capital Project Status Report**  
**Board Approved Projects**  
**May 2022 - Board of Trustees Meeting**  
**With Grand Totals and % of Current Approved**

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
<b>UMA</b>									
**Katz Library HVAC Repairs (1200061)	HEERF (100%)	Design in Progress	2021	2022	\$1,100,000	\$1,100,000	\$31,917	3%	Board approved \$1.1M Sept 2021.
**Randall Welcome Center (1100085)	2018 State Bond (100%)	Complete	2021	2022	\$2,150,000	\$2,150,000	\$1,684,949	78%	Board approved \$2.15M May 2021. The approval of 1100085 in May of '21 replaces 1100077.
Handley Hall A/C replacement (1200029)	E&G (90%) HEERF (10%)	Design in Progress	2020	2022	\$575,000	\$1,230,000	\$29,373	2%	Board approved \$575K in September, 2019. Board approved \$1.2M in Emergency Relief Funds and up \$30k in E&G funds in Sept '21.
<b>UM</b>									
**ASCC Building Addition GEM Lab (5100579)	Other (100%)	Pre-Design in Progress	2025	2025	\$1,500,000	\$1,500,000	\$4,029	0%	Board approved \$1.5M May 2021.
**Darling Marine Center Waterfront Infrastructure (5100459, 5100460, 5100461, 5100574)	Gifts (4%), Campus E&G Funds (33%), Grants (60%), State Appropriations (2%) Other (1%)	Substantially Complete	2017	2022	\$3,000,000	\$5,475,000	\$5,436,347	99%	Board approved \$3M in July, 2017. Board approved increase of \$2.2M in September, 2019. Additional \$210k approved by Chancellor in December. In March 2022, Chancellor approved an additional 1% increase (\$65k) bringing the total authorized project budget to \$5,475,000.
UM Ferland Engineering, Education and Design Center (5100458, 5100493, 5100546, 5200604)	Campus Funds (2%), State Approp (34%) Gifts (6%) Campus Financing (56%) (Other 2%)	Construction in Progress	2024	2024	\$1,000,000	\$78,000,000	\$40,820,142	52%	Board approved \$1M in September, 2017. Board approved additional \$8M in May, 2018. Additional \$63M BOT approved March, 2020 Initial occupancy of this facility is expected in 2022; final completion in 2024. Board authorized up to \$78M in Jan' 22.
ASCC Renovation - Mezzanine Office Expansion (5100525)	Campus E&G Funds (15%) Grants (85%)	Substantially Complete	2020	2022	\$450,000	\$1,400,000	\$1,037,638	74%	Board approved \$1,400,000 March, 2020
UM Energy Center Phase II (5100516, 5100517)	Campus E&G Funds (38%) Grants (31%) Other (31%)	Pre-Design in Progress	2023	2022	\$5,700,000	\$5,700,000	\$745,181	13%	Board approved \$5.7M March, 2019.
Neville Hall Renovations (5100534)	2018 State Bond (100%)	Construction in Progress	2021	2022	\$1,500,000	\$1,500,000	\$441,005	29%	Board approved up to \$1.5M expenditure in March 2021.
UM Adaptive Reuse project/Historic P3 (5200661)	Campus Funds (23%) Other (77%)	Design in Progress	2023	2023	\$2,000,000	\$2,000,000	\$353,965	18%	Board authorized for UM contribution of up to \$2M in October 2021.
UM Priority I Athletics fields (5100593, 5100594, 5100597)	Gifts (18%) HAF Grant (82%)	Design in Progress	2023	2023	\$14,000,000	\$14,000,000	\$855,941	6%	Board authorized \$14M in January 2022.
<b>UMF</b>									
Dearborn Gym HW Upgrades (2100087)	2010 State Bond (10%) 2018 State Bond (90%)	Complete	2019	2022	\$600,000	\$850,000	\$888,267	105%	Board approved \$600K in March, 2019. Board approved additional \$250K in May, 2019.
274 Front St Renovation (2100096)	2018 State Bond (100%)	Design in Progress	2020	2022	\$450,000	\$3,100,000	\$64,306	2%	Board approved up to \$3.1M in January 2022.
<b>UMFK</b>									
UMFK Enrollment/Advancement Center (3100042)	2018 State Bond (100%)	Substantially Complete	2022	2022	\$3,249,000	\$3,249,000	\$2,697,108	83%	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.

Board of Trustees Meeting - May 2022 - Reports

**Capital Project Status Report**  
**Board Approved Projects**  
**May 2022 - Finance, Facilities and Technology Committee**  
**With Grand Totals and % of Current Approved Estimates**

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
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**USM**

**Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323)	2018 State Bond (35%), Campus E&G (65%)	Project 6100316 is Substantially Complete, Project 6100323 is Complete	2019	2022	\$2,580,000	\$4,388,000	\$4,141,923	94%	Board approved \$2.58M in January, 2019. Additional authorization of \$1,808,000 for a total of \$4,388,000 in January 2020
Career and Student Success Center and Portland Residence Hall (6100325, 6100338)	2018 State Bond (31%), Campus Financing (69%)	Construction in Progress	2020	2023	\$1,000,000	\$99,400,000	\$28,102,278	28%	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined for the two projects in January 2020. Board approved an increase by \$93.7M in February 2021.
USM Center for the Arts (6100300)	Gifts (100%)	Design in Progress	2022	2023	\$1,000,000	\$4,200,000	\$853,239	20%	Board approved \$1M in January, 2018. Board authorized an additional \$3.2M for a total of \$4.2M in November 2021.
**Structured Parking Garage (6100331)	Campus E&G Funds (3%) Campus Financing (97%)	Construction in Progress	2022	2023	\$1,200,000	\$23,000,000	\$1,107,873	5%	Board approved in March 2020 with initial spending limit of \$400,000; addtl \$800,000 authorized by the Chancellor and Vice Chancellor for Finance and Administration and Treasurer in April, 2021. Board authorized a new total of \$23m in November, 2021.
Fitness Equipment Purchase and Space Renovation USM Gorham Costello Gym Reno (6100370), Sullivan Gym Equip Repl (6100371), LAC Gym Equip Repl (6200295)		Design in Progress	2020	2022	\$700,000	\$770,000	\$0	0%	Board Approved March, 2020. No expenditures as of yet. An increase of \$70k was authorized by the Chancellor to \$770k in December 2021.
USM Steam Line (6100361)	Campus E&G Funds (100%)	Completed	2021	2021	\$600,000	\$600,000	\$599,932	100%	Board approved \$600K in May 2021
USM Dubyak Center (6100342)	Gifts (100%)	Design in Progress	2022	2022	\$2,500,000	\$2,500,000	\$30,188	1%	Board approved up to \$2.5 million in January, 2022. \$1M of bond funds to cover the total \$2.5m project budget. Addtl \$1.5M funding is from Maine Jobs Recovery funds.
USM IPE Lab (6200286)	Gifts (100%)	Design in Progress	2022	2022	\$482,000	\$900,000	\$86,425	10%	Authorized by FFT at \$900,000

**UMS/Law School**

**300 Fore St Portland Renovation (8100152)	Gifts (100%)	Construction in Progress	2022	2022	\$6,000,000	\$11,500,000	\$1,251,501	11%	Board approved \$6M September 2021. Board approved increase to \$11.5M in Jan '22
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**Capital Project Status Report**  
**Board Approved Projects**  
**May 2022 - Finance, Facilities and Technology Committee**  
**With Grand Totals and % of Current Approved Estimates**

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Original Approved Estimate	Current Approved Estimate	Total Expense to Date	% Expended of Current Approved Estimate	Prior Actions, Information & Notes
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**UMPI**

**Wieden Renovation Bond (7100025)	2018 State Bonds (100%)	Bidding in Progress	2020	2023	\$3,757,000	\$6,257,000	\$584,270	9%	Board approved \$3.7M May 2021. Board approved an addtl \$2.5 million Jan 2022. Bond funded portion remains at \$3,757,000 (the addtl funding is from gifts and internal loan).
Folsom 105 Nursing Renovation (7100026)	2018 State Bonds (100%)	Complete	2020	2022	\$800,000	\$760,000	\$719,300	95%	Board approved \$800K March, 2020. Budget reduced by \$40K due to funds to Wieden Renovation.
UMPI Solar Array (7100023)	Campus E&G (100%)	Construction in Progress	2020	2022	\$700,000	\$1,144,240	\$299,613	26%	Board approved \$700K June, 2020. Board approved an increase to \$1,144,240 during the August 2021 Executive Committee.

**HAF projects which are currently below board level**

Campus, Project Name (Project ID)	Funding Source(s) & each source's share of expenditures to date	Status	Original Estimated Completion	Current Est. Completion	Total Expense to Date	Prior Actions, Information & Notes
UM - Engineering Ph III - MCECIS Master Planning (5200692)	HAF Grant/HAF Match (100%)	Pre-Design	TBD	TBD	\$140,086	HAF Funded project. Below Board level.
UM - HAF Athletics Master Plan (5200696)	HAF Grant/HAF Match (100%)	Pre-Design	TBD	TBD	\$5,713	HAF Funded project. Below Board level.
**UM - Morse field Turf Replacement (5100559)	Campus Funds (59%) Gifts (41%)	Complete	2021	2021	\$445,517	HAF Funded project. Below Board level.

Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. *** This project has been completed since the last report and is not expected to appear on the next report. Highlighted: Board level HAF and P3 Projects	Funding source(s) reflects primary source(s) for project.		Calendar Year unless otherwise noted.					Percentage expended reflects total expended as of February 28, 2022 as a percentage of the current approved project estimate.
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**Bond Project Status Report**  
**Active Bond Projects**  
**May 2022 - Board of Trustees Meeting**  
**With Grand Totals and % of Current Approved Estimates**

Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
<b>UMA</b>								
**Bangor Campus Welcome Center (1100534)	Complete	2021	2022	Bond (95%) Campus (5%)	\$475,000	\$446,815	\$475,000	
**Randall Welcome Center (1100085)	Complete	2021	2022	Bond (100%)	\$1,750,000	\$1,684,949	\$2,150,000	Board approved \$2.15M May 2021. The approval of 1100085 in May of '21 replaces 1100077.
Randall 2nd Floor Renovations (1100083)	Construction in Progress	2021	2022	Bond (100%)	\$100,000	\$70,299	\$100,000	
**Randall Center Student Lounge (1100084)	Complete	2021	2022	Bond (100%)	\$150,000	\$143,675	\$150,000	
**Randall Admissions Renovations (1200083)	On Hold	2021	2022	Bond (100%)	\$154,096	\$22,088	\$154,096	
ACC Nursing Upgrades (1200082)	Construction in Progress	2022	2022	Bond (0%) Campus (0%)	\$50,000	\$0	\$50,000	
<b>Total Bond for Campus</b>					<b>\$2,679,096</b>	<b>\$2,367,825</b>	<b>\$3,079,096</b>	
<b>UMF</b>								
Scott Hall Renovations (2100092)	Complete	2019	2022	Bond (100%)	\$200,000	\$193,660	\$200,000	
Scott North Renovation (2100109)	Complete	2021	2022	Bond (100%)	\$150,000	\$98,170	\$150,000	
Scott South Renovations (2200102)	Complete	2022	2022	Bond (100%)	\$125,000	\$132,657	\$125,000	
Scott West Renovation (2100110)	Construction in Progress	2021	2022	Bond (100%)	\$175,000	\$57,371	\$175,000	
Dakin Hall Shower Renovations (2100093)	Complete	2019	2022	Bond (100%)	\$200,000	\$95,707	\$200,000	
Lockwood Hall Shower Renovations (2100094)	Complete	2019	2022	Bond (100%)	\$200,000	\$87,103	\$200,000	
Stone Hall Renovations (2100095)	Complete	2019	2022	Bond (100%)	\$200,000	\$181,117	\$200,000	
274 Front St Renovation (2100096)	Design in Progress	2020	2022	Bond 100%	\$1,400,000	\$64,306	\$3,100,000	Board approved up to \$3.1M in January 2022. \$1.4m in 2018 bonds, the remaining is from gifts, Maine Jobs Recovery Act funds and other congressional earmarks.
FRC Roof Replacement (2100111)	Construction in Progress	2021	2022	Bond (100%)	\$60,000	\$180,050	\$180,050	
FRC Façade Replacement (2100112)	Design in Progress	2022	2022	Bond (100%)	\$60,000	\$24,621	\$60,000	
Exterior Painting Merrill Hall (2200096)	Design in Progress	2020	2022	Bond (100%)	\$40,000	\$4,454	\$40,000	
Olsen Center Renovations (2100102)	On Hold	2023	2023	Bond (100%)	\$425,000	\$71,385	\$425,000	
Mantor Library Renovations (2100103)	Complete	2021	2022	Bond (100%)	\$300,000	\$246,223	\$300,000	
Campus ADA Ramps (2100104)	Construction in Progress	2021	2022	Bond (100%)	\$115,000	\$24,094	\$115,000	
Roberts HVAC Upgrade (2100106)	Design in Progress	2021	2022	Bond (100%)	\$150,000	\$30,661	\$150,000	
Merrill Hall HVAC Upgrade (2100107)	Complete	2021	2022	Bond (100%)	\$400,000	\$35,127	\$400,000	
Ricker Addition Renovation (2100108)	Design in Progress	2021	2022	Bond (100%)	\$175,000	\$52,769	\$175,000	
Dearborn Gym Hot Water Upgrades (2100087)	Complete	2019	2022	Bond (99%) Campus Funds (1%)	\$850,000	\$876,994	\$876,994	

**Bond Project Status Report**  
**Active Bond Projects**  
**May 2022 - Finance, Facilities, and Technology Committee**  
**With Grand Totals and % of Current Approved Estimates**

Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
<b>UMF</b>								
Mallet Front Porch Painting (2200103)	Complete	2021	2021	Bond (100%)	\$25,000	\$11,715	\$25,000	
UMF Purington Front Porch Painting (2200104)	Complete	2021	2021	Bond (100%)	\$22,000	\$7,250	\$22,000	
UMF Preble/Ricker Flooring (2200105)	Complete	2021	2021	Bond (100%)	\$35,000	\$24,775	\$35,000	
<b>Total Bond for Campus</b>					<b>\$5,307,000</b>	<b>\$2,500,210</b>	<b>\$7,154,044</b>	
<b>UM</b>								
Neville Hall Renovation (5100534)	Construction in Progress	2021	2022	Bond (100%), Campus E&G (0%)	\$1,500,000	\$441,005	\$1,500,000	Board approved up to \$1.5M expenditure in March 2021.
**UMM Science Bldg Rm 010 Renovation (5100575)	Design in Progress	2021	2022	Bond (100%)	\$100,650	\$100,885	\$100,650	
*R-Dorward Hall Access Upgrade (5100596)		2022	2022	Bond (0%)	\$187,111	\$0	\$187,111	
*R-UMM Science Bldg Reno (5100581)		2022	2022	Bond (100%)	\$50,000	\$8,260	\$50,000	
** UMM Reynolds Renewal (4100047)	Construction in Progress	2021	2022	Bond (100%)	\$400,000	\$323,431	\$400,000	
** UMM Dorward Hall Roofing (4200048)	Construction in Progress	2021	2022	Bond (100%)	\$45,000	\$32,939	\$45,000	
<b>Total Bond for Campus</b>					<b>\$2,282,761</b>	<b>\$906,520</b>	<b>\$2,282,761</b>	
<b>UMFK</b>								
UMFK Enrollment/Advancement Center (3100042)	Substantially Complete	2022	2022	Bond (100%)	\$2,990,000	\$2,697,108	\$3,249,000	Board approved \$2.99M in Bond Funding, March, 2020. Plus, \$259K for a total of \$3,249,000.
<b>Total Bond for Campus</b>					<b>\$2,990,000</b>	<b>\$2,697,108</b>	<b>\$3,249,000</b>	
<b>USM</b>								
Career and Student Success Center (6100325)	Construction in Progress	2022	2023	Bond (100%)	\$19,000,000	\$8,562,131	\$26,551,000	Board approved \$1M in January, 2019. Board approved predevelopment expenditures of up to \$5.7M combined with the residence hall project in January 2020. Board approved an increase by \$93.7M in February 2021, of that amount, the specific budget for the CSSC is \$26.6M.
**Bailey Hall Fire Protection and Electrical Upgrades (6100316, 6100323)	Project 6100316 Substantially Complete, Project 6100323 is Complete	2019	2022	Bond (39%), Campus E&G Funds (91%)	\$1,460,000	\$1,460,000	\$4,388,000	Board approved \$2.58M in January, 2019. Board approved additional \$1.808M in January, 2020.
**Nursing Simulation Lab Science (6100327)	Complete	2021	2022	Bond (100%)	\$1,500,000	\$1,305,265	\$1,500,000	Board approved \$1.5M in January, 2020.
USM Dubyak Center (6100342)	Design in Progress	2022	2022	Gifts (100%)	\$1,000,000	\$0	\$2,500,000	Board approved up to \$2.5 million in January, 2022. \$1M of bond funds to cover the total \$2.5m project budget. Addtl \$1.5M funding is from Maine Jobs Recovery funds.
*LAC Deferred Maint Projects (6100367)		2022	2022	Bond (0%)	\$300,000	\$0	\$300,000	
*Upper Class Hall Online Locks (6100369)		2022	2022	Bond (0%)	\$360,000	\$0	\$360,000	
<b>Total Bond for Campus</b>					<b>\$23,620,000</b>	<b>\$11,327,396</b>	<b>\$35,599,000</b>	



**Bond Project Status Report**  
**Active Bond Projects**  
**May 2022 - Finance, Facilities, and Technology Committee**  
**With Grand Totals and % of Current Approved Estimates**

Campus, Project Name (Project ID)	Status	Original Estimated Completion	Current Est. Completion	Funding Source(s) & each source's share of expenditures to date	Estimated Bond Funding for Project	Bond Funding Expended	Total Estimated Project Cost	Prior Actions, Information & Notes
<b>UMPI</b>								
Wieden Renovation Bond (7100025)	Bidding in Progress	2020	2023	Bond (100%)	\$3,757,000	\$584,270	\$6,257,000	Board approved \$3.7M May 2021. Board approved an addtl \$2.5 million Jan 2022. Bond funded portion remains at \$3,757,000 (the addtl funding is from gifts and internal loan).
**Folsom 105 Nursing Renovation (7100026)	Complete	2020	2022	Bond (100%)	\$760,000	\$719,300	\$760,000	Board approved \$800K March, 2020. Reduced by \$40K due Wieden funding.
<b>Total Bond for Campus</b>					<b>\$4,517,000</b>	<b>\$1,303,569</b>	<b>\$7,017,000</b>	
<b>Totals:</b>					<b>\$41,395,857</b>	<b>\$21,102,629</b>	<b>\$58,380,901</b>	

<b>Completed Bond Projects</b>								
Augusta Campus Welcome Center (1100077)	Closed	2021	2021	Bond (100%)	\$350,388	\$350,388	\$350,388	UMA
Jewett Hall Boiler Design Work (1200062)	Complete	2021	2021	Bond (100%)	\$305,000	\$321,287	\$321,287	UMA
274 Front St Acquisition (2100089)	Complete	2019	2019	Bond (100%)	\$850,820	\$850,820	\$850,820	UMF
UMF Campus Paving (2100097)	Complete	2019	2019	Bond (100%)	\$97,338	\$97,338	\$97,338	UMF
FRC Floor Renovation (2100098)	Complete	2019	2019	Bond (100%)	\$209,503	\$209,503	\$209,503	UMF
Dakin Flooring, Ceiling, Light (2100105)	Complete	2021	2021	Bond (100%)	\$206,187	\$206,187	\$206,187	UMF
UMM Science Building Roof Replacement (4100042)	Complete	2020	2020	Bond (100%)	\$280,487	\$280,487	\$280,487	UMM
UMM Dorward Hall Roof Replacement (4100043)	Complete	2020	2020	Bond (100%)	\$296,092	\$296,092	\$296,092	UMM
UMM Sennett Roof Replacement (4100044)	Complete	2020	2020	Bond (100%)	\$201,257	\$201,257	\$201,257	UMM
UMM Reynolds Center Roof Repair (4200044)	Complete	2020	2020	Bond (100%)	\$154,226	\$154,226	\$154,226	UMM
UMM Site Work (4200045)	Complete	2020	2020	Bond (100%)	\$57,365	\$57,365	\$57,365	UMM
Woodward Hall Renovations (6100301)	Complete	2019	2019	Bond (86%), Campus E&G Funds (14%)	\$1,008,395	\$1,008,395	\$1,172,840	USM
Ricci Lecture Hall Renovations (6100308)	Complete	2019	2020	Bond (31%), Gifts (43%), Campus E&G Funds (26%)	\$172,010	\$172,010	\$564,197	USM
<b>Totals:</b>					<b>\$4,189,068</b>	<b>\$4,205,355</b>	<b>\$4,761,987</b>	
<b>GRAND Total (Active and Completed Projects)</b>					<b>\$45,584,925</b>	<b>\$25,307,984</b>	<b>\$63,142,888</b>	

Explanatory Notes: * Project is new as of this report. ** Details of this project include updates since the last report. Completed projects will remain on this report unless otherwise specified.	Funding source(s) reflects primary source(s) for project.	Calendar Year unless otherwise noted.						Bond Funding expended reflects total expended as of February 28, 2022.
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## 2021 Workforce Profile

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Office of Human Resources

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## Workforce Profile

### Highlights

The Workforce Profile is an overview of the UMS workforce, reflecting full-time and part-time regular employees. This represents the 4,525 regular employees that were actively receiving a paycheck as of October 31, 2021. Additionally, there were 854 part time faculty members teaching in the Fall 2021 semester.

#### Count and Gender by Category

- Of the 4,525 UMS employees reported: 2.2% are administrators, 27.4% are faculty, 44.1% are salaried staff, and 26.3% are hourly paid staff.
- Overall, between the seven campuses, women make up a slight minority of full-time faculty at 48.1% of the population. UMA, UMF, Maine Law and USM have women comprise the majority of full-time faculty at their locations.
- 51.0% of the administrators are women.
- There are 99 administrators, 74 of whom are in the Management Group. In the Management Group women make up a slight majority at 54.0% of the cohort.
- Most of the regular hourly employee cohort consists of women at 51.8% of the population.

#### Average Salary by Category

- The average annual salary for administrators is \$ 153,543; \$83,617 for faculty; \$59,186 for salaried staff; and \$36,381 for hourly staff.
- Most faculty are appointed on an academic year basis and the annual salary is rated for the nine-month appointment.

#### Age

- The average age by employee category is: Administrators average age is 55, faculty 52, salaried 46, and hourly employees average age is 51. These averages have held steady with little variation over the past few years.
- A significant proportion of administrators (50.0%) are 55 or older.
- Almost half of the faculty (44.0%) and hourly (50.0%) are 55 or older while a slight majority is under that range.
- A large majority of salaried employees (71.0%) are under the age of 55.

#### Highest Degree

- As would be expected, a high number of faculty (78.1%) hold doctoral degrees. Administrators (53.8%) also hold a significant number of terminal degrees.
- 37.5% of hourly staff have self-reported a baccalaureate or higher degree. 88.9% of salaried employees report holding a baccalaureate or higher degree.
- Education level was not reported by 18.4% of employees.

### **Race and Ethnicity**

- There is limited diversity as measured in the federal ethnicity categories. Overall, 7.4% of employees system wide report a minority race/ethnicity. This is an increase over 6.9% minority self-reported last year.
- The University of Southern Maine at 9.6% and the University of Maine at 8.3% have the highest reported minority populations.
- The University of Maine reports the highest quantity of minority employees with 183 employees followed by the University of Southern Maine with 97 employees identifying as such.

### **Years of Service/Average Years of Service**

- UMS has many long-service employees. Average length of service ranges from 9.8 years for salaried staff to 13.7 years for administrators.
- 40.1% of faculty and more than 41.4% of administrators have 15 or more years of service.
- The University of Maine at Farmington has the highest average years of service for all employment categories at 13.5 years. The University of Southern Maine have the lowest average years of service at 10.4 years.

### **Part-Time Faculty**

- In the Fall 2021 semester, there were approximately 854 Part-Time Faculty teaching 4845 credit hours of course work. The University of Southern Maine employs the most Part-Time Faculty with 372 (43.6%), followed by the University of Maine with 201 (23.5%) and then the University of Maine at Augusta with 126 (14.8%).

UMS - OHR

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### Category Definitions

All UMS positions are categorized as administrator, faculty, salaried, or hourly depending upon the primary type of work performed. The categories, as defined by the IPEDS (Integrated Postsecondary Education Data System) Fall Staff Survey submitted biennially by colleges and universities to the National Center for Education Statistics, U.S. Department of Education, are defined below.

#### **Administrators**

All employees whose assignments require management of the institution, or a customarily recognized department or subdivision. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. This category includes employees holding the following titles who meet the above criteria: president, vice president (including assistant and associate), dean (including assistant and associate if their only activity is administrative and does not include a faculty workload), director (including assistant and associate), department head (including assistant and associate if their only activity is administrative and does not include a faculty workload). Employees in this category are in the management group.

#### **Faculty**

All individuals employed for the primary purpose of instruction, research, and/or public service and who hold academic rank of professor, associate professor, assistant professor, instructor, lecturer or the equivalent. These individuals may also hold titles such as associate dean, assistant dean, chairperson, and director if they also have a faculty work assignment. This report includes faculty in Cooperative Extension; the Tenure Report excludes faculty in this department.

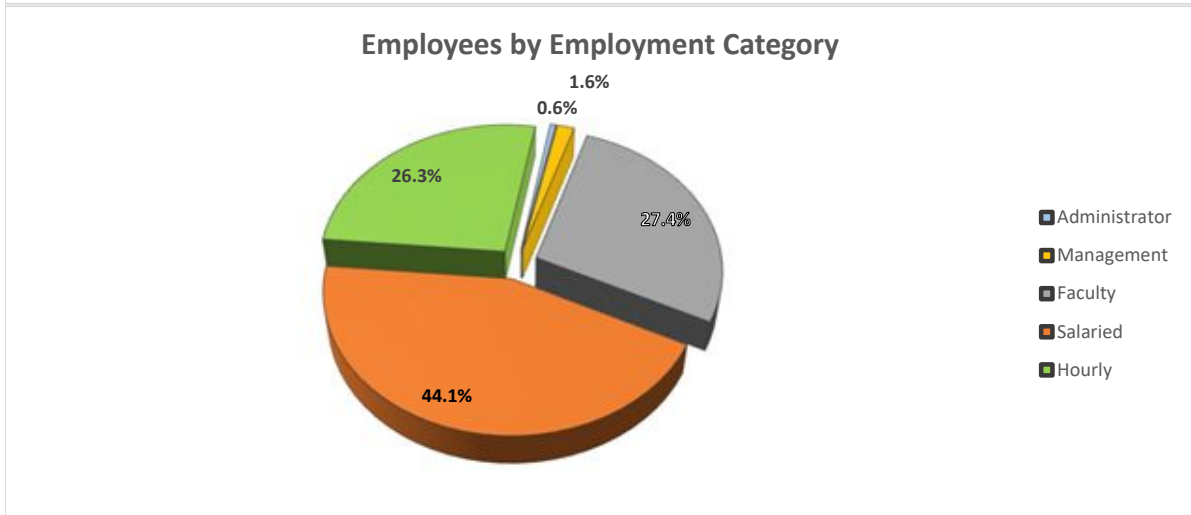
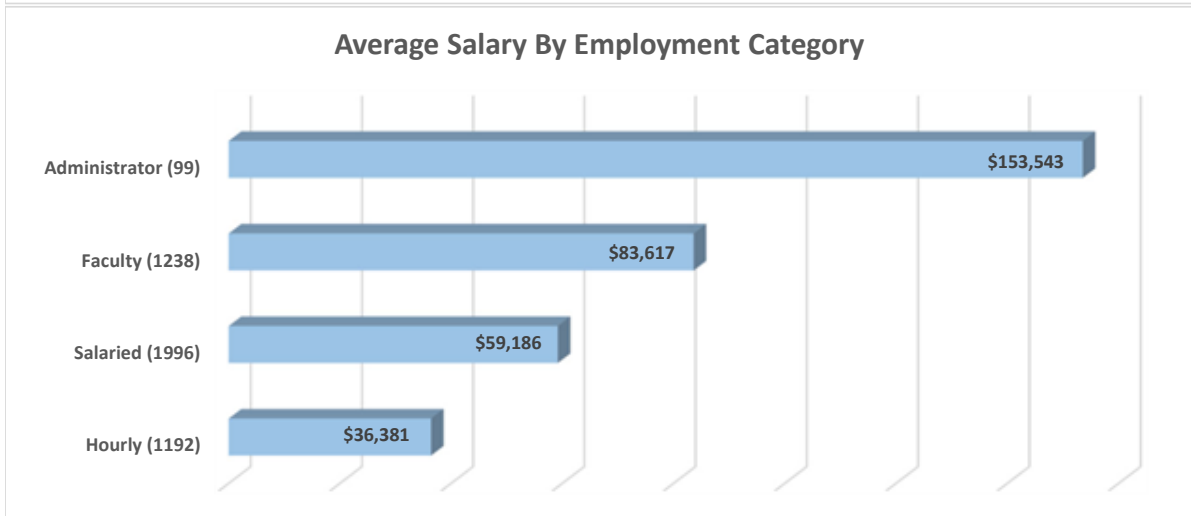
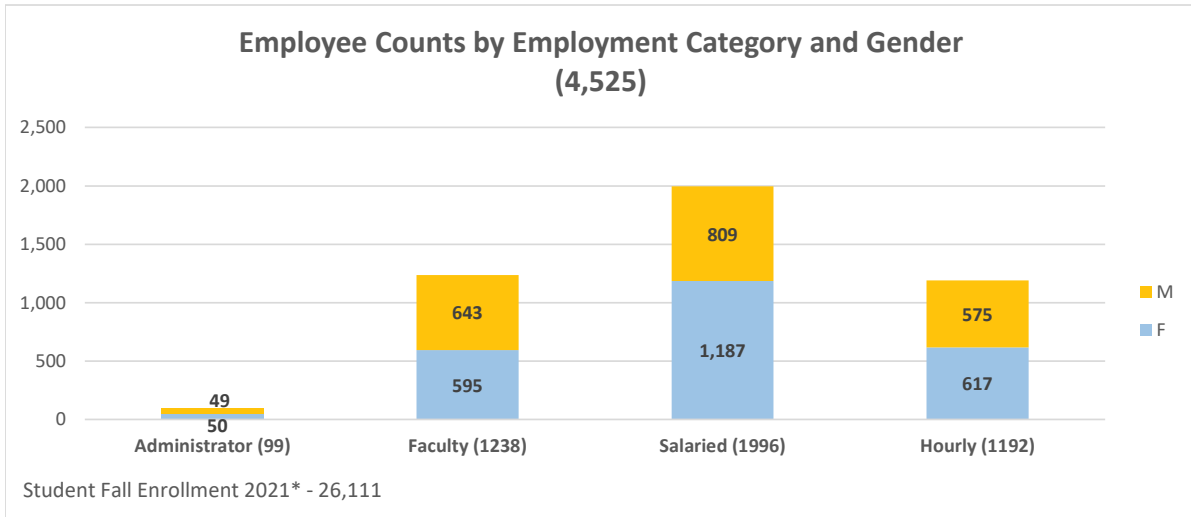
#### **Salaried**

All individuals employed for the primary purpose of performing academic support, student service and institutional support, whose assignments require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Includes employees with job titles such as: Business Operations Specialist, Financial Specialist, Accountant, Budget Analyst, Admissions or Financial Aid Counselor, Computer Specialist, Computer Analyst, Database Administrator, Librarian, Resident Director.

## Hourly Staff

All employees whose assignments:

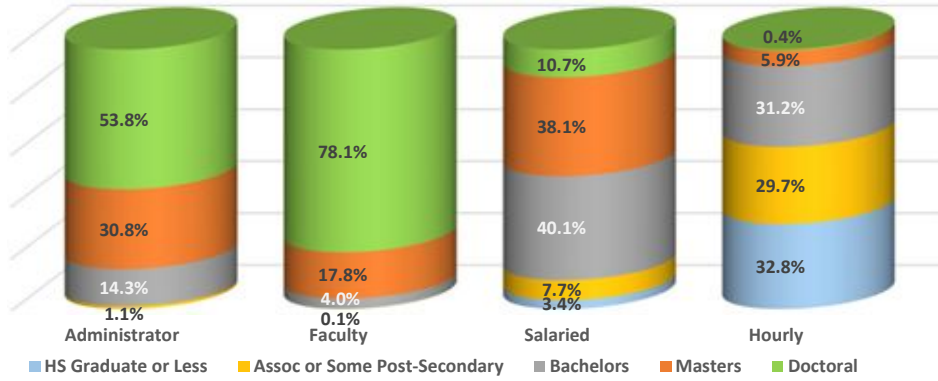
- Are technical or paraprofessional in nature (requires specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma). Includes such titles as Research or Laboratory Technician, Audiovisual Technician, Personnel Assistant. Or;
- Are associated with clerical or secretarial activities (responsible for internal and external communications, recording and retrieving data and/or information, and other paperwork required in an office). Includes such titles as Secretary, Administrative Assistant, Records Technician, Bookkeeper, Library Assistant. Or;
- Involve skilled crafts work (typically requires special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs). Includes such titles as Electrician, HVAC Technician, Printer, Garage Mechanic. Or;
- Involve service/maintenance work (requires limited degrees of previously acquired skills and knowledge, performs duties that result in or contribute to the comfort, convenience and hygiene of personnel and the student body or that contribute to the upkeep of the institutional property). Includes such titles as Custodian, Building & Grounds Maintenance Worker, Police Officer, Security Guard, Cook.



\* Student Fall Enrollment 2021 includes undergraduate and graduate students. The source is Fall 2021 Enrollment Report - The University of Maine System, Fall Semester Headcount by Campus  
 UMS Early College student headcount is no longer reported together with student headcount

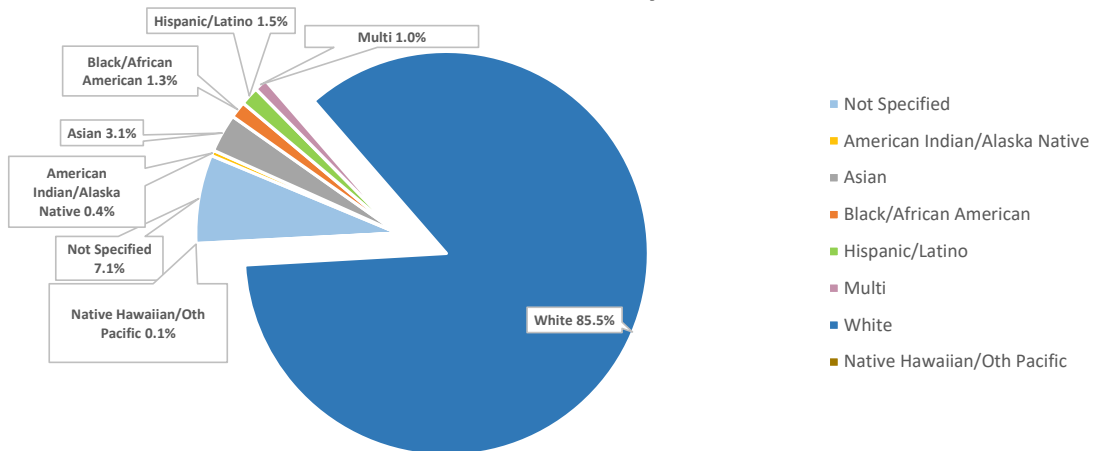


### Highest Degree by Employment Category \*

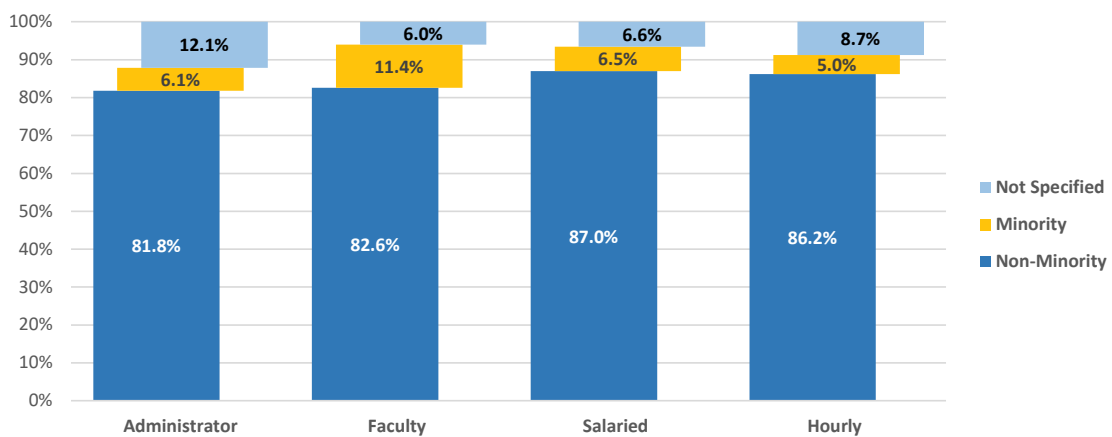


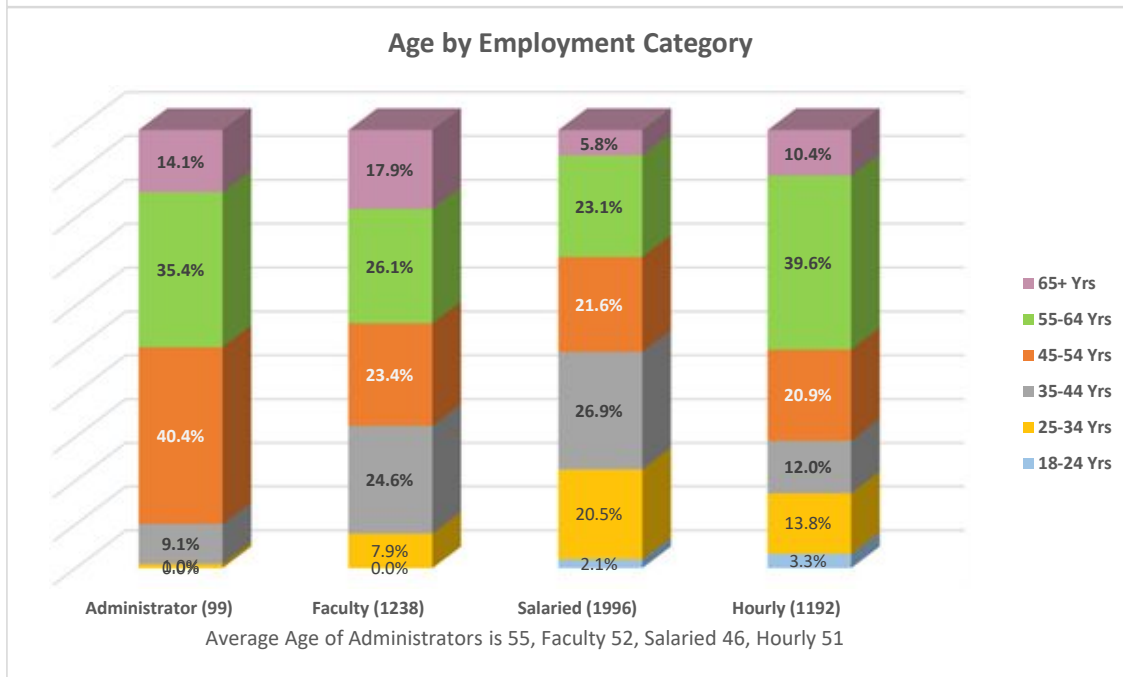
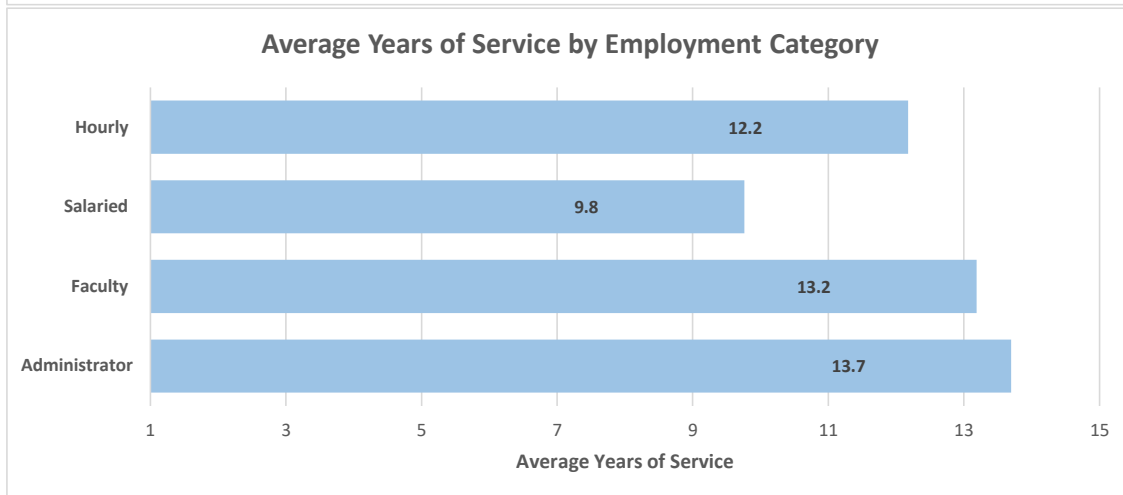
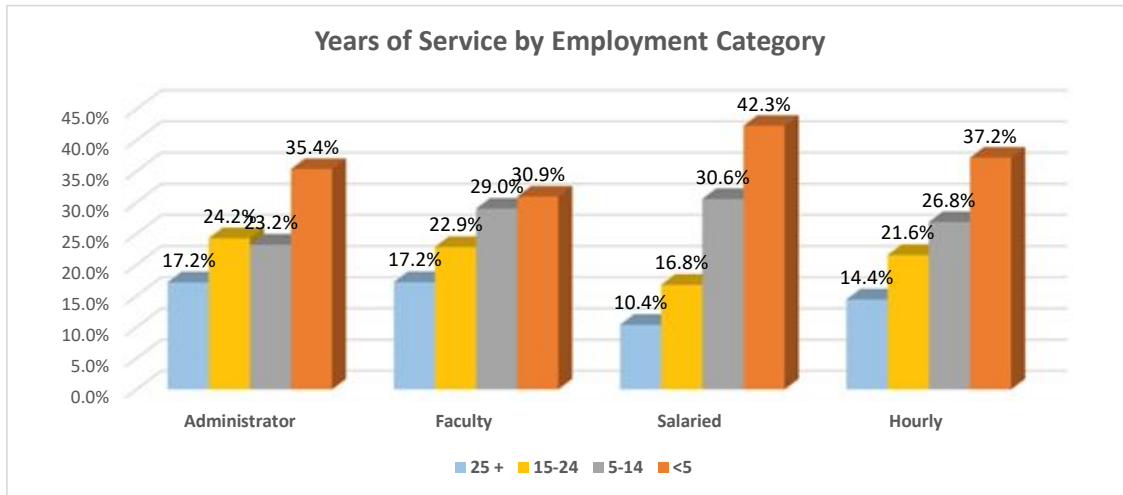
\* Percentage shown for Highest Degree is a percent of the total employees who reported education level; 833 employees did not indicate.

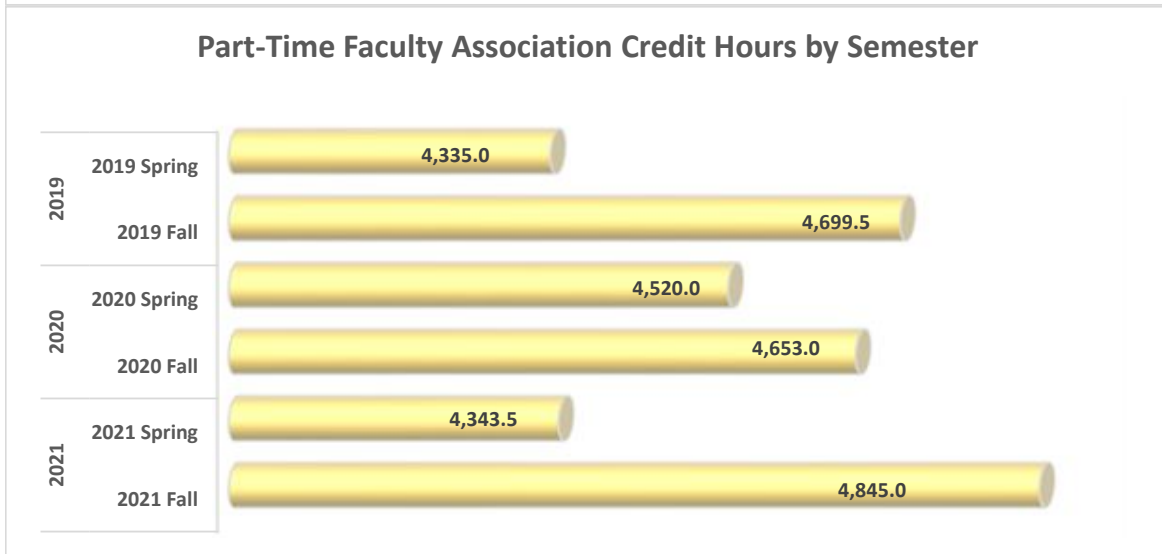
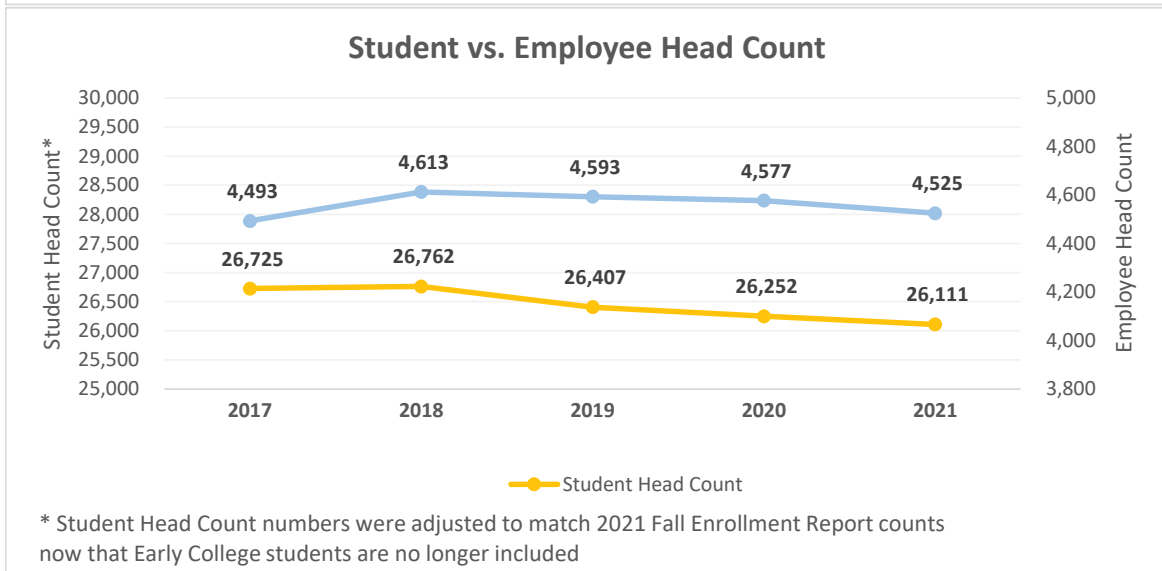
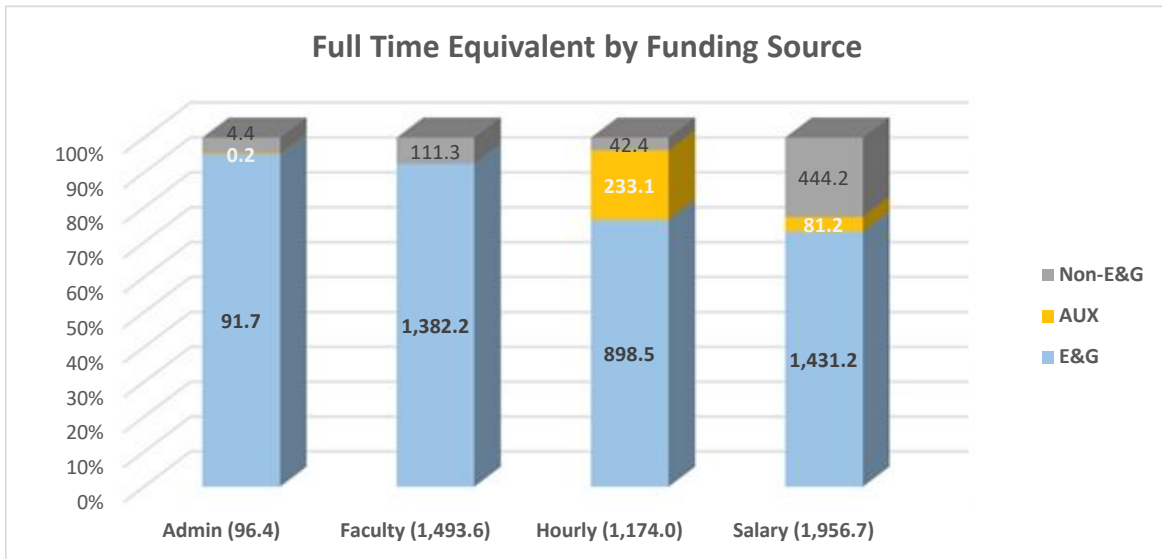
### Race and Ethnicity



### Employee Minority Grouping by Employee Category







Board of Trustees Meeting - May 2022 - Reports

Counts by Employment Category and Gender

	University of Maine System				University of Maine				University of Maine at Augusta				University of Maine at Farmington				University of Maine at Fort Kent			
	F	M	U	Count	F	M	U	Count	F	M	U	Count	F	M	U	Count	F	M	U	Count
Administrators	50	49	0	99	14	15	0	29	5	2	0	7	3	5	0	8	3	1	0	4
Faculty	595	643	0	1,238	264	365	0	629	63	36	0	99	67	46	0	113	14	15	0	29
Salaried	1,187	809	0	1,996	464	410	0	874	78	39	0	117	59	35	0	94	25	16	0	41
Hourly	617	575	0	1,192	318	315	0	633	50	34	0	84	42	45	0	87	19	13	0	32
Total	2,449	2,076	0	4,525	1,060	1,105	0	2,165	196	111	0	307	171	131	0	302	61	45	0	106
Student Enrollment	25,111				11,593				3,366				1,711				867			

	University of Maine at Machias				University of Maine at Presque Isle				University of Southern Maine				University Governance				University Services				Maine Law			
	F	M	U	Count	F	M	U	Count	F	M	U	Count	F	M	U	Count	F	M	U	Count	F	M	U	Count
Administrators	0	1	0	1	3	3	0	6	4	10	0	14	6	7	0	13	9	4	0	13	3	1	0	4
Faculty	10	12	0	22	15	21	0	36	151	139	0	290	0	0	0	0	0	0	0	0	11	9	0	20
Salaried	16	1	0	17	38	17	0	55	343	134	0	477	0	1	0	1	146	155	0	301	18	1	0	19
Hourly	8	7	0	15	19	20	0	39	118	113	0	231	0	0	0	0	41	28	0	69	2	0	0	2
Total	34	21	0	55	75	61	0	136	616	396	0	1,012	6	8	0	14	196	187	0	383	34	11	0	45
Student Enrollment	505				114				6,693												262			

\* Student Enrollment counts from the University of Maine System - Fall 2021 Enrollment Report, Fall Semester Headcount by Campus.

## Average Salary by Employment Category

	University of Maine System		University of Maine		University of Maine at Augusta		University of Maine at Farmington		University of Maine at Fort Kent	
	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary
Administrators	99	153,543	29	161,239	7	127,936	8	113,903	4	132,153
Faculty	1,238	83,617	629	91,472	99	66,263	113	67,829	29	61,979
Salaried	1,996	59,186	874	60,067	117	51,677	94	49,264	41	48,132
Hourly	1,192	36,381	633	36,786	84	33,566	87	36,730	32	37,164
Total	4,525	61,927	2,165	63,739	307	53,164	302	54,312	106	51,780

	University of Maine at Machias		University of Maine at Presque Isle		University of Southern Maine		University Governance		University Services		Maine Law	
	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary	Count	Avg Salary
Administrators	1	144,200	6	104,912	14	152,387	13	196,471	13	164,845	4	146,300
Faculty	22	67,486	36	71,532	290	82,123	0	0	0	0	20	104,178
Salaried	17	44,917	55	48,524	477	58,187	1	98,567	301	68,417	19	58,292
Hourly	15	34,365	39	36,990	231	36,619	0	0	69	35,205	2	14,683
Total	55	52,872	136	53,795	1,012	61,426	14	189,478	391	62,534	45	84,571

## Average Age by Employment Category

	University of Maine System		University of Maine		University of Maine at Augusta		University of Maine at Farmington		University of Maine at Fort Kent	
	Count	Avg Age	Count	Avg Age	Count	Avg Age	Count	Avg Age	Count	Avg Age
Administrators	99	55	29	56	7	58	8	56	4	52
Faculty	1,238	52	629	50	99	55	113	54	29	51
Salaried	1,996	46	874	44	117	49	94	44	41	41
Hourly	1,192	51	633	51	84	50	87	55	32	53
Total	4,525	49	2,165	48	307	51	302	51	106	48

	University of Maine at Machias		University of Maine at Presque Isle		University of Southern Maine		University Governance		University Services		Maine Law	
	Count	Avg Age	Count	Avg Age	Count	Avg Age	Count	Avg Age	Count	Avg Age	Count	Avg Age
Administrators	1	54	6	55	14	55	13	54	13	55	4	53
Faculty	22	58	36	55	290	53	0	0	0	0	20	51
Salaried	17	48	55	45	477	45	1	67	301	49	19	50
Hourly	15	48	39	56	231	48	0	0	69	47	2	60
Total	55	52	136	51	1,012	48	14	55	383	49	45	51

## Age by Employment Category\*

University of Maine System		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		1	0.0%	9	0.2%	40	0.9%	35	0.8%	14	0.3%	99	2.2%
Faculty		98	2.2%	305	6.7%	290	6.4%	323	7.1%	222	4.9%	1,238	27.4%
Salaried		451	10.0%	536	11.8%	432	9.5%	462	10.2%	115	2.5%	1,996	44.1%
Hourly		204	4.5%	143	3.2%	249	5.5%	472	10.4%	124	2.7%	1,192	26.3%
Total		754	16.7%	993	21.9%	1,011	22.3%	1,292	28.6%	475	10.5%	4,525	100.0%

University of Maine		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		1	0.0%	2	0.1%	10	0.5%	10	0.5%	6	0.3%	29	1.3%
Faculty		67	3.1%	189	8.7%	123	5.7%	155	7.2%	95	4.4%	629	29.1%
Salaried		237	10.9%	234	10.8%	167	7.7%	185	8.5%	51	2.4%	874	40.4%
Hourly		91	4.2%	76	3.5%	144	6.7%	264	12.2%	58	2.7%	633	29.2%
Total		396	18.2%	501	23.1%	444	20.5%	614	28.4%	210	9.7%	2,165	100.0%

University of Maine at Augusta		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		0	0.0%	1	0.3%	1	0.3%	3	1.0%	2	0.7%	7	2.3%
Faculty		4	1.3%	19	6.2%	27	8.8%	20	6.5%	29	9.4%	99	32.2%
Salaried		14	4.6%	31	10.1%	30	9.8%	33	10.7%	9	2.9%	117	38.1%
Hourly		18	5.9%	9	2.9%	19	6.2%	25	8.1%	13	4.2%	84	27.4%
Total		36	11.8%	60	19.5%	77	25.1%	81	26.4%	53	17.3%	307	100.0%

University of Maine at Farmington		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		0	0.0%	0	0.0%	4	1.3%	3	1.0%	1	0.3%	8	2.6%
Faculty		1	0.3%	23	7.6%	33	10.9%	37	12.3%	19	6.3%	113	37.4%
Salaried		21	6.9%	28	9.3%	23	7.6%	19	6.3%	3	1.0%	94	31.1%
Hourly		5	1.7%	8	2.6%	20	6.6%	48	15.9%	6	2.0%	87	28.8%
Total		27	8.9%	59	19.5%	80	26.5%	107	35.4%	29	9.6%	302	100.0%

University of Maine at Fort Kent		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		0	0.0%	0	0.0%	3	2.8%	1	0.9%	0	0.0%	4	3.8%
Faculty		3	2.8%	4	3.8%	10	9.4%	8	7.5%	4	3.8%	29	27.4%
Salaried		14	13.2%	12	11.3%	8	7.5%	7	6.6%	0	0.0%	41	38.7%
Hourly		3	2.8%	7	6.6%	2	1.9%	16	15.1%	4	3.8%	32	30.2%
Total		20	18.9%	23	21.7%	23	21.7%	32	30.2%	8	7.5%	106	100.0%

University of Maine at Machias		Age Group											
		<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
		Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators		0	0.0%	0	0.0%	1	1.8%	0	0.0%	0	0.0%	1	1.8%
Faculty		0	0.0%	4	7.3%	4	7.3%	8	14.5%	6	10.9%	22	40.0%
Salaried		3	5.5%	4	7.3%	3	5.5%	4	7.3%	3	5.5%	17	30.9%
Hourly		4	7.3%	1	1.8%	2	3.6%	7	12.7%	1	1.8%	15	27.3%
Total		7	12.8%	9	16.4%	10	18.2%	19	34.5%	10	18.2%	55	100.0%

## Age by Employment Category\*

University of Maine at Presque Isle	Age Group											
	<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators	0	0.0%	0	0.0%	3	2.2%	3	2.2%	0	0.0%	6	4.4%
Faculty	2	1.5%	4	2.9%	13	9.6%	8	5.9%	9	6.6%	36	26.5%
Salaried	13	9.6%	17	12.5%	10	7.4%	10	7.4%	5	3.7%	55	40.4%
Hourly	2	1.5%	3	2.2%	8	5.9%	22	16.2%	4	2.9%	39	28.7%
Total	17	12.5%	24	17.6%	34	25.0%	43	31.6%	18	13.2%	136	100.0%

University of Southern Maine	Age Group											
	<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators	0	0.0%	2	0.2%	5	0.5%	5	0.5%	2	0.2%	14	1.4%
Faculty	21	2.1%	55	5.4%	73	7.2%	84	8.3%	57	5.6%	290	28.7%
Salaried	114	11.3%	133	13.1%	96	9.5%	109	10.8%	25	2.5%	477	47.1%
Hourly	63	6.2%	24	2.4%	46	4.5%	66	6.5%	32	3.2%	231	22.8%
Total	198	19.6%	214	21.1%	220	21.7%	264	26.1%	116	11.5%	1,012	100.0%

University Governance	Age Group											
	<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators	0	0.0%	1	7.1%	7	50.0%	4	28.6%	1	7.1%	13	92.9%
Faculty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Salaried	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.1%	1	7.1%
Hourly	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	1	7.1%	7	50.0%	4	28.6%	2	14.2%	14	100.0%

University Services	Age Group											
	<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators	0	0.0%	2	0.5%	4	1.0%	6	1.6%	1	0.3%	13	3.4%
Faculty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Salaried	34	8.9%	74	19.3%	87	22.7%	89	23.2%	17	4.4%	301	78.6%
Hourly	18	4.7%	15	3.9%	8	2.1%	22	5.7%	6	1.6%	69	18.0%
Total	52	13.6%	91	23.8%	99	25.8%	117	30.5%	24	6.3%	383	100.0%

Maine Law	Age Group											
	<= 34		35 - 44		45 - 54		55 - 64		65 Plus		Total	
	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total	Count	% of Total
Administrators	0	0.0%	1	2.2%	2	4.4%	0	0.0%	1	2.2%	4	8.9%
Faculty	0	0.0%	7	15.6%	7	15.6%	3	6.7%	3	6.7%	20	44.4%
Salaried	1	2.2%	3	6.7%	8	17.8%	6	13.3%	1	2.2%	19	42.2%
Hourly	0	0.0%	0	0.0%	0	0.0%	2	4.4%	0	0.0%	2	4.4%
Total	1	2.2%	11	24.4%	17	37.8%	11	24.4%	5	11.1%	45	100.0%

\* Note - Due to rounding the % of Total in the Total column may not equal the sum of the percents in each age category



## Highest Degree by Employment Category

University of Maine System		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		8	0.2%	0	0.0%	1	0.0%	13	0.3%	28	0.6%	49	1.1%	99	2.2%
Faculty		50	1.1%	0	0.0%	1	0.0%	47	1.0%	212	4.7%	928	20.5%	1,238	27.4%
Salaried		324	7.2%	57	1.3%	129	2.9%	670	14.8%	637	14.1%	179	4.0%	1,996	44.1%
Hourly		451	10.0%	243	5.4%	220	4.9%	231	5.1%	44	1.0%	3	0.1%	1,192	26.3%
Total		833	18.4%	300	6.6%	351	7.8%	961	21.2%	921	20.4%	1,159	25.6%	4,525	100.0%

University of Maine		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		1	0.0%	0	0.0%	0	0.0%	1	0.0%	11	0.5%	16	0.7%	29	1.3%
Faculty		39	1.8%	0	0.0%	0	0.0%	30	1.4%	97	4.5%	463	21.4%	629	29.1%
Salaried		109	5.0%	36	1.7%	57	2.6%	276	12.7%	295	13.6%	101	4.7%	874	40.4%
Hourly		257	11.9%	143	6.6%	108	5.0%	99	4.6%	25	1.2%	1	0.0%	633	29.2%
Total		406	18.8%	179	8.3%	165	7.6%	406	18.8%	428	19.8%	581	26.8%	2,165	100.0%

University of Maine at Augusta		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.0%	4	1.3%	7	2.3%
Faculty		0	0.0%	0	0.0%	0	0.0%	5	1.6%	37	12.1%	57	18.6%	99	32.2%
Salaried		23	7.5%	3	1.0%	8	2.6%	30	9.8%	39	12.7%	14	4.6%	117	38.1%
Hourly		48	15.6%	8	2.6%	10	3.3%	15	4.9%	2	0.7%	1	0.3%	84	27.4%
Total		71	23.1%	11	3.6%	18	5.9%	50	16.3%	81	26.4%	76	24.8%	307	100.0%

University of Maine at Farmington		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		0	0.0%	0	0.0%	0	0.0%	1	0.3%	2	0.7%	5	1.7%	8	2.6%
Faculty		4	1.3%	0	0.0%	0	0.0%	0	0.0%	16	5.3%	93	30.8%	113	37.4%
Salaried		14	4.6%	1	0.3%	3	1.0%	39	12.9%	31	10.3%	6	2.0%	94	31.1%
Hourly		21	7.0%	33	10.9%	16	5.3%	14	4.6%	3	1.0%	0	0.0%	87	28.8%
Total		39	12.9%	34	11.3%	19	6.3%	54	17.9%	52	17.2%	104	34.4%	302	100.0%

University of Maine at Fort Kent		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		2	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.9%	4	3.8%
Faculty		1	0.9%	0	0.0%	1	0.9%	6	5.7%	7	6.6%	14	13.2%	29	27.4%
Salaried		9	8.5%	0	0.0%	2	1.9%	19	17.9%	10	9.4%	1	0.9%	41	38.7%
Hourly		7	6.6%	12	11.3%	5	4.7%	7	6.6%	1	0.9%	0	0.0%	32	30.2%
Total		19	17.9%	12	11.3%	8	7.5%	32	30.2%	18	17.0%	17	16.0%	106	100.0%

University of Maine at Machias		Degree													
		Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.8%	1	1.8%
Faculty		2	3.6%	0	0.0%	0	0.0%	0	0.0%	4	7.3%	16	29.1%	22	40.0%
Salaried		2	3.6%	1	1.8%	3	5.5%	7	12.7%	4	7.3%	0	0.0%	17	30.9%
Hourly		4	7.3%	3	5.5%	7	12.7%	1	1.8%	0	0.0%	0	0.0%	15	27.3%
Total		8	14.5%	4	7.3%	10	18.2%	8	14.5%	8	14.5%	17	30.9%	55	100.0%

## Highest Degree by Employment Category

University of Maine at Presque Isle	Degree													
	Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	0	0.0%	0	0.0%	0	0.0%	1	0.7%	1	0.7%	4	2.9%	6	4.4%
Faculty	2	1.5%	0	0.0%	0	0.0%	0	0.0%	15	11.0%	19	14.0%	36	26.5%
Salaried	15	11.0%	1	0.7%	1	0.7%	23	16.9%	14	10.3%	1	0.7%	55	40.4%
Hourly	11	8.1%	13	9.6%	9	6.6%	6	4.4%	0	0.0%	0	0.0%	39	28.7%
Total	28	20.6%	14	10.3%	10	7.4%	30	22.1%	30	22.1%	24	17.6%	136	100.0%

University of Southern Maine	Degree													
	Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	1	0.1%	0	0.0%	0	0.0%	1	0.1%	6	0.6%	6	0.6%	14	1.4%
Faculty	1	0.1%	0	0.0%	0	0.0%	5	0.5%	36	3.6%	248	24.5%	290	28.7%
Salaried	60	5.9%	5	0.5%	14	1.4%	162	16.0%	192	19.0%	44	4.3%	477	47.1%
Hourly	77	7.6%	25	2.5%	47	4.6%	72	7.1%	9	0.9%	1	0.1%	231	22.8%
Total	139	13.7%	30	3.0%	61	6.0%	240	23.7%	243	24.0%	299	29.5%	1,012	100.0%

University Governance	Degree													
	Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	2	14.3%	0	0.0%	1	7.1%	2	14.3%	3	21.4%	5	35.7%	13	92.9%
Faculty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Salaried	1	7.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.1%
Hourly	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	3	21.4%	0	0.0%	1	7.1%	2	14.3%	3	21.4%	5	35.7%	14	100.0%

University Services	Degree													
	Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	2	0.5%	0	0.0%	0	0.0%	6	1.6%	2	0.5%	3	0.8%	13	3.4%
Faculty	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Salaried	90	23.5%	10	2.6%	38	9.9%	107	27.9%	49	12.8%	7	1.8%	301	78.6%
Hourly	26	6.8%	6	1.6%	18	4.7%	16	4.2%	3	0.8%	0	0.0%	69	18.0%
Total	118	30.8%	16	4.2%	56	14.6%	129	33.7%	54	14.1%	10	2.6%	383	100.0%

Maine Law	Degree													
	Not Indicated		HS Graduate		Associates		Bachelor's		Master's		Doctoral		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Administrators	0	0.0%	0	0.0%	0	0.0%	1	2.2%	0	0.0%	3	6.7%	4	28.6%
Faculty	1	2.2%	0	0.0%	0	0.0%	1	2.2%	0	0.0%	18	40.0%	20	142.9%
Salaried	1	2.2%	0	0.0%	3	6.7%	7	15.6%	3	6.7%	5	11.1%	19	135.7%
Hourly	0	0.0%	0	0.0%	0	0.0%	1	2.2%	1	2.2%	0	0.0%	2	14.3%
Total	2	4.4%	0	0.0%	3	6.7%	10	22.2%	4	8.9%	26	57.8%	45	321.4%

# Board of Trustees Meeting - May 2022 - Reports

## Race and Ethnicity by Employment Category

	University of Maine System				University of Maine				University of Maine at Augusta				University of Maine at Farmington				University of Maine at Fort Kent			
	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %
Administrators	0.1%	1.8%	0.3%	2.2%	0.0%	1.3%	0.0%	1.3%	0.0%	2.3%	0.0%	2.3%	0.3%	2.3%	0.0%	2.6%	0.0%	1.9%	1.9%	3.8%
Faculty	3.1%	22.6%	1.6%	27.4%	4.0%	22.8%	2.3%	29.1%	1.0%	30.0%	1.3%	32.2%	1.7%	35.1%	0.7%	37.4%	1.9%	24.5%	0.9%	27.4%
Salaried	2.9%	38.4%	2.9%	44.1%	3.1%	34.1%	3.1%	40.4%	1.0%	35.8%	1.3%	38.1%	0.7%	29.1%	1.3%	31.1%	2.8%	29.2%	6.6%	38.7%
Hourly	1.3%	22.7%	2.3%	26.3%	1.2%	24.2%	3.8%	29.2%	0.7%	25.4%	1.3%	27.4%	0.7%	27.8%	0.3%	28.8%	0.9%	27.4%	1.9%	30.2%
Total	7.4%	85.5%	7.1%	100.0%	8.3%	82.4%	9.2%	100.0%	2.6%	93.5%	3.9%	100.0%	3.3%	94.4%	2.3%	100.0%	5.7%	83.0%	11.3%	100.0%

	University of Maine at Machias				University of Maine at Presque Isle				University of Southern Maine				University Governance				University Services				Maine Law			
	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %	Minority %	Non Minority %	Not Specified %	Total %
Administrators	0.0%	1.8%	0.0%	1.8%	0.7%	3.7%	0.0%	4.4%	0.1%	1.1%	0.2%	1.4%	21.4%	50.0%	21.4%	92.9%	0.0%	2.6%	0.8%	3.4%	0.0%	6.7%	2.2%	8.9%
Faculty	1.8%	38.2%	0.0%	40.0%	2.9%	22.8%	0.7%	26.5%	3.9%	23.3%	1.5%	28.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	37.8%	4.4%	44.4%
Salaried	0.0%	30.9%	0.0%	30.9%	1.5%	37.5%	1.5%	40.4%	3.7%	40.8%	2.7%	47.1%	0.0%	0.0%	7.1%	7.1%	3.7%	70.2%	4.7%	78.6%	0.0%	42.2%	0.0%	42.2%
Hourly	3.6%	23.6%	0.0%	27.3%	2.9%	24.3%	1.5%	28.7%	2.0%	19.8%	1.1%	22.8%	0.0%	0.0%	0.0%	0.0%	0.8%	16.7%	0.5%	18.0%	0.0%	4.4%	0.0%	4.4%
Total	5.5%	94.5%	0.0%	100.0%	8.1%	88.2%	3.7%	100.0%	9.6%	85.0%	5.4%	100.0%	21.4%	50.0%	28.6%	100.0%	4.4%	89.6%	6.0%	100.0%	2.2%	91.1%	6.7%	100.0%

## Years of Service by Employment Category

<b>University of Maine System</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	35	23	24	17	99
Faculty	383	359	283	213	1,238
Salaried	844	610	335	207	1,996
Hourly	443	320	257	172	1,192
Total	1,705	1,312	899	609	4,525

<b>University of Maine</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	10	7	7	5	29
Faculty	184	192	145	108	629
Salaried	403	252	123	96	874
Hourly	208	175	153	97	633
Total	805	626	428	306	2,165

<b>University of Maine at Augusta</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	3	0	2	2	7
Faculty	36	23	21	19	99
Salaried	46	37	19	15	117
Hourly	38	30	8	8	84
Total	123	90	50	44	307

<b>University of Maine at Farmington</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	2	0	3	3	8
Faculty	23	36	31	23	113
Salaried	38	32	15	9	94
Hourly	25	15	30	17	87
Total	88	83	79	52	302

<b>University of Maine at Fort Kent</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	2	1	1	0	4
Faculty	11	10	5	3	29
Salaried	22	10	5	4	41
Hourly	10	9	7	6	32
Total	45	30	18	13	106

<b>University of Maine at Machias</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	0	1	0	0	1
Faculty	3	7	6	6	22
Salaried	7	7	1	2	17
Hourly	7	2	5	1	15
Total	17	17	12	9	55

## Years of Service by Employment Category

<b>University of Maine at Presque Isle</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	1	1	3	1	6
Faculty	6	14	12	4	36
Salaried	24	17	11	3	55
Hourly	12	16	7	4	39
Total	43	48	33	12	136

<b>University of Southern Maine</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	4	4	4	2	14
Faculty	111	72	58	49	290
Salaried	206	141	89	41	477
Hourly	111	52	34	34	231
Total	432	269	185	126	1,012

<b>University Governance</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	5	6	1	1	13
Faculty	0	0	0	0	0
Salaried	0	1	0	0	1
Hourly	0	0	0	0	0
Total	5	7	1	1	14

<b>University Services</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	6	2	2	3	13
Faculty	0	0	0	0	-
Salaried	92	106	67	36	301
Hourly	31	20	13	5	69
Total	129	128	82	44	383

<b>Maine Law</b>					
	Years of Service				
	< 5 Years Svc	5 - 14 Yrs	15 - 24 Yrs	25 Plus Yrs	Total
	Count	Count	Count	Count	Count
Administrators	2	1	1	0	4
Faculty	9	5	5	1	20
Salaried	6	7	5	1	19
Hourly	1	1	0	0	2
Total	18	14	11	2	45

## Average Years of Service by Employment Category

	<div>University of Maine System</div> <div>University of Maine</div> <div>University of Maine at Augusta</div> <div>University of Maine at Farmington</div> <div>University of Maine at Fort Kent</div> <div>University of Maine at Machias</div> <div>University of Maine at Presque Isle</div> <div>University of Southern Maine</div> <div>University Governance</div> <div>University Services</div> <div>Maine Law</div>										
Administrators	13.7	13.6	17.3	20.6	9.3	13.0	17.8	13.7	10.6	12.5	6.8
Faculty	9.8	9.4	10.6	9.8	7.8	8.6	8.2	9.4	6.0	11.8	10.1
Salaried	12.2	13.1	8.9	15.3	14.8	10.1	11.6	10.4	0.0	9.4	6.5
Hourly	13.2	13.4	13.7	14.7	10.4	18.7	13.9	12.1	0.0	0.0	9.1
Average Yrs Srvc	11.4	11.7	11.3	13.5	10.6	13.1	11.1	10.4	10.3	11.4	9.2

## Count of Employment Category with Management Group

	University of Maine System		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		University Governance		University Services		Maine Law	
Administrators	25	9	1	3	1	0	1	5	0	3	2											
Management Grp	74	20	6	5	3	1	5	9	13	10	2											
Faculty	1,238	629	99	113	29	22	36	290	0	0	20											
Salaried	1,996	874	117	94	41	17	55	477	1	301	19											
Hourly	1,192	633	84	87	32	15	39	231	0	69	2											
Total	4,525	2,165	307	302	106	55	136	1,012	14	383	45											

Board of Trustees Meeting - May 2022 - Reports

Full Time Equivalent by Funding Source

	University of Maine System				University of Maine				University of Maine at Augusta				University of Maine at Farmington				University of Maine at Fort Kent			
	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total
Administrators	91.7	5.7	0.2	97.7	27.3	1.7	0.0	29.0	6.0	1.2	0.0	7.3	8.0	0.0	0.0	8.0	3.0	0.0	0.0	3.0
Faculty	1,382.2	118.6	0.0	1,500.9	584.2	105.7	0.0	689.8	142.9	1.0	0.0	143.9	125.6	1.8	0.0	127.3	37.7	1.0	0.0	38.7
Salaried	1,431.3	554.4	81.3	2,067.0	591.9	310.7	59.6	962.2	83.5	26.6	1.0	111.1	71.7	12.0	6.5	90.2	35.7	2.7	1.0	39.4
Hourly	899.5	46.1	236.1	1,181.8	434.7	25.5	173.8	633.9	76.7	4.3	1.0	81.9	58.9	1.7	23.4	84.0	26.1	1.0	4.0	31.1
Total	3,804.8	724.8	317.7	4,847.3	1,638.1	443.5	233.4	2,315.0	309.1	33.1	2.0	344.2	264.2	15.4	29.9	309.5	102.5	4.7	5.0	112.2

	University of Maine at Machias				University of Maine at Presque Isle				University of Southern Maine				University Governance				University Services				Maine Law			
	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total	E&G	Non E&G	Aux	Total
Administrators	1.0	0.0	0.0	1.0	4.9	0.5	0.0	5.4	12.5	1.2	0.2	14.0	13.0	0.0	0.0	13.0	13.9	0.1	0.0	14.0	2.0	1.0	0.0	3.0
Faculty	29.8	0.2	0.0	29.8	48.8	1.3	0.0	50.1	396.9	7.6	0.0	404.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.4	0.1	0.0	16.5
Salaried	15.9	0.0	1.0	16.9	42.3	11.4	1.2	54.9	274.9	183.5	11.0	469.4	1.0	0.0	0.0	1.0	295.4	6.0	0.0	301.4	19.0	1.5	0.0	20.5
Hourly	12.3	0.0	2.0	14.3	32.6	1.4	4.3	38.3	190.5	10.5	27.7	228.6	0.0	0.0	0.0	0.0	67.4	1.3	0.0	68.7	0.5	0.5	0.0	1.0
Total	59.0	0.2	3.0	62.0	128.6	14.6	5.5	148.6	874.8	202.9	38.9	1,116.5	14.0	0.0	0.0	14.0	376.7	7.3	0.0	384.1	37.9	3.1	0.0	41.0



## Part-Time Faculty by University

	University of Maine System			University of Maine			University of Maine at Augusta			University of Maine at Farmington			University of Maine at Fort Kent		
	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught
Spring 2019	861	4,335.0	1,547	211	1,090.0	398	132	708.0	242	42	255.0	70	38	256.5	73
Fall 2019	875	4,699.5	1,652	205	1,108.0	388	138	774.0	262	52	304.0	85	56	404.0	110
Spring 2020	869	4,520.0	1,601	218	1,080.5	395	134	708.0	242	49	334.0	81	48	294.5	89
Fall 2020	836	4,653.0	1,643	193	1,011.0	369	131	749.0	258	48	294.0	81	52	346.0	94
Spring 2021	804	4,343.5	1,553	201	1,110.5	409	117	587.0	202	50	319.0	91	40	231.0	76
Fall 2021	854	4,845.0	1,691	201	1,034.5	386	126	727.0	244	54	375.0	94	43	252.5	70

	University of Maine at Machias			University of Maine at Presque Isle			University of Southern Maine			Maine Law		
	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught	Count	Credit Hrs	Courses Taught
Spring 2019	33	143.0	53	45	265.0	87	373	1,611.5	623	1	6.0	1
Fall 2019	37	149.0	60	38	243.0	81	363	1,712.5	664	2	5.0	2
Spring 2020	31	117.0	43	44	272.0	89	358	1,708.0	661	1	6.0	1
Fall 2020	25	138.0	45	39	311.0	101	365	1,801.0	694	1	3.0	1
Spring 2021	25	133.0	44	41	329.0	108	342	1,620.0	619	3	14.0	4
Fall 2021	25	143.5	50	49	432.0	142	372	1,877.5	704	1	3.0	1



# TURNOVER ANALYSIS

## SEPARATIONS, RETENTION, AND HIRING STATISTICS

FOR  
REGULAR EMPLOYEES

November 1, 2020 - October 31, 2021

April 15, 2022  
UMS Office of Human Resources



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Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

## Methodology

This report includes only regular staff and primary position records for employees in an active, leave with pay or leave without pay status. Regular staff in the Part-Time Faculty bargaining unit are included; temporary staff in the Part -Time Faculty unit are excluded.

The report covers the period from November 1, 2020 through October 31, 2021.

The population is determined by averaging the number of staff active, on leave, or on leave without pay on November 1, 2020 and October 31, 2021.

Resignations, voluntary retirements, failure to return from leave, death, and disability are considered voluntary separations. All other separation reasons are considered involuntary separations. Separations due to death or disability were included with involuntary terminations in reports prior to 2014.

New hires are hired from outside the University and do not include staff who are already employees. The new hire and rehire statistics do not include employees who have taken a secondary job or transferred within the University System. Rehires include employees moving from temporary to regular positions and/or have had a separation from the University of Maine System. Internal hires and transfers are isolated and included for reference.

### Key to bargaining groups:

AFUM - Associated Faculties of the Universities of Maine, MEA/NEA

UMPSA - Universities of Maine Professional Staff Association, MEA/NEA

COLT - Associated C.O.L.T. (Clerical, Office, Laboratory and Technical) Staff of the Universities of Maine, MEA/NEA

Service & Maintenance - Teamsters Union Local #340

University Supervisors

Police – Fraternal Order of Police Lodge #100

Non-Represented Hourly

Non-Represented Salaried

Non-Represented Faculty - Includes Law Faculty, Chairs at some Universities

PATFA Regular - Part-Time Faculty Association, MFT/AFT, AFL-CIO



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

## Turnover Highlights

### 1. University Highlights

- A. From November 1, 2020 through October 31, 2021 the number of employee separations for all reasons was 12.5% of the average population of regular employees. Of this, voluntary resignations made up 7.9%, and retirements accounted for 3.1%. The remaining 1.4% involuntary separations resulted from end of term appointments, layoff, and termination. (Totals may be slightly off due to rounding)
- B. The turnover rate of 12.5% is up from last year's rate of 10.1% due to an increase in year-over-year voluntary separations.
- C. Externally benchmarking UMS' turnover rate, CUPA-HR Data On Demand gives an average turnover rate of 11.7% for institutions with student enrollment FTE greater than 8,732 between November 1, 2020 to October 31, 2021.
- D. The turnover rate reported for all education services by the Bureau of Labor Statistics shows an increasing trend of total annual separations despite dropping from last year's level. The University of Maine System's separation rate continues to trend downward since peaking in 2015 even with this year's rise in rate.
- E. The number of separations due to position elimination/staff reduction is 17. This is 8 more than last year for the same period.
- F. The rate of voluntary separations as a percent of the total UMS population is 11.0%.
- G. 88.3% of the 568 total separations are due to voluntary resignations and retirements. Retirements alone account for 24.8% of the 568 total separations.
- H. Separation rates vary among universities from a high of 26.1% for University of Maine Machias to 8.7% with University Services.
- I. The average years of service for resignation is 5.1 years, 27.4 years for voluntary retirements, and 5.7 years for involuntary separations.



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

- J. There were 59 new hires with minority status. Of this number 20% left during their first year of employment. Comparing this metric to those with non-minority status, 13% left during their first year, indicating a disproportionate separation within the first year of employment.
- K. Retention of employees at all Universities is 87.8%.

## 2. Bargaining Group Highlights

- A. The percent of separations for the represented and non-represented as a percentage of the bargaining unit vary with a high of 34.1% for the Non-Represented Hourly unit to 7.4% in the AFUM unit. Separation rates in other represented bargaining units are: UMPSA: 12.5%, ACSUM: 18.2%, S&M: 17.1%, University Supervisors: 12.5%, Police: 23.4%, NR Sal: 9.7%, NR Fac: 9.8%, PATFA Regular: 12.1%, Law Faculty: 10.8%.
- B. The UMPSA bargaining unit is 35.6% of the population and accounts for 35.7% of the separations; 85.2% of UMPSA separations are voluntary resignations.
- C. The percent of new hires/rehires at Universities as a percent of Campus population varies among the campuses with a high of 13.3% at University of Maine School of Law to 0.0% for University Governance.
- D. The percent of total UMS new hires/rehires (434) in represented and non-represented units vary from a high of 48.0% (207) in the UMPSA unit to a low of 0.0% (0) in the Law Faculty unit.
- E. The Non-Represented Hourly group had the lowest level of retention at 79.5%.



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Average Headcount - Regular Staff by University										
UM	UMA	UMF	UMFK	UMM	UMPI	USM	M LAW	U GOV	U SERV	TOTAL
Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num
2,171	313	308	105	58	138	1,016	45	15	390	4,556

Headcount is an average of the number of regular staff on October 31, 2020 and October 31, 2021.

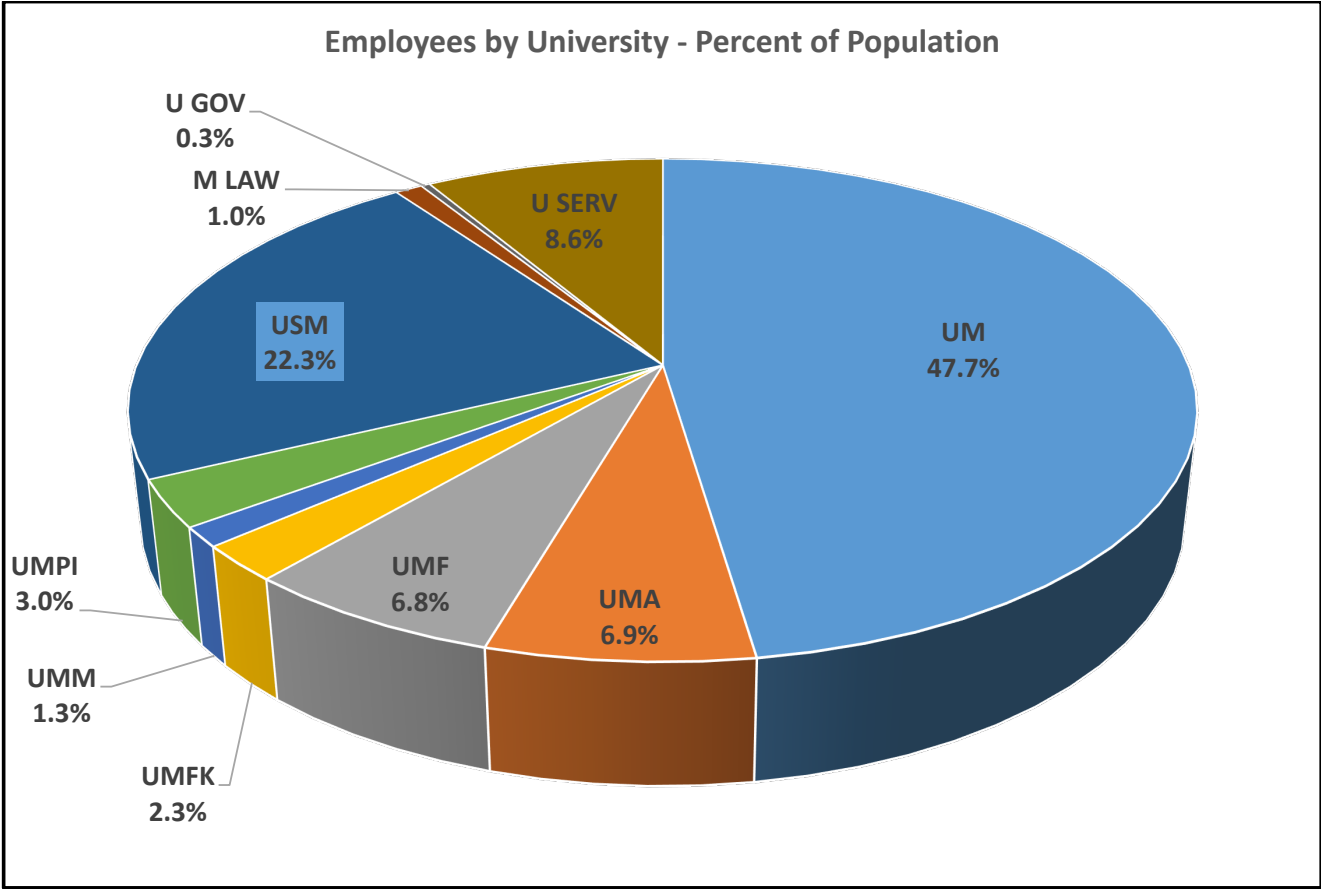
Turnover Formula

$$\frac{\# \text{ of separations}}{\text{average employee population}} \times 100 = \frac{568}{4,556} = 12.5\%$$

Employee by University - Percent of Population										
UM	UMA	UMF	UMFK	UMM	UMPI	USM	M LAW	U GOV	U SERV	TOTAL
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per
47.7%	6.9%	6.8%	2.3%	1.3%	3.0%	22.3%	1.0%	0.3%	8.6%	100.0%



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021







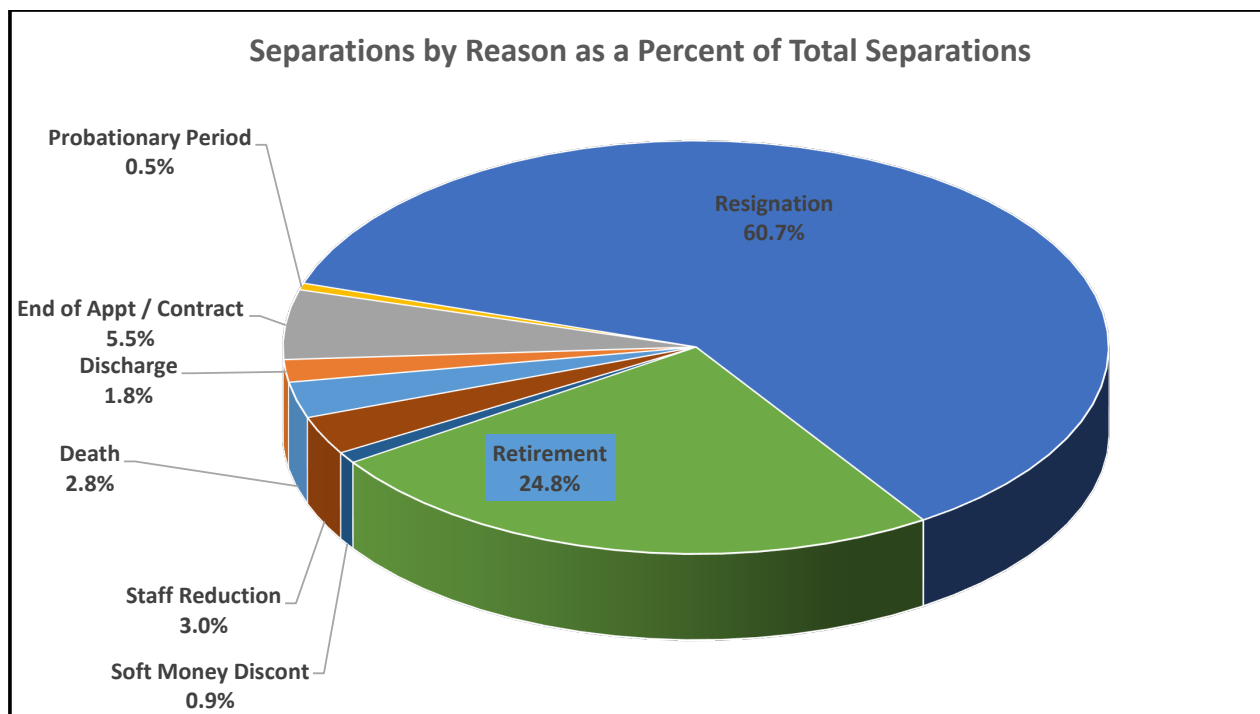
Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Separations by Reason by University									
Campus	Death	Discharge	End of Appt / Contract	Probationary Period	Resignation	Retirement	Soft Money Discot	Staff Reduction	Total
UM	9	4	14	2	166	71	1	5	272
UMA	1		3	1	18	12		3	38
UMF			2		21	13			36
UMFK			3		6	5		2	16
UMM			1		9			5	15
UMPI	2		3		11	1			17
USM	4	6	5		78	33	3	2	131
M LAW					6	1			7
U GOV					1	1			2
U SVC					29	4	1		34
<b>Total</b>	<b>16</b>	<b>10</b>	<b>31</b>	<b>3</b>	<b>345</b>	<b>141</b>	<b>5</b>	<b>17</b>	<b>568</b>



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

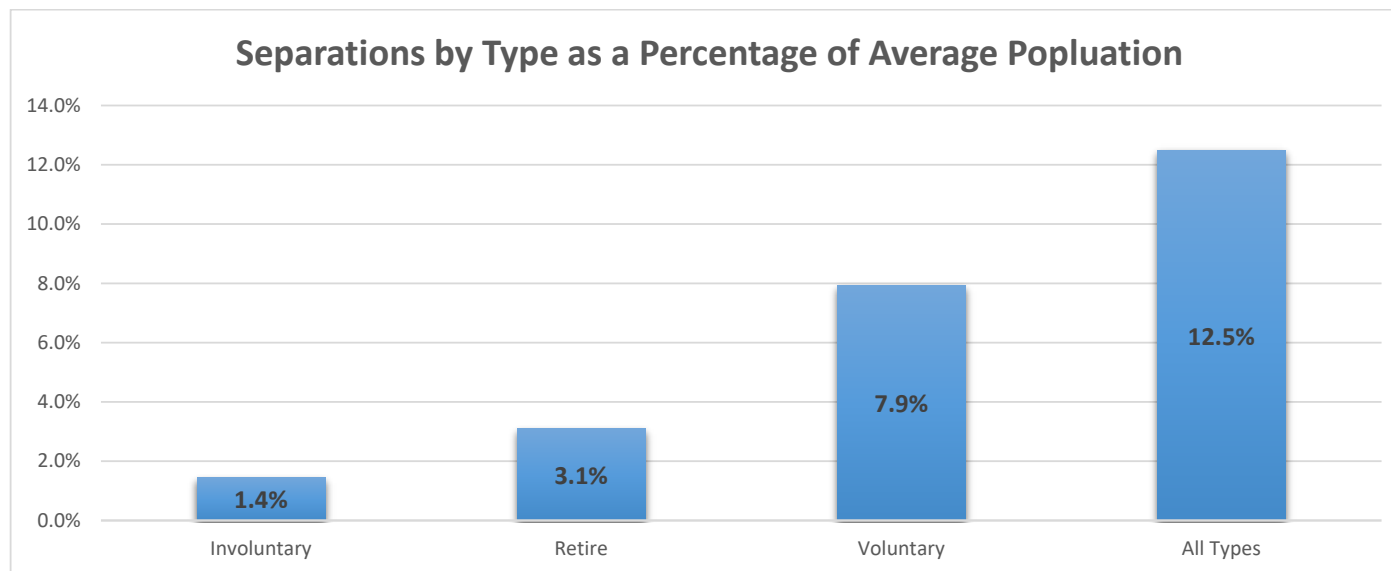
Separations by Reason as a Percent of Total Separations							
Death	Discharge	End of Appt / Contract	Probationary Period	Resignation	Retirement	Soft Money Discont	Staff Reduction
2.8%	1.8%	5.5%	0.5%	60.7%	24.8%	0.9%	3.0%





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Separation Rate - Resignations and Total Separations as a Percent of University Population											
UM		UMA		UMF		UMFK		UMM		UMPI	
Resig	All	Resig	All	Resig	All	Resig	All	Resig	All	Resig	All
7.6%	12.5%	5.8%	12.2%	6.8%	11.7%	5.7%	15.2%	15.7%	26.1%	8.0%	12.4%
USM		M LAW		U GOV		U SERV		TOTAL			
Resig	All	Resig	All	Resig	All	Resig	All	Resig	All		
7.7%	12.9%	13.3%	15.6%	6.9%	13.8%	7.4%	8.7%	7.6%	12.5%		





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

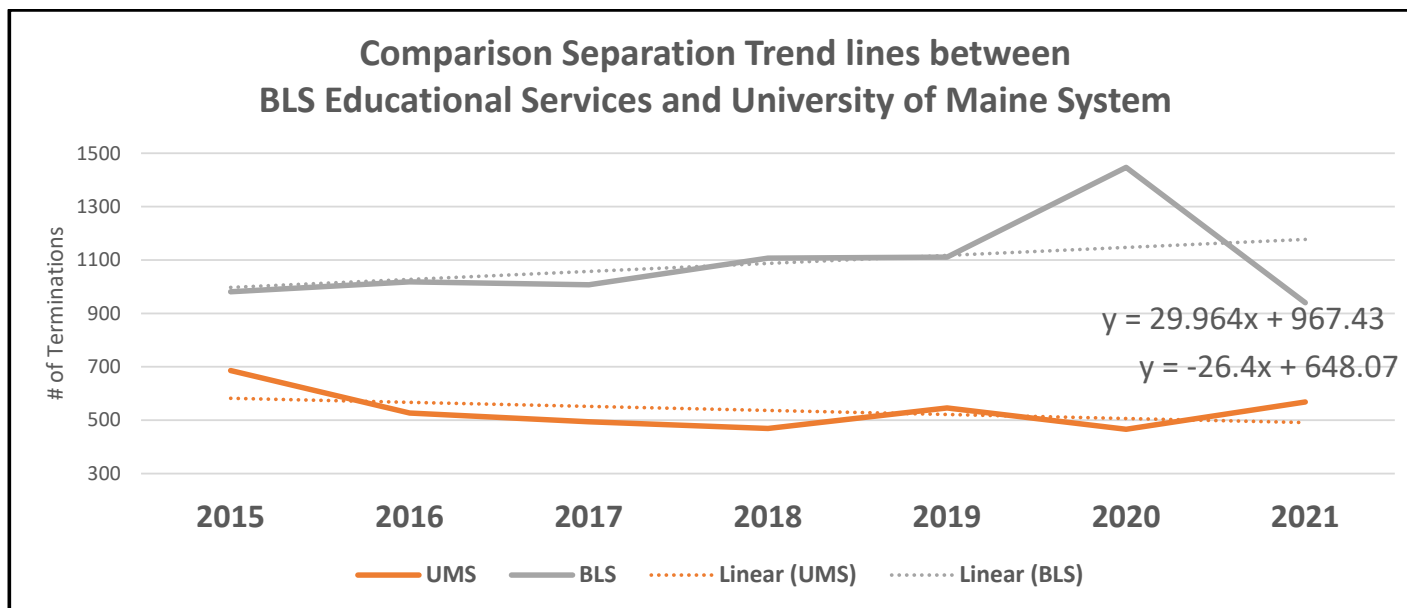
Average Years of Service Prior to Separation by University											
	UM	UMA	UMF	UMFK	UMM	UMPI	USM	M LAW	U GOV	U SERV	Total
	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs
Involuntary	5.2	11.9	4.5	2.9	5.1	11.6	3.9			4.0	5.7
Retirement	30.0	20.9	29.5	19.6		46.4	23.1	45.4	32.9	29.4	27.4
Voluntary	5.3	7.1	4.8	9.1	2.6	9.4	3.5	4.7	1.1	3.8	5.0
Total	11.7	12.4	13.7	10.4	3.6	12.0	8.5	10.5	17.0	6.9	10.6

Terminations by Years of Service, by Gender, and by Minority Status														
	Less Than One Year		One Year		Two Years		Three Years		Four Years		Over Five Years		Totals	
	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per	Num	Per
# of Terminations	62	11%	74	13%	56	10%	50	9%	44	8%	282	50%	568	100%
Female	23	37%	41	55%	34	61%	33	44%	23	44%	163	58%	317	56%
Male	39	63%	33	45%	22	39%	17	56%	21	56%	119	42%	251	44%
Minority	12	19%	11	15%	8	14%	1	2%	0	0%	16	6%	48	8%
Non-minority	50	81%	63	85%	48	86%	49	98%	41	93%	266	94%	517	91%

Less Than One Year Terminations vs New Hires by Gender and by Minority Status			
	# of Terminations	New Hires	% Terminations vs New Hires
Female	23	229	10%
Male	39	205	19%
Minority	12	59	20%
Non-minority	50	375	13%



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

$$\text{Retention} = \frac{(\text{final \# of employees} - \text{\# separations})}{\text{initial \# of employees}} \times 100$$

Retention by University as Percent of Campus Population																					
UM		UMA		UMF		UMFK		UMM		UMPI		USM		M LAW		U GOV		U SERV		TOTAL	
Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
1,894	87.2%	279	89.3%	277	90.1%	90	85.7%	45	78.3%	120	87.3%	886	87.2%	39	86.7%	13	89.7%	359	92.2%	4,002	87.8%

New Hires and Rehires by Number and Percent of Campus Population																					
UM		UMA		UMF		UMFK		UMM		UMPI		USM		M LAW		U GOV		U SERV		TOTAL	
Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
226	10.4%	22	7.0%	22	7.2%	12	11.4%	6	10.4%	11	8.0%	104	10.2%	6	13.3%	0	0.0%	25	6.4%	434	9.5%

New Appointments and Transfers by Number and Percent of Campus Population																					
UM		UMA		UMF		UMFK		UMM		UMPI		USM		M LAW		U GOV		U SERV		TOTAL	
Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
165	7.6%	17	5.4%	10	3.3%	6	5.7%	4	7.0%	10	7.3%	46	4.5%	1	2.2%	2	13.8%	13	3.3%	274	6.0%

New Hires and Rehires by University																					
UM		UMA		UMF		UMFK		UMM		UMPI		USM		M LAW		U GOV		U SERV		TOTAL	
Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
226	52.1%	22	5.1%	22	5.1%	12	2.8%	6	1.4%	11	2.5%	104	24.0%	6	1.4%	0	0.0%	25	5.8%	434	100.0%

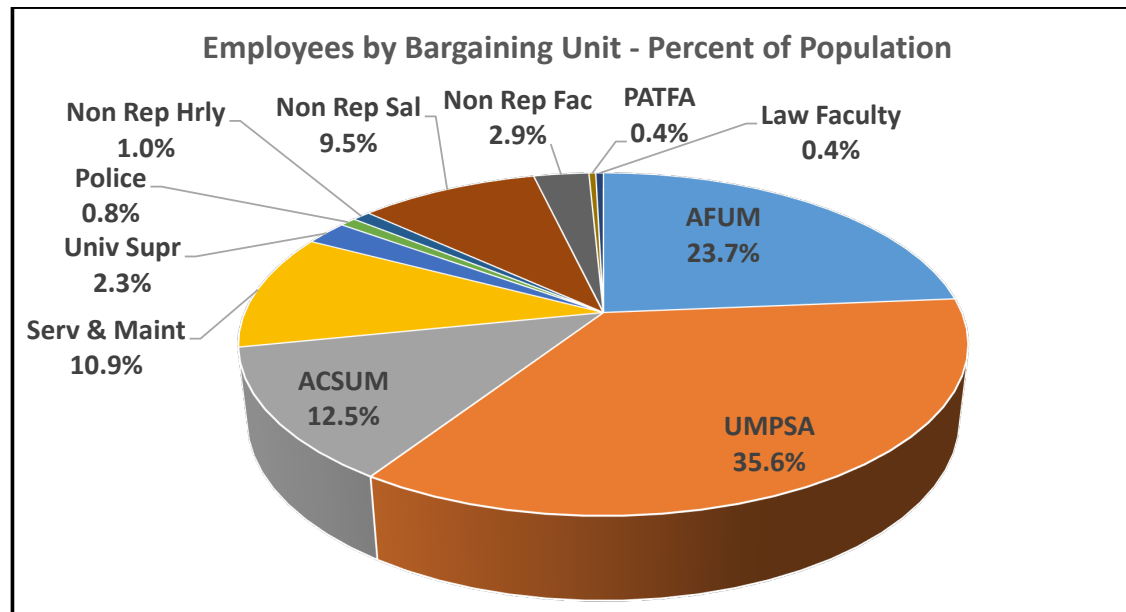
New Hires and Rehires by University by Gender and Minority Status																						
	UM		UMA		UMF		UMFK		UMM		UMPI		USM		M LAW		U GOV		U SERV		TOTAL	
	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Female	108	48%	14	64%	14	64%	8	67%	4	67%	7	64%	59	57%	5	83%	0	0%	10	40%	229	53%
Male	118	52%	8	36%	8	36%	4	33%	2	33%	4	36%	45	43%	1	17%	0	0%	15	60%	205	47%
Minority	36	16%	0	0%	1	5%	0	0%	0	0%	2	18%	15	14%	1	17%	0	0%	1	4%	56	13%
Non-minority	190	84%	22	100%	21	95%	11	100%	4	100%	9	82%	89	86%	5	83%	0	0%	24	96%	375	87%



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Average Headcount - Regular Staff by Bargaining Unit											
AFUM	UMPSA	ACSUM	Serv & Maint	Univ Suprv	Police	Non Rep Hrly	Non Rep Sal	Non Rep Fac	PATFA	Law Faculty	Total
Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num	Num
1,078	1,620	572	499	104	39	44	433	133	17	19	4,556

Employees by Bargaining Unit - Percent of Population											
AFUM	UMPSA	ACSUM	Serv & Maint	Univ Supr	Police	Non Rep Hrly	Non Rep Sal	Non Rep Fac	PATFA	Law Faculty	Total
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per
23.7%	35.6%	12.5%	10.9%	2.3%	0.8%	1.0%	9.5%	2.9%	0.4%	0.4%	100.0%





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Separations by Reason by Bargaining Unit											
Union	Death	Discharge	End of Appt / Contract	Failure to Return from Leave	Probationary Period	Resignation	Retirement	Soft Money Discot	Staff Reduction	Non-Reappt	Total
AFUM	7	1	5			24	42		1		80
UMPSA	1	1	13		1	143	29	5	10		203
ACSUM	3	3	3		2	65	24		4		104
Serv & Maint	4	4	2			55	20				85
Univ Supr			1			6	6				13
Police		1				7	1				9
Non Rep Hrly						13	2				15
Non Rep Sal			3			22	15		2		42
Non Rep Fac	1		4			6	2				13
PATFA						2					2
Law Faculty						2					2
<b>Total</b>	<b>16</b>	<b>10</b>	<b>31</b>	<b>0</b>	<b>3</b>	<b>345</b>	<b>141</b>	<b>5</b>	<b>17</b>	<b>0</b>	<b>568</b>





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

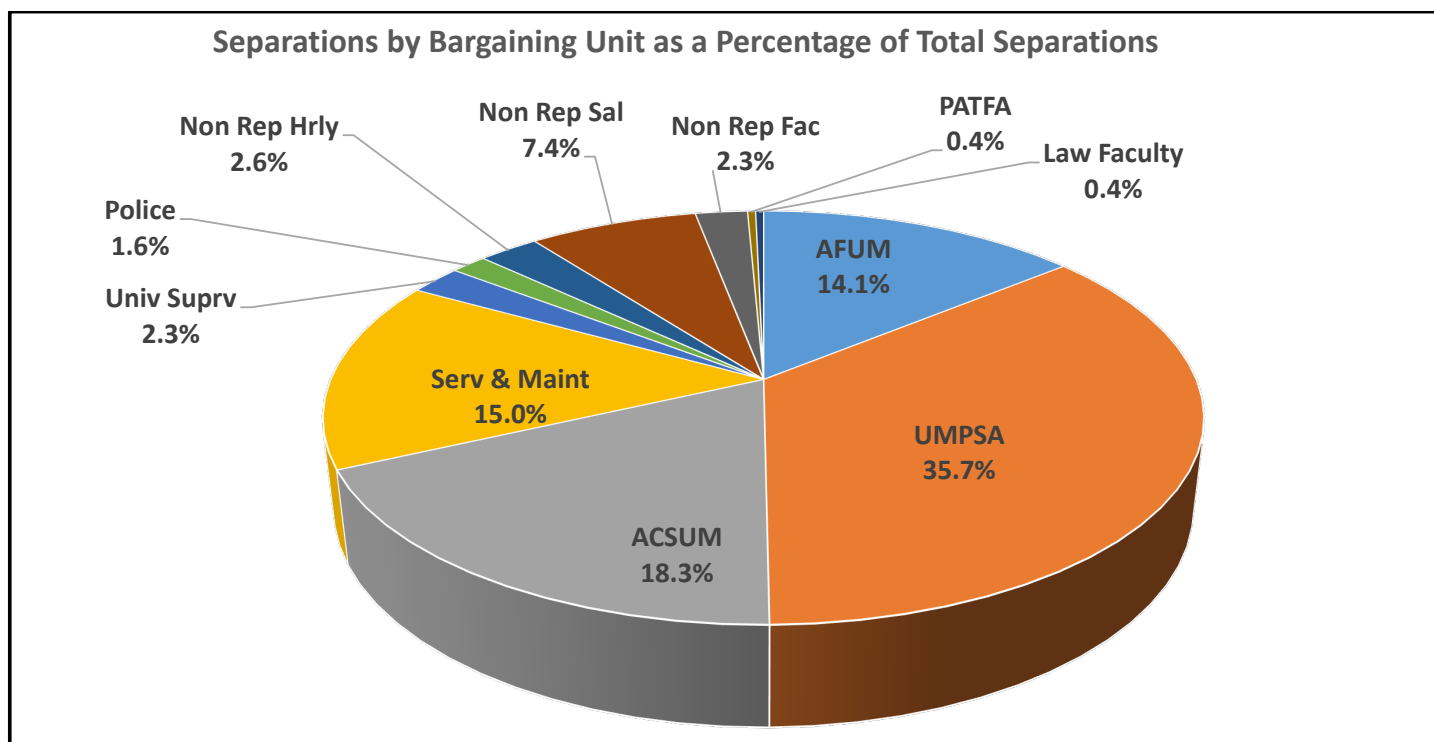
Separation Rate - Resignations and Total Separations as a Percent of Bargaining Unit Population											
AFUM		UMPSA		ACSUM		Serv & Maint		Univ Suprv		Police	
Resig	All	Resig	All	Resig	All	Resig	All	Resig	All	Resig	All
2.2%	7.4%	8.8%	12.5%	11.4%	18.2%	11.0%	17.1%	5.8%	12.5%	18.2%	23.4%
Non Rep Hrly		Non Rep Sal		Non Rep Fac		PATFA		Law Faculty		Total	
Resig	All	Resig	All	Resig	All	Resig	All	Resig	All	Resig	All
29.5%	34.1%	5.1%	9.7%	4.5%	9.8%	12.1%	12.1%	10.8%	10.8%	7.6%	12.5%

Average Years of Service by Separation Reason by Bargaining Unit											
	AFUM	UMPSA	ACSUM	Serv & Maint	Univ Suprv	Police	Non Rep Hrly	Non Rep Sal	Non Rep Fac	PATFA	Law Faculty
	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs	Yrs
Involuntary	3.9	4.1	9.7	1.3	0.5	1.0		14.8	6.4		
Retire	27.5	25.1	27.5	26.7	35.7	33.0	36.9	28.7	20.4		
Voluntary	9.5	4.1	4.6	5.8	9.1	4.0	2.7	5.3	4.2	5.3	6.2
Total	18.4	7.1	10.5	10.4	20.7	6.9	7.3	14.8	7.4	5.3	6.2



Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Separations by Bargaining Unit as a Percentage of Total Separations											
AFUM	UMPSA	ACSUM	Serv & Maint	Univ Suprv	Police	Non Rep Hrly	Non Rep Sal	Non Rep Fac	PATFA	Law Faculty	Total
Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per	Per
14.1%	35.7%	18.3%	15.0%	2.3%	1.6%	2.6%	7.4%	2.3%	0.4%	0.4%	100.0%





Turnover Analysis  
Nov. 1, 2020 – Oct. 31, 2021

Retention by Bargaining Unit by Number and Percent											
AFUM		UMPSA		ACSUM		Serv & Maint		Univ Suprv		Police	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
1,002	92.9%	1,384	85.4%	494	86.4%	430	86.3%	93	89.4%	31	80.5%
Non Rep Hrly		Non Rep Sal		Non Rep Fac		PATFA		Law Faculty		Total	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
35	79.5%	384	88.7%	120	90.2%	14	84.8%	15	81.1%	4,002	87.8%

New Hires and Rehires by Number and Percent of Bargaining Unit Population											
AFUM		UMPSA		ACSUM		Serv & Maint		Univ Suprv		Police	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
53	12.3%	207	48.0%	63	14.6%	49	11.4%	2	0.5%	6	1.4%
Non Rep Hrly		Non Rep Sal		Non Rep Fac		PATFA		Law Faculty		Total	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
11	2.6%	30	7.0%	8	1.9%	2	0.5%	0	0.0%	431	100.0%

New Appointments and Transfers by Number and Percent of Bargaining Unit Population											
AFUM		UMPSA		ACSUM		Serv & Maint		Univ Suprv		Police	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
44	16.1%	114	41.6%	37	13.5%	27	9.9%	5	1.8%	3	1.1%
Non Rep Hrly		Non Rep Sal		Non Rep Fac		PATFA		Law Faculty		Total	
Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct	Num	Pct
5	1.8%	29	10.6%	2	0.7%	8	2.9%	0	0.0%	274	100.0%



# EAB Navigate Update for the University of Maine System

*Prepared for the Board of Trustees*

May 23, 2022

Student Success Collaborative

# Building on Successes

Ability to tailor by campus integral to **successful implementation** and strategic adoption across System

Navigate allows faculty & staff to **streamline and triage** student support, tied to retention increases

Campus successes possible when technology implementation is used as a **catalyst for change**

All campuses have paths for continued success by tying work with Navigate to **larger student success and institutional goals**

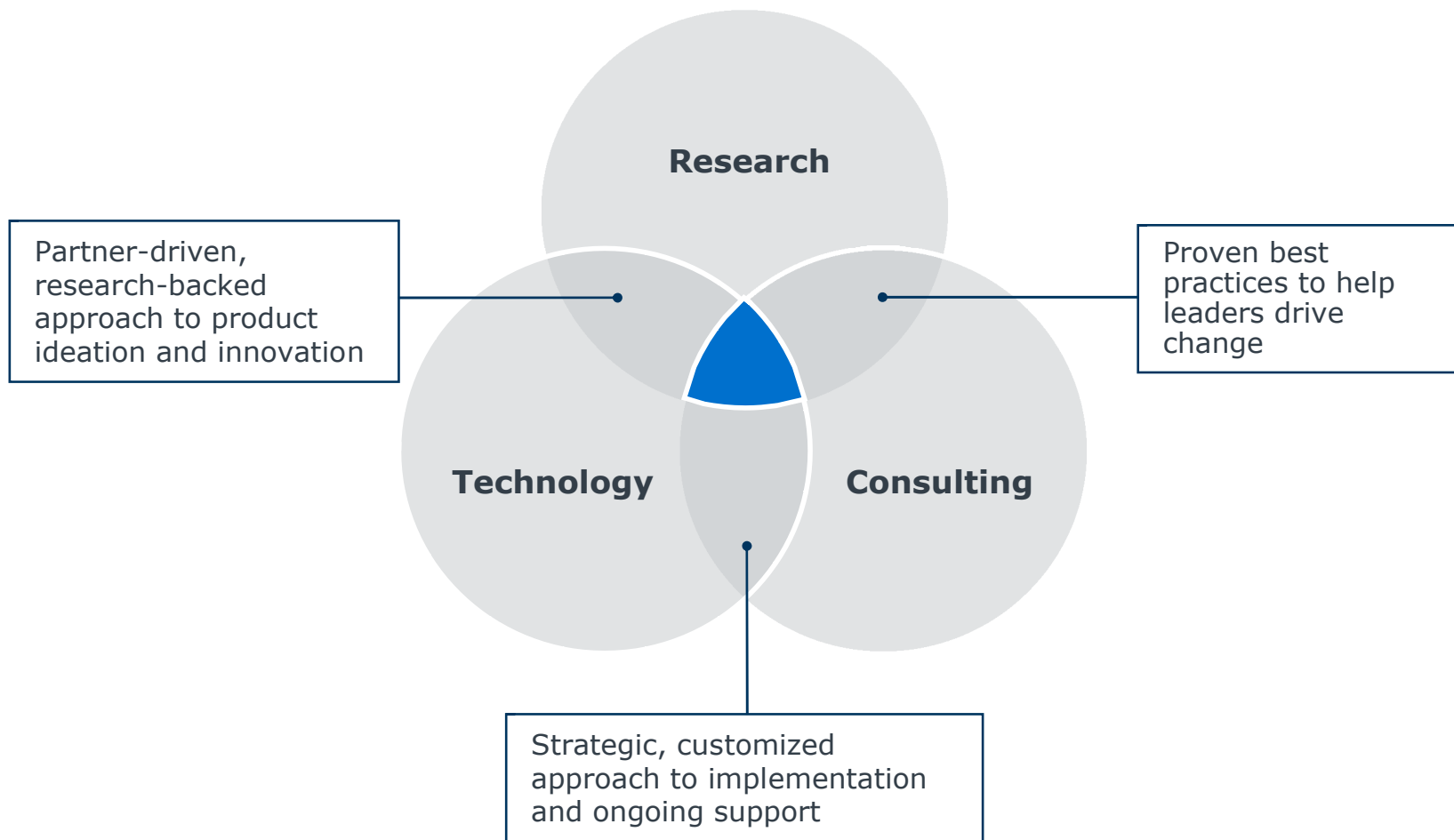
Success can be big or small – the goal is for it to be **strategic and replicable** to have the biggest impact on student outcomes



# What Is the Student Success Collaborative?

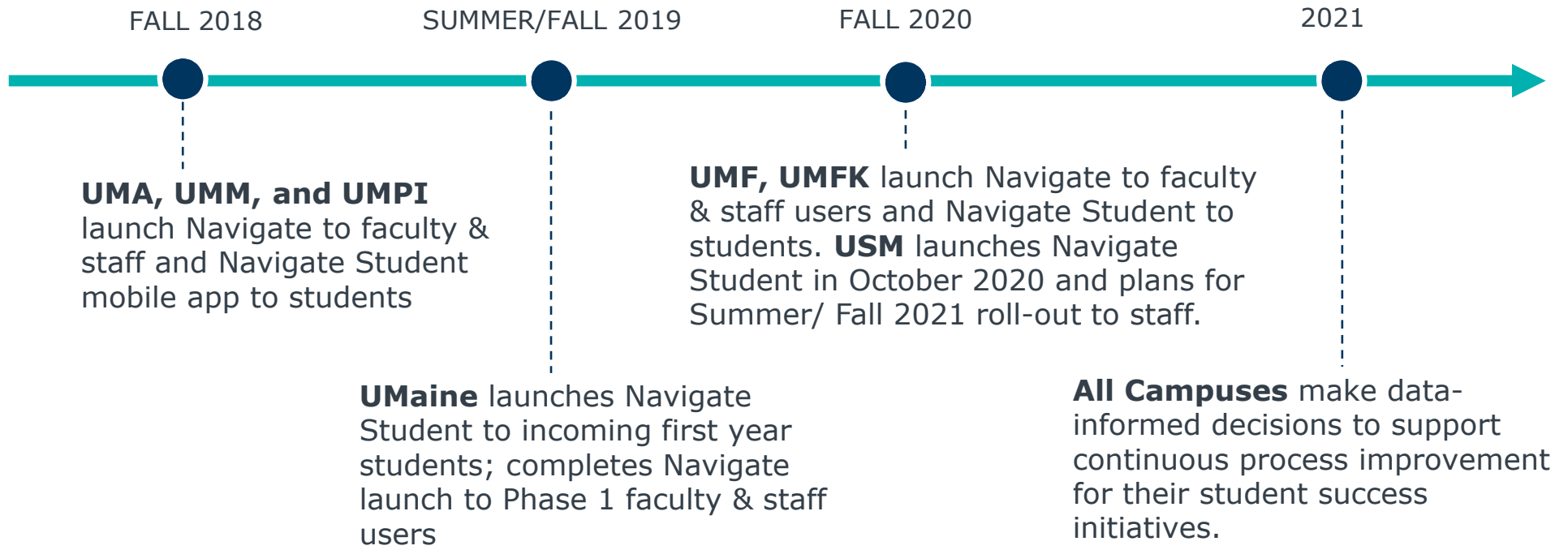
500+ Colleges & Universities Going Beyond Technology to Drive Impact

## Three-Part “Collaborative” Approach to the Student Success Challenge

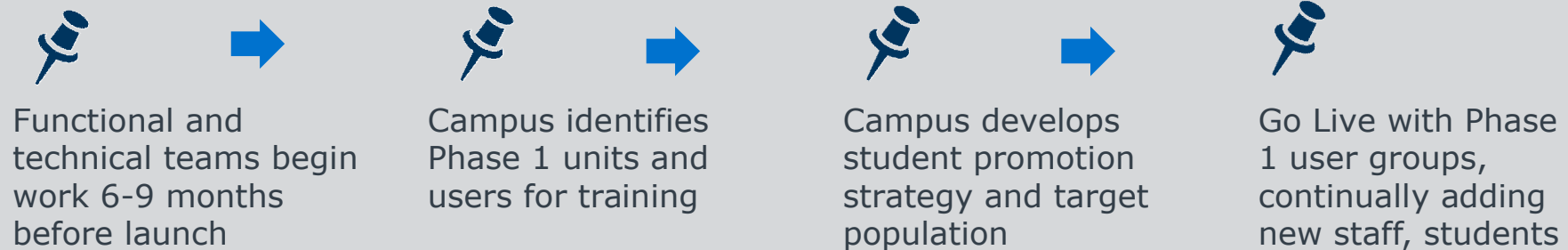




# Implementation Timelines of UMS Campuses



## Typical Launch Process



# Campus Status Updates: UMaine & Presque Isle



5



## Implementation Approach

Building Coordinated Care Network where student appointments, interactions, and notes are centrally located, easily accessible to streamline student experience and create culture of care.

## Major Wins to Date

In AY21-22, UMA launched their first early alert program using Navigate ad hoc alert and case management functionality, identifying 100 unique students in need of support. UMA has rolled out early and mid-semester progress reports for all students in all courses. Faculty participation is high (60% avg), 15% reports identify risk factors.

## Upcoming Initiatives

Streamlining intervention pathways for early alerts and cases, with support from a clearly defined team. Focusing on strategic content using nudges in Navigate Student.



**Catalyst for Change**  
Navigate used as lever to launch new campus Early Alerts initiative



## Implementation Approach

Prioritizing Academic Alerts and Case Management as core to student success strategy. Centering campus communication and buy-in to achieve strong faculty participation and robust interventions to follow-up on concerns.

## Major Wins to Date

Developed robust Early Alert program that adjusts to needs of students across semester and institution across years and documented the positive impact of this program on the retention rate of students who received intervention.

## Upcoming Initiatives

Expansion of re-enrollment efforts through enrollment campaigns and expand the use of Navigate to support tutoring.



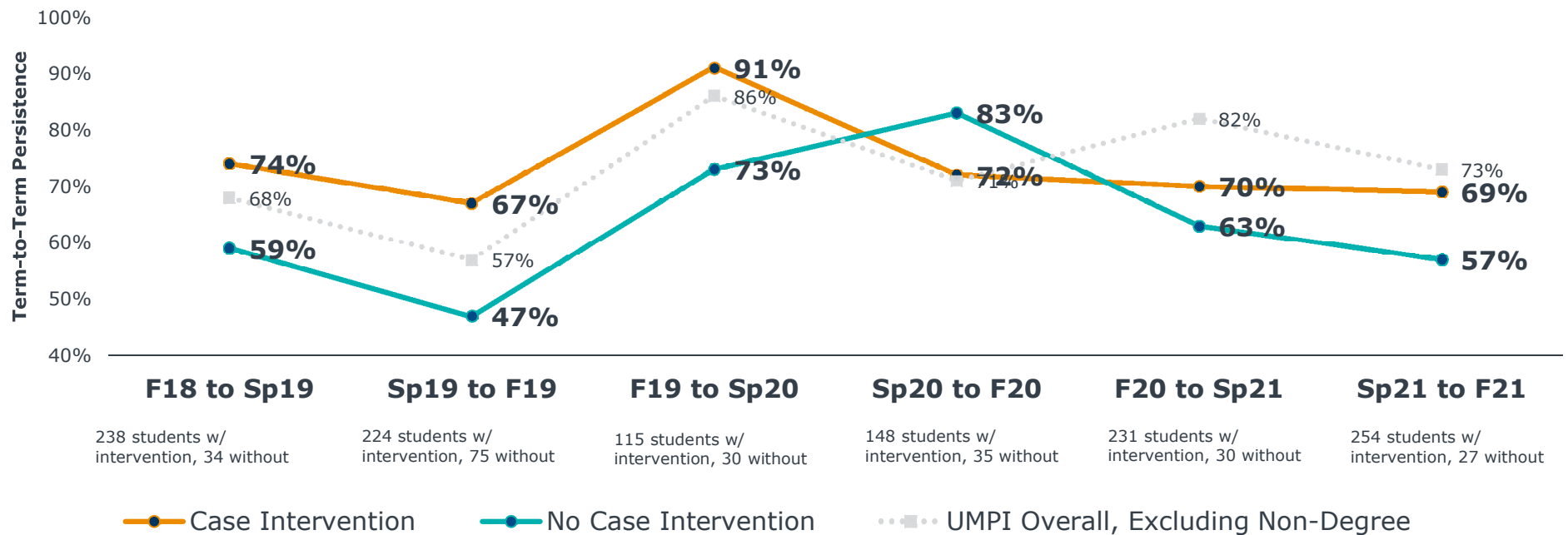
**Paving the Way** UMPI was the first to use the new enrollment campaign functionality



# UMPI: Case Outcomes Linked to Term Persistence

6

Students who receive an alert from Progress Reports have cases opened for follow-up intervention. Over 6 semesters, students who respond to outreach and receive an intervention persist at higher rates than their peers who do not receive an intervention.



## Quantifying the Impact of Student Support

*Calculating the difference in tuition revenue had students with interventions instead persisted at the rate of their peers who did not receive an intervention/ did not respond to outreach, from Fall 2018 – Fall 2021*

**132** Difference in student enrollments across 6 terms

**1,584** Difference in attempted credit hours

**\$388,080** Difference in-state tuition revenue

# International Students: A Population at Risk

University of Maine Fort Kent  
Dr. Lisa Augustine, Brittney Thompson & Sheba Johnson



## Introduction

Over one million International students (IS) are currently enrolled in tertiary education in the United States (US) (Figure 1).

IS face a unique combination of mental health risk factors (Hyun et al., 2007):

- Living adjustment (food, housing, environment, transportation).
- Sociocultural adjustment (Western norms and behaviors).
- Language barriers.
- Adjustment to American university system.
- Personal psychological adjustment.
- Restricted eligibility for visa, financial aid & employment

(Farnsworth, 2018).

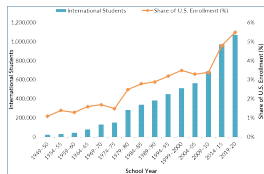


Figure 1. International Students and Total Enrollment 1950-2020  
Source: [https://www.edstatsipeds.org/article/international-students-enrolled-us-2020/collins\\_masters\\_grads](https://www.edstatsipeds.org/article/international-students-enrolled-us-2020/collins_masters_grads)

## Methods

The literature used includes journal articles and reports published from 2007-2022.

We used ONESEARCH through the University of Maine system using a combination of terms: 'international (college) students', 'mental health challenges/experience', 'United States'.

We also searched common themes relevant to IS mental health (e.g. cultural competence in IS counseling).

We limited our search to "Open Access", "peer reviewed" and "scholarly materials". Due to the paucity of evidence on IS mental health counseling in the US, we extended the time limit from 10 to 15 years.

We read each article, and summarized its purpose and key findings.

Interviews with professional staff were conducted at UMFK regarding international students.

## Findings: Barriers to Mental Health Care

44 % of IS have emotional or stress-related problems that significantly affect well-being or academic performance (Hyun et al., 2007).

IS have significantly lower rates of use of counseling services (17%) than domestic students (36%) (Hyun et al., 2007).

- Lack of awareness of mental health needs and available resources.
- Lack of confidence in English proficiency (Bettina et al., 2021).
- Prefer seeking help from peers and professors (confidentiality fears) (Bettina et al., 2021).
- Retention of health-related beliefs and practices from non-Western countries of origin/ prefer traditional health approach (Bettina et al., 2021).
- Cultural stigma associated with emotional expression.

## Consequences of Unmet Mental Health Needs

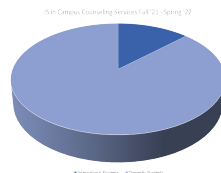
ACADEMIC	CRISIS
Poor academic performance.	Delayed health-seeking from professionals.
Disengagement and isolation.	Crisis states requiring urgent attention.
Decreased student retention.	Increased severity of mental health disorders.

(Seery et al., 2021).

(Forbes-Mewett & Sawyer, 2016)

## International Students at UMFK

- Estimated 12.5% of IS left UMFK compared to the last 2 years (9% in 2020, 10% in 2021) due to transfers or F1 status terminations. (J. Daigle, personal communication, April 18, 2022).
- Of 54 students using counseling services over the last 12-months, only 7 were IS (12.9 %).
- IS using counseling services are mostly peer-referred (J. Daigle, personal communication, April 18, 2022).



## Conclusion

IS face a unique combination of risk factors contributing to poor mental health (Hyun et al., 2007).

IS use campus counseling services significantly less than domestic students (Hyun et al., 2007).

Unmanaged mental health crises leads to poor academic performance, crisis level mental-health challenges, and decreased student retention (Forbes-Mewett & Sawyer, 2016; Seery et al., 2021).

Cultural competence and cultural humility are integral for the IS experience on US campuses (Bettina et al., 2021).

## Acknowledgement

A special thank you to Shawn Graham.  
Thank you for your time, your stellar advice and ongoing encouragement.

## Recommendations

Creating a college-wide climate of care through education of faculty, staff and students enables earlier identification and support of students in distress (Farnsworth, 2018).

Peer mentoring is superior to other interventions for international students when responding to mental health needs (Armas et al., 2021).

Mental health education and training tools for faculty, staff and students and the provision of space for group networking can improve the IS experience on US campuses while meeting their mental health needs (Seery et al., 2021).

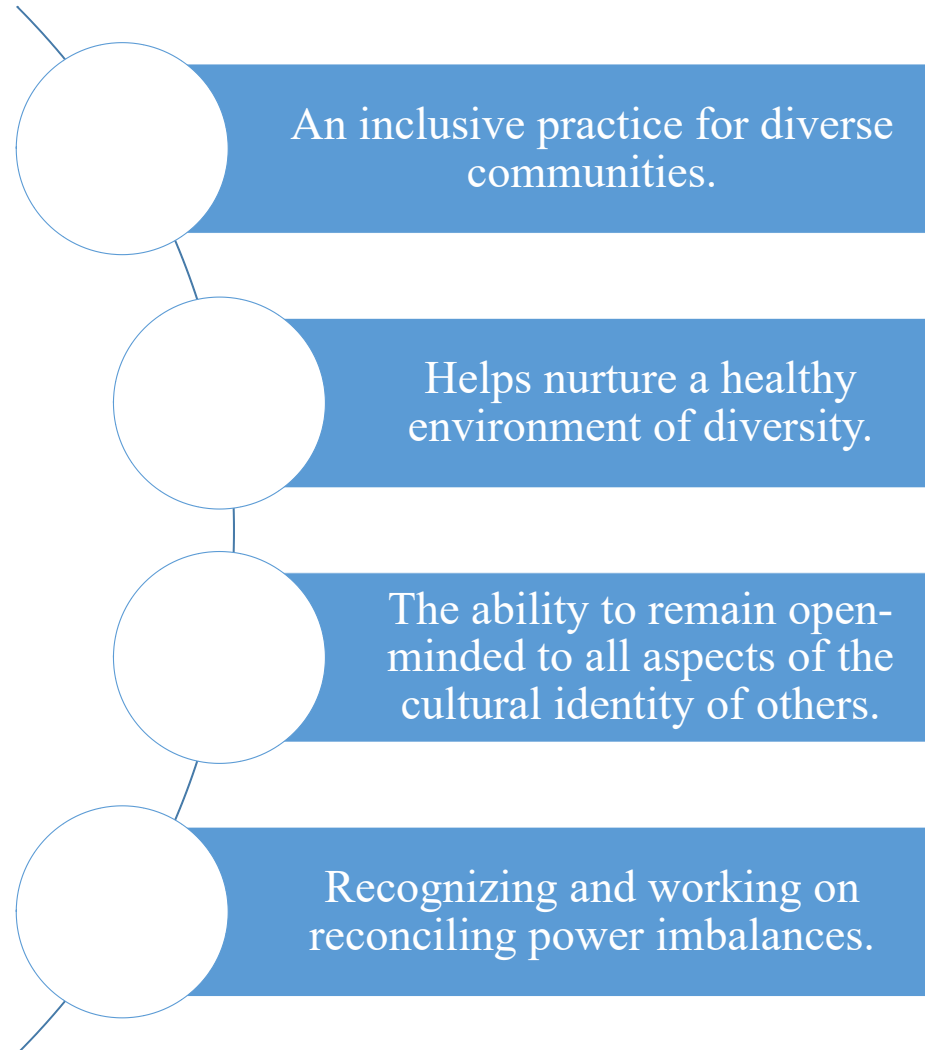
- Create and maintain organizational culture supporting diverse students represented at UMFK.
- Ongoing cultural competence training for faculty, staff and students.
- Ongoing training for faculty, staff and students in recognition and identification of signs of mental illness.
- Robust peer-mentoring program for IS.

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# Cultural Humility (Bettina et al., 2021)

Moving towards Cultural Humility



# Pega Leve Program (Arenas et al., 2021)

Federal University of Rio Grande do Sul, Brazil.



(1) Understanding university environment.

(2) How to identify signs of emotional distress/ risky behavior in peers.

(3) How to empathically communicate with someone in distress.

(4) Emotional self-regulation skills and how to refer to mental health services.

# The Red Folder (McCabe, 2015)

## California State University

**RED FOLDER**  
**SEE SOMETHING**  
**SAY SOMETHING**  
**DO SOMETHING**

ASSISTING STUDENTS IN **DISTRESS**

### ACADEMIC INDICATORS

- Sudden decline in quality of work and grades.
- Repeated absences.
- Disturbing content in writing or presentations (e.g., violence, death).
- You find yourself doing more personal rather than academic counseling during office hours.
- Continuous classroom disruptions.

### SAFETY RISK INDICATORS

### PSYCHOLOGICAL INDICATORS

### PHYSICAL INDICATORS

- Unprovoked anger or hostility.
- Making implied or direct threats to harm self or others.
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors.
- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief or thoughts of suicide.
- Excessive tearfulness, panicked reactions, irritability or unusual apathy.
- Verbal abuse (e.g., taunting, badgering, intimidation).
- Expressions of concern about the student by his/her peers.
- Marked changes in physical appearance including deterioration in grooming hygiene, or weight loss/gain.
- Excessive fatigue/sleep disturbance.
- Intoxication, hangovers or smelling of alcohol.
- Disoriented or "out of it".

Online psychoeducation for all faculty, staff and students.

How to identify signs of distress and crisis in students.

How to refer to appropriate services.

Responsibility of student mental health in the university community's hands.

# At Risk by Kognito (Ethan & Seidel, 2013)

350 schools in the U.S., Canada, UK, and New Zealand



Conversations that change lives.



Interactive online training program using avatars for faculty, staff and students.

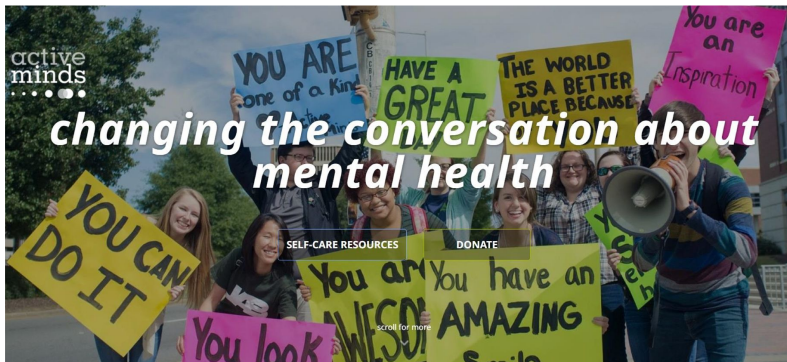
Role-play conversations with distressed students needing help.

Evidence-based (SAMHSA's National Registry of Evidence-based Programs and Practices).



# Active Minds (Ethan & Seidel, 2013)

Chapters at more than 600 schools, throughout all 50 states








Non-profit organization.

Focuses on action and student advocacy in mental health.

Multiple programs and resources for the broad campus community.

# Recommendations

- 
- Create and maintain organizational culture supporting diverse students represented at UMFK.
- 
- Qualitative and quantitative research on the IS experience on the UMFK campus.
- 
- Robust peer-mentoring program for IS & IS student collaboration.
- 
- Ongoing training for faculty, staff and students in recognition and identification of signs of mental illness.
- 
- Ongoing cultural competence training for faculty, staff and students.



Thank You

# UMS Board of Trustees Meeting

## Imperative for Change Update: Making Diversity, Equity & Inclusion Core to Who We Are

May 22, 2022

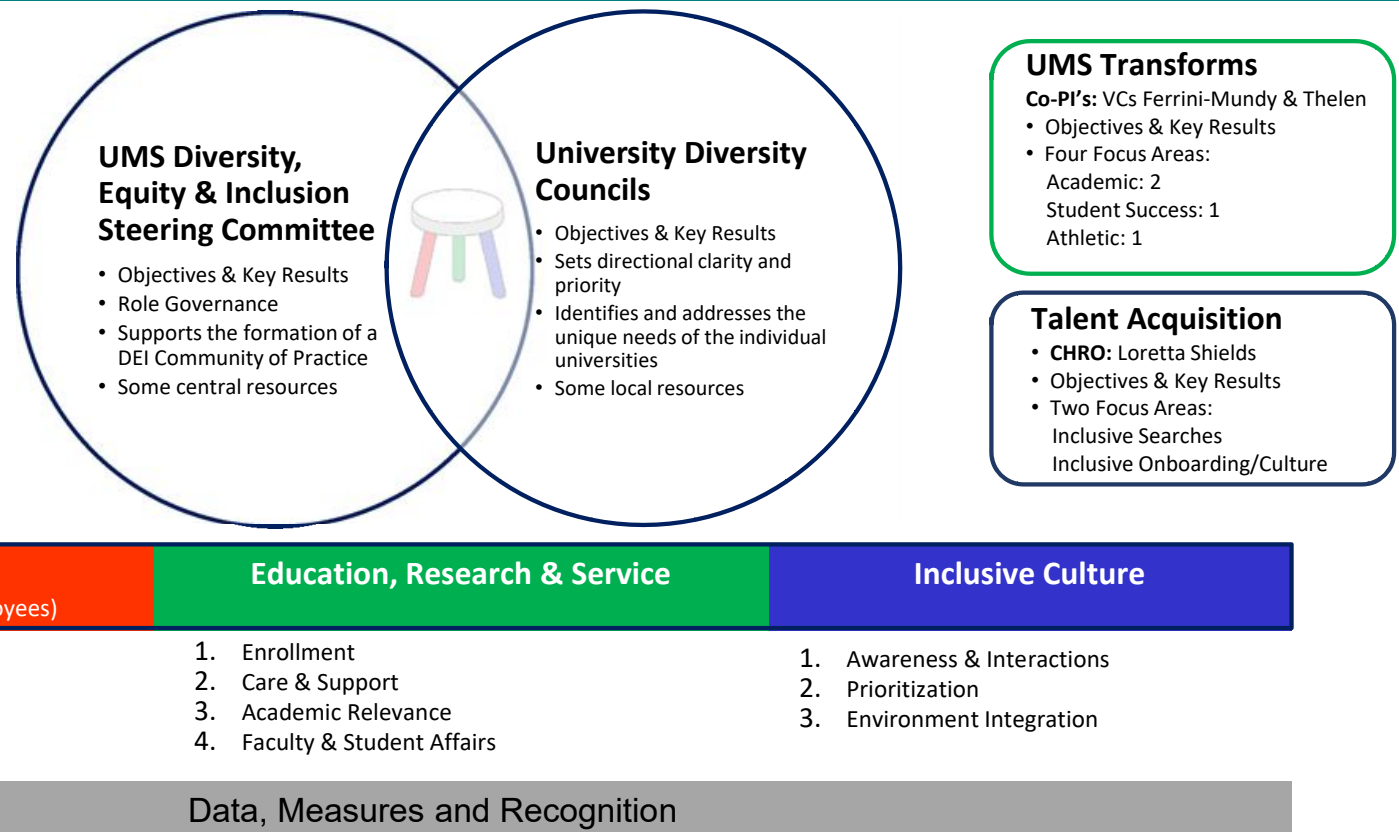
Reflective of Progress described by DEI Champions Across UMS. Shared in order of presentation today:

- **Rosa Redonnett**, UMS, Associate Vice Chancellor for Student Success and Credential Attainment, UMS DEI Steering Committee (Co-Chair) – Presidents' Council
- **Megan Clough**, UMS, Director of Learning & Organizational Development, UMS DEI Steering Committee (Co-Chair)
- **Idella Glenn**, USM, Vice President Diversity, Inclusion & Community Impact, USM DEI Council, UMS DEI Steering Committee
- Other Board of Trustees Meeting attendees on the UMS DEI Steering Committee: **President Ray Rice**, **CHRO Loretta Shields**, **Chief General Services Officer Chip Gavin**

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# A Proven DEI Advancement Framework

## Stewarding & Sustaining Diversity, Equity & Inclusion at UMS





## UMS DEI Steering Committee: Our Work is in Enhancing UMS' Culture

### Introducing the *Culture Renovation* Blueprint for Culture Change



*The attitude toward organizational culture has started to evolve. Progressive boards are no longer passive on this issue. The bottom line: Organizations with a healthy culture have staying power and an enormous advantage over their competitors. As our research shows conclusively, organizations with healthy cultures outperform organizations with lesser cultures in virtually every measure.*

*Only 15 percent of [organizations] that embark on culture change are successful. We distilled [our research] into 18 steps – a culture change blueprint.*

**Kevin Oakes. Author: Culture Renovation. January 2021**

Steps 1-9	Steps 10-18
<ol style="list-style-type: none"> <li>1. Create a Comprehensive Listening Strategy</li> <li>2. Figure out What to Keep (products, tenets, approaches, etc.)</li> <li>3. Set your Cultural Path (aligned purpose, culture and brand)</li> <li>4. Define the Desired Behaviors (walk the talk; leadership meaningfully/completely operating as a team)</li> <li>5. Identify Influencers, Energizers and Blockers</li> <li>6. Determine how Progress will be Measured, Monitored, Reported</li> <li>7. Clearly Communicate that Change is Coming</li> <li>8. Ferret out Skeptics and Non-Believers early</li> <li>9. Paint a Vision for the Future</li> </ol>	<ol style="list-style-type: none"> <li>10. Consciously Collaborate</li> <li>11. Establish a Co-Creation Mindset</li> <li>12. Provide Training on the Desired Behaviors</li> <li>13. Make Onboarding about Relationships vs. Red Tape</li> <li>14. Promote Those who Best Represent the New</li> <li>15. Implement Strong Management Practices</li> <li>16. Leverage Employee Affinity Groups</li> <li>17. Increase the Focus on Talent Mobility</li> <li>18. Don't Underestimate the Value of External Sentiment</li> </ol>



## UMS DEI Steering Committee (DEISC)



- Appointed by the Chancellor based on Board Request in March 2021
- First initiative (Summer 2021): A DEI Intensive in Admissions
- Convened starting August 2021; Monthly meetings until November Retreat
- Identified four Immediate Priorities (based on research & consideration of other progress at UMS):
  1. Comprehensive Listening Strategy
  2. Goals, Data and Measurement
  3. Communication
  4. DEI Training & Education

## DEISC Actions to Date

### Relevant Culture Renovation Steps

- Create a Comprehensive Listening Strategy (1)
- Identify Influencers, Energizers and Blockers (5)
- Determine how progress will be Measured, Monitored and Reported (6)
- Clearly communicate that change is coming (7)
- Consciously Collaborate (10)
- Establish a Co-Creation Mindset (11)
- Provide Training on the Desired Behaviors (12)



Higher Education  
Data Sharing  
Consortium

### DEI Climate Survey Subcommittee

- HEDS standard questions plus UMS-Custom (collectively co-created)
- All Students and Employees
- Quantitative & Qualitative Data by campus, UMS and demographic groups
- Higher Education Benchmarks to be shared
- In supplement to:
  - ✓ System-wide Great Colleges to Work For™ Survey with DEI elements (4.21)
  - ✓ System-wide UMS Transforms Listening Session (4.21); Group Plans (4.22)
  - ✓ Other DEI data gathering surveys (LSSE with DEI module, Title IX Survey)
  - ✓ Planned Focus Groups early (Fall 22)

Group	Participation Totals	Out Of	% Participation
<b>Total</b>	<b>4375</b>	<b>31096</b>	<b>14.07%</b>
Undergraduate Students (1)	2038	20628	9.88%
Graduate Students (2)	642	4652	13.80%
Faculty (3)	536	2623	20.43%
Staff/Administrators (4)	888/113	3193	31.35%
Other/Prefer Not to Respond	49/109	N/A	N/A

### DEI Communication Subcommittee

- Creating a UMS DEI Website (~ Launch June 22)
- Process-Mapping Communication Approach of Coordinated DEI Communications
- Providing Talking Points and Information as requested re: UMS' DEI work/progress
- Partnering to ensure DEI progress is captured and woven throughout UMS' NECHE Report

### Training & Education Curation Team

- Leveraging internal DEI talent and resources
- Focused on vital behaviors
- Four DEI Education Categories
- Based on CUPA Award-Winning approach
- Cross-sharing across our Universities



## UMS DEI Steering Committee (DEISC)



### DEISC Actions to Date

#### Relevant Culture Renovation Steps

- Determine how progress will be Measured, Monitored and Reported (6)
- Clearly communicate that change is coming (7)
- Consciously Collaborate (10)
- Establish a Co-Creation Mindset (11)
- Provide Training on the Desired Behaviors (12)

#### Summer Intensive: DEI in Admissions

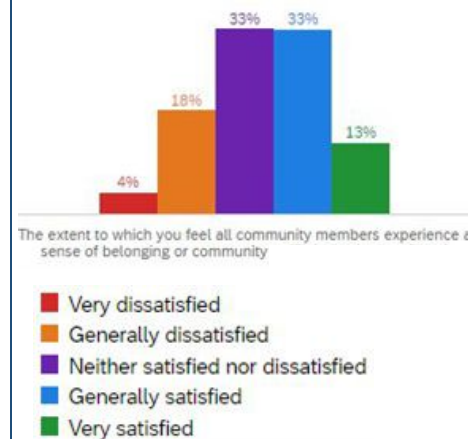
- Conducted at all UMS Universities & The Law School
- Three-Part Focus:
  1. Process Mapped each University's Current State Admissions Process
  2. Introduced DEI Integration Approach per OD & Customer Experience Research
  3. Facilitated Admissions-Relevant DEI Concepts/Actions Training
- Per opportunities identified per this Process, initiated relevant follow-up projects

#### Sample Projects

- Assessing Admissions Catalogues for DEI; Making improvements
- Recognizing dynamic impacting early student engagement with Academic Advising; Conducted a 'DEI Walk' of the process and initiated improvements

#### Data & Goals Subcommittee

- Data Audit & Collection: Current DEI data
- Goal Setting Approach Planning: OKR Method
- Data Visualization: DEI Dashboard

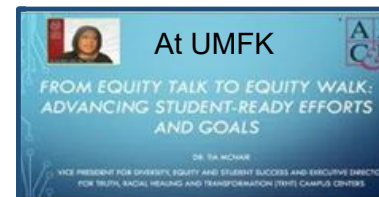


# **Every** UMS University and the Law School are active in meaningful DEI Work

In addition to mention of work being done by the UMS DEI Steering Committee, UMS Transforms, and Human Resources, following is a highlight of two of our Universities.



Survey re: Title IX  
 Sponsored by a Grant received by UMF



LSSE Survey with DEI Module conducted by UMLAW





## Weaving DEI into our Cultures with Intention and Care



### President's Message

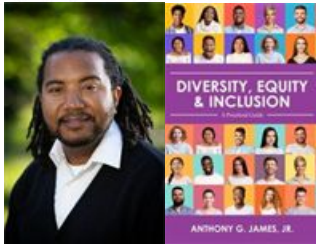


Dear UMA Community,

As I announced earlier this month, we will be planning for an in person Commencement at the Augusta Civic Center on May 14, 2022 at 10:00 a.m. Those attending the event will be

required to follow University of Maine System COVID-19 protocols in place at that time. As we are all aware, the guidance has evolved throughout the pandemic, and we anticipate that an update will be forthcoming prior to May. Please keep an eye out for updates as we get closer to the event.

I am pleased to announce that **Dr. Anthony James, Jr.** will be the keynote speaker at Commencement. Many of you are aware that **Dr. James** is supporting UMA as it begins the implementation of the **DEI** initiatives outlined in the **2021-2025 Strategic Plan**. **Dr. James'** consultation is focused on assisting in the development of campus-wide **DEI** strategic goals, an implementation plan, and mechanisms of accountability to evaluate progress towards goal completion. His address will bring a unique perspective on our efforts thus far and how we might build upon this progress.



## UMA STRATEGIC PLANNING 2021-2025

### Strategy #5. Foster Inclusion

UMA is committed to promoting diversity and inclusion in all aspects of the community by ensuring equitable access to higher education. Integral to that mission is developing efforts to create diverse, inclusive, and welcoming campus communities for all students, faculty, and staff in order to provide a rich and fully equitable educational experience for all.

### 2021-2022 Presidential Enrollment Mini-Grants

#### Creating a Welcoming and Inclusive Campus Environment

Funding will support furnishing for the prayer and meditation rooms on the Augusta and Bangor campuses. The purpose of the project goes beyond the physical updates to the space with a goal of creating a more welcoming and inclusive environment for students and all members of the UMA Community. (Susan Baker)

#### Congratulations to the Recipients of the 2021-2022 DEI Mini-Grants!

- **Unconscious Bias Awareness Workshop to be presented by the Racial Equity and Justice Firm** – Ben Bucklin, Coordinator of First Year Experience & Professional Guide
- **Fostering Diversity, Equity, and Inclusion In The Anatomy & Physiology Classroom** – Marta Frisardi, Lecturer in Biology, Specialist in Online Science Teaching
- **Justice-Impacted Student Consultant Program** – Amanda Nowak, Director of the Prison Education Partnership
- **Ending the Fast/Feast Baskets** – Lynn Poor, Administrative Specialist, UMA Lewiston Center

#### Current Job Posting

UMA Post Doctoral Candidate

- Teaching responsibilities
- DEI support work





# Weaving DEI into our Cultures with Intention and Care



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## EQUITY, INCLUSION, AND COMMUNITY IMPACT



**Dr. Idella Glenn**

Vice President, Equity, Inclusion, and Community Impact

### PROFILE

Dr. Glenn is a seasoned professional committed to inclusive excellence, student success and creating welcoming campus environments for all constituents. Glenn is a collaborative leader with over 29 years of higher education experience - the last 24 years focused on leading diversity and inclusion initiatives.

**OFFICE LOCATION**  
120 Wishcamper, Portland, ME 04101

## EQUITY, INCLUSION, AND COMMUNITY IMPACT

### Inclusive Excellence Projects & Fellows

Inclusive Excellence Fellows are USM faculty and staff who are leading efforts to complete various diversity, equity, and inclusion projects. There are eight project areas in total that our seven fellows are advancing.

#### Inclusive Excellence Project Areas

The following are descriptions of the eight project assignments, accompanied by the names of the Inclusive Excellence Fellow(s) leading the work.

Project 1: Employee Resource Groups (ERGs)

Project 2: Programming

Project 3: Equity Advisors

Project 4: Equity Ambassadors

Project 5: Education and Training

Project 6: Campus Climate, Funding, Policy

Project 7: Curriculum

Project 8: Community Impact

## INCLUSION, DIVERSITY, AND EQUITY COUNCIL (IDEC)

Who we are and how we work together. [Learn more.](#)



### Our Guiding Principles

Learn more about the guiding principles of IDEC. See our Mission Statement and Statement of Values.

IDEC has six standing committees that meet regularly throughout the academic year:

- Communications & Resources
- Curriculum
- Hiring & Retention
- Policy
- Programming
- Student Experience

We are proud of our services in Human Resources, and it is our hope that you will find satisfaction in your contribution to the USM mission. Please let us know how we can help you learn more about the University or about navigating your University career.

Before You Start

Your First Week

Beyond Your First Week



## GLORIA S. DUCLOS CONVOCATION

Welcoming the USM Community to the 2021-2022 Convocation

“The Rivers We Belong To: Grounding Indigenous Presence and Sovereignty.”

## Progress: Campus Affiliate Objective



May 22, 2022

UMS DEI Steering Committee - DEI Update to the Board of Trustees

8



## **University of Southern Maine Athletic Program**

**Board of Trustees Presentation  
May 22, 2022**





# Presentation Overview

- The Importance of an Athletic Program at a Public Institution
  - Student Development/Leadership Development
  - Recruitment
  - Retention & Persistence
  - Student Success
- The Program Foundation: Vision, Mission, Values of USM Athletics
- Town-Gown Relationships; USM & Gorham, Maine
- Winning Combination: Academics, Athletics & Community
- Questions, Discussion

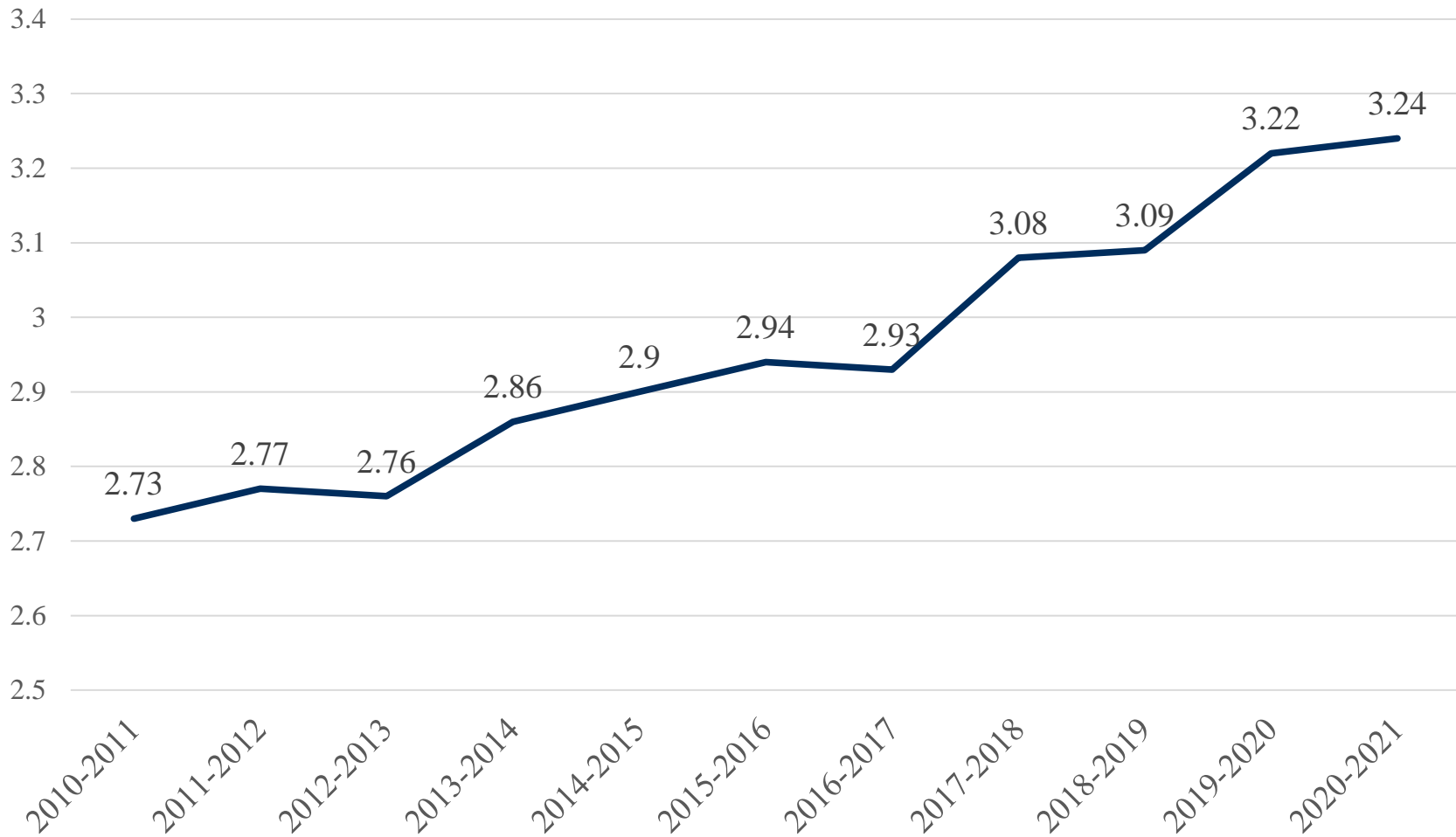




## **STUDENT ATHLETE SUCCESS**

- Overall Retention Rate
  - Average of past 25 years is 79.3%
  - Current USM average is 64.6%
- Graduation Rate
  - Average of past 20 years is 45%
  - USM average is 32%
- Overall GPA for Athletes
  - 3.24 GPA
- Recruiting Students in Partnership with Admissions
- SAAC
- DEI Work
- Partnership with Career Hub
- Leadership Development
- 5 Pillars of USM Athletics:
  1. Academic Excellence
  2. Athletic Achievement
  3. Personal Development
  4. Career Development
  5. Service to Community

# Average Student Athlete G.P.A.







# USM Department of Athletics - 2021-2022 Staff List

Al Bean	Director of Athletics
Kim Turner	Associate Director of Athletics
Mitchell Bean	NCAA Compliance Officer
Cheryl Nash	Business Manager
Angela Potter	Head Athletic Trainer/Athletic Healthcare Administrator
Kelleigh O'Neil	Athletic Trainer
Reece Hayes	Athletic Trainer
Christina Cracolici	Director of Athletic Communication
Open	Media Associate
Vincent Degifico	Ice Arena Manager
Jim Giroux	Fitness Center Manager/Strength & Conditioning Coach
Kaitlin Bouchard	Administrative Specialist
Brendan Michael	Administrative Specialist
Ed Flaherty	Baseball Coach, Lecturer
Rob Sanicola	Men's Basketball Coach, Lecturer
Samantha Norris	Women's Basketball Coach, Lecturer
David Clyburn	Men's Cross Country/ Track Coach
Rob Whitten	Women's Cross Country/ Track Coach
Bonny Brown-Denico	Field Hockey Coach, Lecturer
Reg Grant	Golf Coach (PT)
Ed Harding	Men's Hockey Coach
John Lauziere	Women's Hockey Coach
Sam Manders	Men's Lacrosse Coach (PT)
Angela Mallis	Women's Lacrosse Coach
Mike Keller	Men's Soccer Coach, Lecturer
Seth Benjamin	Women's Soccer Coach, Lecturer
Sarah Jamo	Softball Coach, Lecturer
Eric Haase	Men's & Women's Tennis Coach (PT)
Mike Morin	Wrestling Coach (PT)
Diane Newell	Volleyball Coach (PT)



## Vision

The University of Southern Maine Department of Athletics aspires to regularly challenge for conference honors, compete at the highest possible level of NCAA Division III, earn national recognition for program excellence and deliver an exceptional student-athlete experience that provides all of our participants with the knowledge, skills and experiences to prepare for a lifetime of success.



# USM Athletics



## Mission

The University of Southern Maine Department of Athletics provides opportunities for student-athletes to realize their Full Potential through a commitment to Academics, Athletics, Personal Development, Career Development and Service to the Community.

## Values

The USM Athletic Department is committed to the fair and equitable treatment of everyone participating in intercollegiate sports. The USM Athletic Department will function with the utmost integrity and with an adherence to institutional, conference, and NCAA guidelines and compliance.



## USM & Gorham, Maine Town-Gown Relationship

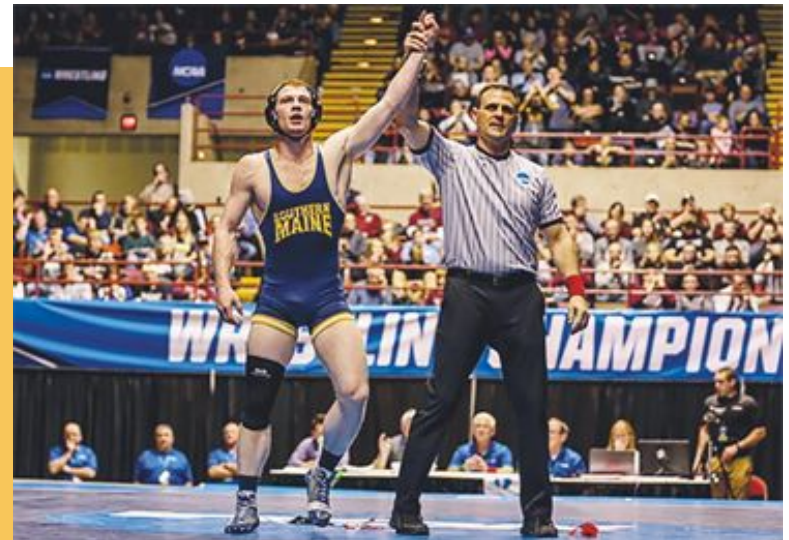
- Agreement - Shared Facilities
- Emergency Response Plan
- Special Programming for Gorham Residents
- Community Service Opportunities
- Early College Courses for Gorham High School Students

# Facility Priorities



- **Renovate and expand the Athletic Healthcare Facility** to be named for former faculty member, baseball coach, and athletic trainer, David “Dusty” Drew.
- Upgrade and renovate the Locker Room facilities inside the **Costello Sports Complex**
- New turf & lights for **Hodgdon Field**

**Developing a stadium complex around Hannaford Field**, which houses USM Men’s and Women’s Soccer, Lacrosse, and Women’s Field Hockey. Complex would include concessions, press box, stadium seating, and restrooms to boost attendance and raise the profile of USM Athletics.



# Academics & Athletics



- Coaching Minor
- Proposed Coaching Major
- Coaches who Teach
- Academic Support in Athletes
- Partnership with Career Hub



## ***What will it take to enhance research, development, and innovation engagement UMS-wide?***

**Joan Ferrini-Mundy**

UMS Vice Chancellor for Research and Innovation

Jason Charland | Senior Advisor and Executive Director of  
Research Development, UMaine

Samantha Warren | Director of Community and  
Government Relations, UMS

Renee Kelly | Assistant Vice President of Innovation and  
Economic Development, UMaine

UMS Board of Trustees Meeting - Portland, ME, May 23, 2022



## WE ARE FOCUSING ON THREE KEY AREAS.



Expanding access to research & innovation infrastructure at UMaine and beyond



Building capacity for faculty to engage undergraduates in research



Maximizing funding opportunities that are managed through the VCRI office





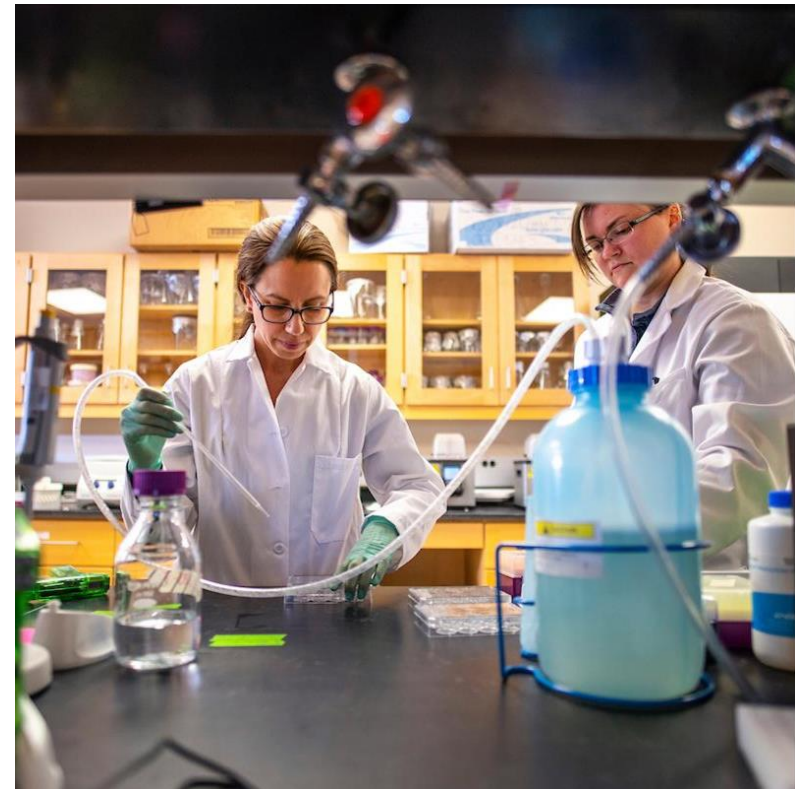
# EXPANDING ACCESS TO INFRASTRUCTURE



## WE ARE EXPANDING ACCESS TO UMAINE'S R, D & I INFRASTRUCTURE.

### Access opportunities include:

- Offices of Research Development, Research Compliance, and Research Administration
- Coordinated Operating Research Entities (CORE) and Advanced Research Computing, Security, and Information Management (ARCSIM)
- Maine Innovation, Research, Technology Accelerator (MIRTA) and the Office of Innovation and Economic Development (OIED)





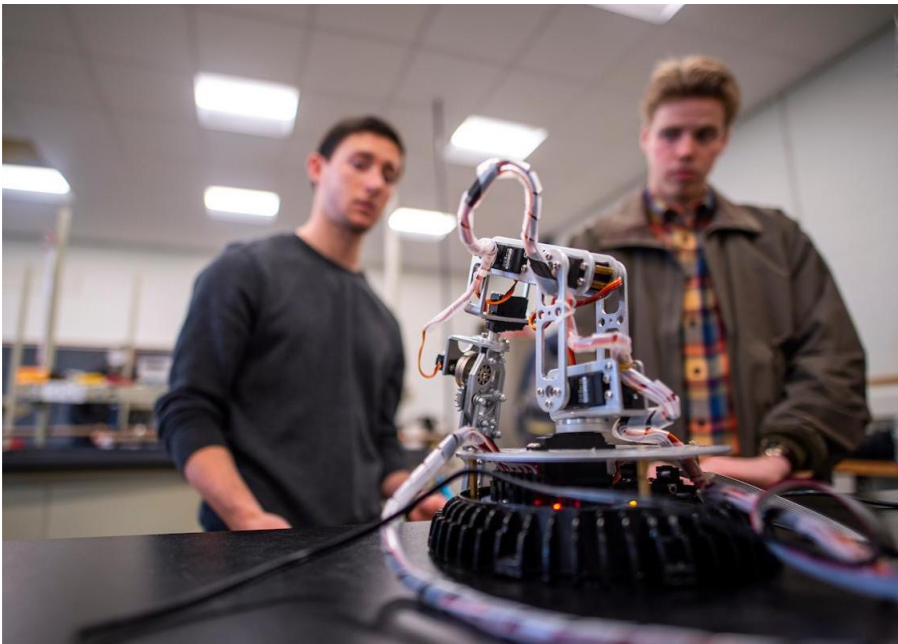
## WE ARE CONDUCTING SYSTEM-WIDE OUTREACH THROUGH THE OFFICE OF RESEARCH DEVELOPMENT.



- Grant writing training
- Facilitation/matchmaking of interdisciplinary research teams
- Project management for proposal writing teams, including co-writing
- Individual and research team consultation, funding searches
- Oversight of UMS/UMaine internal grant programs



## WE ARE EXPANDING ACCESS TO UMAINE-BASED EQUIPMENT AND FACILITIES.



Office of Research Compliance



## WE ARE CONTINUING TO GROW ACCESS TO ADVANCED RESEARCH COMPUTING.



- Cloud-based services: Texas Advanced Computing Center (TACC), Ohio Supercomputer Center, others
- Ocean hydrodynamics modeling for NSF EPSCoR SEANET
- Back-up Data Storage Service for UMaine
- Datafiles Dataflow for NSF EPSCoR  
Maine-eDNA: 70+ participants; field collection, sequencing, bioinformatics results, data storage





# **BUILDING CAPACITY FOR UNDERGRADUATE ENGAGEMENT**



## WE ARE EXPANDING UMAINE'S NSF I-CORPS OPPORTUNITIES UMS-WIDE.

**The National Science Foundation's Innovation Corps (I-Corps™)** program uses experiential education to help researchers gain valuable insight into entrepreneurship, starting a business or industry requirements and challenges





## WE ARE ADVANCING I-CORPS GRADUATES INTO TO THE MAINE INNOVATION, RESEARCH, AND TECHNOLOGY ACCELERATOR (MIRTA).

### Competitive Commercialization Accelerator Program

**GOAL:** to create a roadmap for realizing commercialization outcomes

**IDEAL TEAM:** faculty + student(s) + external partners



### MIRTA 5.0 current cohort

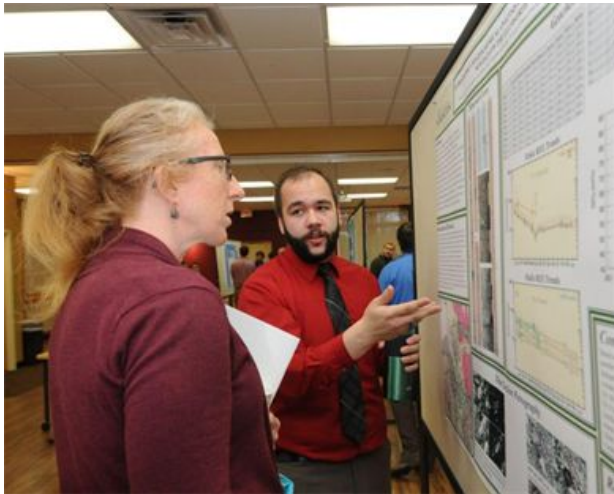
Oyster Pod

Wheelchair Odyssey

Future Fish Tags

WAVED: Wavelet-based  
Assessment and Visualization for  
Early Detection

## WE ARE BUILDING UNDERGRADUATE RESEARCH OPPORTUNITIES.





## WE ARE OFFERING UNDERGRADUATE RESEARCH LEARNING EXPERIENCES (RLE).







# MAXIMIZING FUNDING OPPORTUNITIES



## **WE ARE SEEING THE RESEARCH REINVESTMENT FUND'S ABILITY TO PROMOTE INTERCAMPUS COLLABORATIONS.**

# 2022

### **50+ UMS faculty involved in 10 funded projects**

*4 Economic Recovery Response Grants:* Biofuels; Teacher workforce; Rural health access; Behavioral health strategies in telehealth

### *4 UMS Research Collaboration Networks*

- UMS student research symposium network
- Geospatial competency for Maine's Climate Action Plan
- Community health workforce
- Substance use disorder collaborative

*2 Interdisciplinary Undergraduate Research Collaboratives (IURCs):* SARS CoV-2 and Forest health



## WE HAVE MANY CALLS FOR IDEAS FOR INTERNAL FUNDING, SYSTEM-WIDE.

### FY22 due dates

Research Reinvestment Fund	Due
12/29/2021	
MEIF SCI	
Due 1/12/2022	
Earmark ideas	
Due 3/22/2022	
MJRP SCI	
Due 4/25/2022	

**Planning to establish** two standing due dates and common application for FY23 : October 2022 and February 2023



**Expanding** the longstanding UMaine congressional appropriations 'concept paper' call, which will be subject



## WE ARE AWARDING MEIF SMALL CAMPUS INITIATIVE GRANTS.



### Applied Research and Development to Foster Economic Growth in Maine's Oyster Aquaculture Industry

BRIAN BEAL | UMM

### Growing the 'next-generation environmental scientist'

STEVEN BAER, LEANN PRITCHARD, KERRY WHITTACKER | MMA



## WE ARE ACHIEVING RESULTS THROUGH THE MEIF SMALL CAMPUS INITIATIVE.

### Cyber Range Network Builder & Scenario Builder

HENRY FELCH and DAWN EGO (UMA) and FRED STRICKLAND (UMPI)



**Using high-frequency sensors to track water clarity and seasonal change in Maine lakes | Research Initiation Award**

RACHEL HOVEL and JULIA DALY (UMF)



## WE ARE PURSUING CONGRESSIONAL FUNDS.

**\$155.9M**

in one-time  
projects submitted  
or in process

82 projects submitted  
for consideration  
25 submitted

Focused on connecting initiatives, common terms and metrics, feedback loop so programs can adjust, identify unmet needs, translate outcomes to public





## WE ARE PLANNING UMS-WIDE COLLABORATION & IDEATION.

- Graduate Teaching Exchange (UMaine)
- UMS R&D Summit
- Pathways to PhD completion
- Climate Challenge Consortium C^3 survey
- Membership on GC/Graduate Faculty
- NSF Technology, Innovation, Partnerships Directorate: Regional Innovation Engines



**Thank you.**

**QUESTIONS & DISCUSSION**







# UMS Strategic Planning

## Board of Trustees Report



MAY 2022

[huronconsultinggroup.com](http://huronconsultinggroup.com)

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## **Executive Summary and Board Meeting Presentation**



## Agenda

Topic	Duration
<b>Topic 1:</b> Discussion	20 minutes
<b>Topic 2:</b> Discussion	10 minutes

## Strategic Planning Timeline



**Over the past 5 months, we have focused our activity in qualitative and quantitative data analysis.**

### Qualitative Analysis

- **23** virtual stakeholder engagement (Interview with each University President, Focus groups with each University Cabinet, and System Office stakeholders)
- **28** in-person focus groups including staff, faculty, student focus group at each university

### Quantitative Data Analysis

Creation of a Data Book including analyses on the following subjects:

- Enrollment and Demographics
- Academics and Student Success
- Economic Development and Research
- Financial and Personnel
- Higher Education Market Trends and System Benchmarking

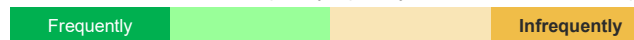
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# Priority Concerns and Strategic Enablers From Campus Visits

Huron examined the emerging themes from stakeholder interviews and campus visits. Below is a heat map to compare themes and visualize similarities and differences.

	Audience Related			Operational/Institutions			State Assets	Enablers			
	Improve Retention, Persistence, Completion	Elevate Diversity, Equity, Inclusion	Cultivate Adult Market	Innovate Traditional Academic Model	Advance Research Initiatives	Continue commitment of universities as Economic & Cultural Engines	Better Leverage State of Maine Assets	Evaluate Scale, Scope, Infrastructure	Brand Value and Perception	Enable Collaboration & Partnerships Infrastructure	Define System Governance
UM											
UMA											
UMF											
UMFK											
UMM											
UMPI											
USM											
LAW											

Shaded boxes illustrate the frequency a priority was raised on each campus.



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## Priority Concerns From Campus Visits

Huron examined the emerging themes from stakeholder interviews and campus visits. Below is summary of priority areas and corresponding data points.

	Stakeholder Theme	Supporting Data
Improve <b>Retention, Persistence, Completion</b>	Student success is an important challenge to address for all UMS universities	National six-year graduation rate for public four-year universities: 69%; UMS 59.2%
Elevate <b>Diversity, Equity, Inclusion</b>	DEI, and inclusion, should be prioritized in order to retain students	The population of Black/African American and Hispanic/Latino has increased by 22% and 36%, respectively over the last 5 years
Cultivate <b>Adult Market</b>	Opportunity to engage more of the adult market by offering new types of credentials, tailored student services, and enhanced mechanisms for adults to capture prior learning credit.	UMS enrolled 9,270 adults by headcount in 2018, only 1.7% of the state population who have some college or less in the state
Innovate <b>Traditional Academic Model</b>	Experiment with different delivery models to meet the range of learner profiles UMS attracts and serves	A point in time comparison between 2019 and 2021 reveals a 60.8% increase in students living off campus and taking their courses fully online
Advance <b>Research Initiatives &amp; Economic Development</b>	The system should leverage the R1 designation to increase opportunities for economic and workforce development	Between 2019 and 2021, R&D activity in the system has grown 11%, from \$137.5M to \$153.9M
Continue commitment of universities as <b>Economic &amp; Cultural Engines</b>	Universities and the communities in which they are located are highly interdependent	Maine relies on the \$1.5 billion annual statewide economic impact of the University of Maine System
Better Leverage <b>State of Maine Assets</b>	Maine includes distinct geographic opportunities for teaching, research, and scholarship	Maine's regional industries offer myriad experiential and economic development opportunities

## Strategic Enablers From Campus Visits

Huron examined the emerging themes from stakeholder interviews and campus visits. Below is summary of priority areas and corresponding data points.

	Stakeholder Theme	Supporting Data
<b>Scale, Scope, Infrastructure</b>	There is striking variation in size, type, physical assets, and location/distance of universities within the System	At 54%, UMS has twice the percentage of space aged 50 years or more compared to peers at 27%
<b>Brand and Value Perception</b>	The UMS brand lacks clarity with both internal and external stakeholders	Conversations are planned with VisionPoint to review and incorporate outcomes related to branding assessment
<b>Collaboration &amp; Partnerships**</b>	Collaborative efforts exist within and across the system and many may be scaled systemwide by leveraging the benefits of Unified Accreditation	Collaborative initiatives at the System and university level are widespread and include academic programs, shared administrative services, and/or facilities.
<b>System Governance</b>	A clear structure for the system including a defined role for the system office will support progress and implementation of future strategic priorities	A system benchmarking exercise is in progress and will inform future discussion and planning about the role of the system office

**\*\*See Detailed Report for examples of current successful collaborations across the system**

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## Early Alignment with Unified Accreditation

Analysis of the most recent draft of the UMS NECHE self-study demonstrates a correlation between strategic planning themes and Unified Accreditation.

Strategic Planning Theme	Alignment to UA
Improve <b>Retention, Persistence, Completion</b>	UM Transforms focuses on facilitating programs including Research Learning Experiences, Gateways to Success, and Pathways to Careers. Each focuses on a key aspect of a student's learning trajectory to support their progress to degree completion.
Cultivate <b>Adult Market</b>	UA offers the opportunity to leverage data and analyses that support access and success for adult learners into an assessment cycle of continuous improvement; such an assessment cycle allows for programs and services to be better aligned and expand this market.
Continue commitment of universities as <b>Economic &amp; Cultural Engines</b>	UA shows commitment to the continued presence of each university in the physical location that they exist. Approvals for infrastructure investments including housing and multi-use facilities demonstrate support for continued institutional operations in their locales.
Advance <b>Research and Economic Development</b>	UM's R1 status will allow UMS to deepen the scope and impact of the research enterprise for the state. Creation of the multi-university Maine College of Engineering, Computing and Information Science (MCECIS) will provide the technical workforce and innovations to move Maine's economy forward.
Innovate <b>Academic Model to Meet Non-Traditional Student Needs</b>	UMPI's CBE program demonstrates how to build and integrate a new model for academic delivery that meets student needs and market demands.
Elevate <b>Diversity, Equity, Inclusion</b>	A cultural renovation and advanced framework for DEI initiatives systemwide are in progress led by UMS Transforms DEI Action Team and the UMS DEI Steering committee.
Better Leverage <b>State of Maine Assets</b>	Expanded research opportunities through the R1 designation open new pathways to innovate on the distinct assets of the state. The removal of barriers will enable students and faculty to take advantage of academic and experiential learning opportunities at any university, increasing ability to leverage different state resources.

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## Maine College of Engineering, Computing and Information Science (MCECIS) Update

UMS Board of Trustees  
May 22, 2022

*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**



## **MCECIS – BOT Resolution**

**UMS seeks Board of Trustees approval 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 diversity, equity, and inclusion emphasis for the work.**



## MCECIS Opportunity – Focus on Maine's Future

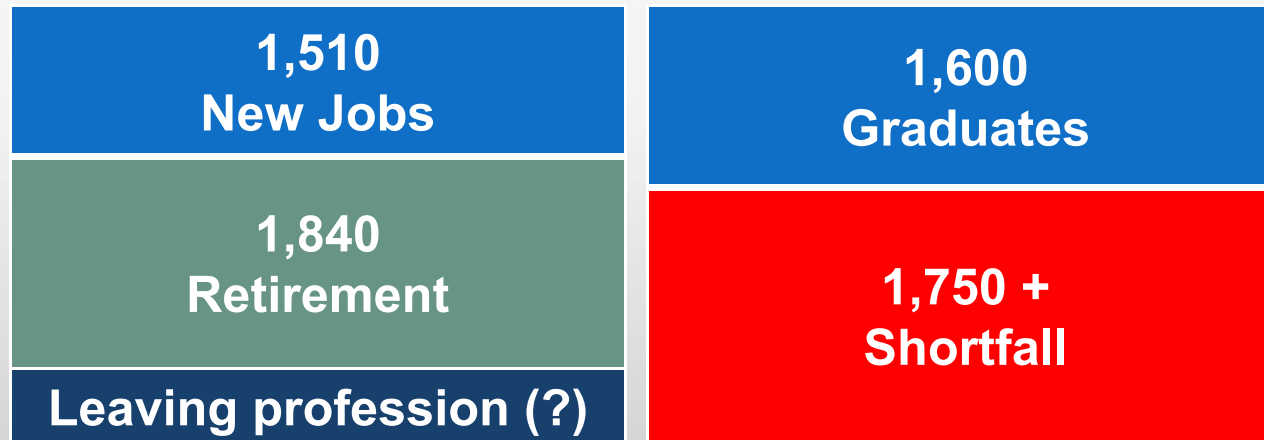
*A statewide, integrated solution to providing the technical workforce and innovations that are critical to moving Maine's economy forward.*

- **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, Bath Iron Works, Texas Instruments, IDEXX, the forestry industry, and more**



## MCECIS Opportunity – Increase Pipeline

**Thousands of new engineering graduates are needed to fill new jobs and replace members of Maine's existing workforce.**





## MCECIS Opportunity – Increase Pipeline

### Demand exceeds supply for engineering and computing graduates in Maine

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



## **MCECIS Opportunity – Statewide Approach**

- **Additional cutting-edge undergraduate engineering, computing, and information science programs at UMaine and USM**
- **UMaine graduate engineering programs based in Portland**
- **New opportunities for shared programs, interdisciplinary structures and partnerships**
- **Expanded pathways into the statewide college from all UMS universities, community colleges, and preK–12**
- **Clear pathways out of MCECIS into Maine workforce**



## **MCECIS Opportunity – Leverage Funding**

**Opportunity to attract in excess of \$100 million to accelerate critical infrastructure growth and enhance competitiveness in emerging industries**

- **Maine Jobs and Recovery Plan (MeJRP)**
- **EDA Build Back Better Regional Challenge**
- **Congressionally Directed Spending**

### **Uses**

- **UMaine's ASCC Green Engineering Manufacturing (GEM)**
- **UMaine's 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



## 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
- Strengthen links with preK-12, community colleges, industry, and across UMS

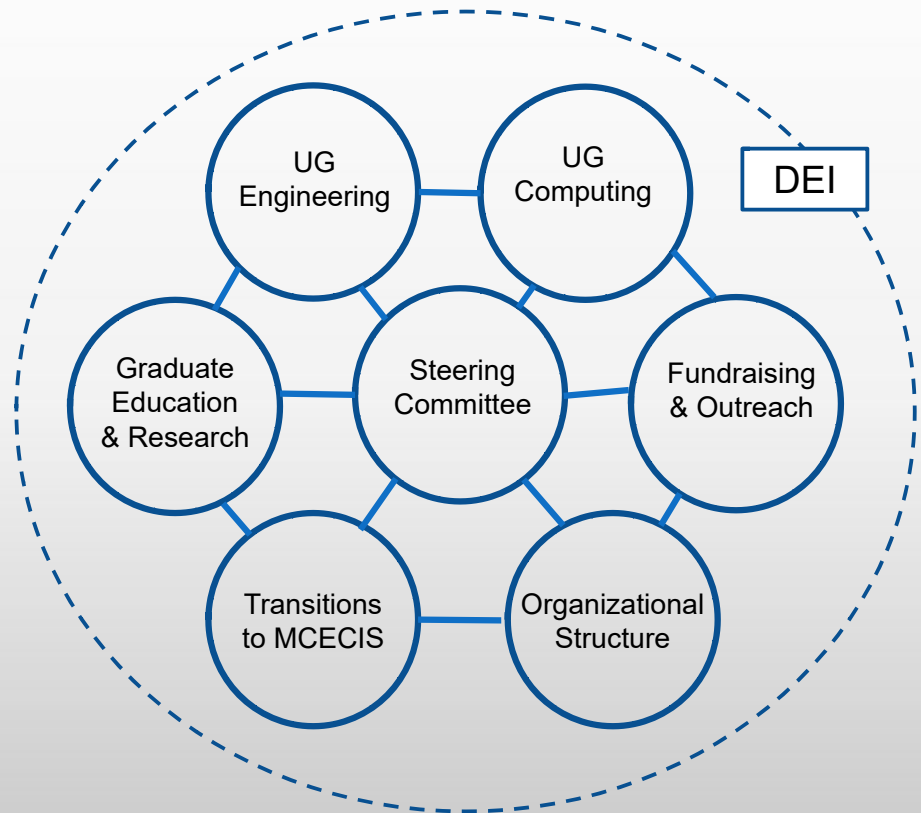


Based on *Growing Engineering to Grow Maine's Economy* prepared for the UMS BOT by the UMaine-USM Engineering Planning team with assistance from 45 North Research LLC (Feb 2018)



## 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**



## MCECIS – UMaine College of Engineering

- **A full suite of undergraduate and graduate program encompassing 11 distinct disciplines**
- **Currently 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**

- **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 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**
- **Opportunities in RLE, EPIC and CUGR**
- **Pathways to careers (UMS TRANSFORMS, more)**



## 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 College of Engineering
  - 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 late-May/early June





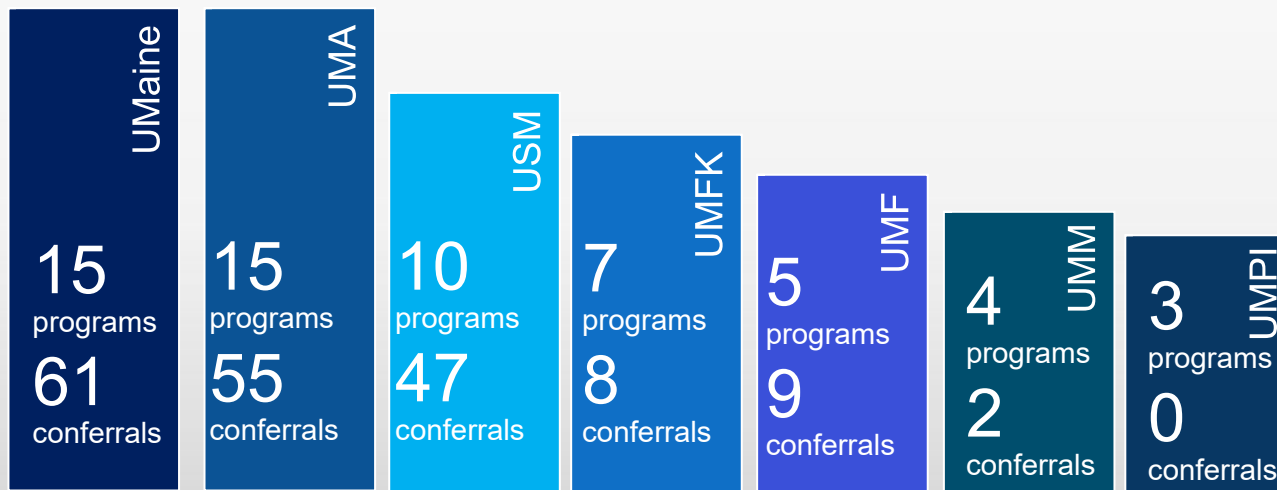
## MCECIS- Memorandum of Understanding

- **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.*





## MCECIS- Computing and Information Science



Degrees and certificates conferred by institution 2020-2021  
Programs include undergraduate and graduate degrees and certificates

### Sample of Programs:

Computer Science  
New Media  
GIS  
Bioinformatics  
Cybersecurity  
Health Informatics  
Data Science  
Digital Curation



## **MCECIS - Next Steps**

**The MOU shared governance review identified areas will be important for the future implementation of MCECIS:**

- **Planning and governance process for the integration of UMaine's SCIS in MCECIS, and also computer/information science programs UMS-wide**
- **Curriculum development work that will be done by faculty and approved through the universities' senates**
- **Programmatic coordination and collaboration**
- **Capital planning review of engineering and computer/ information science facilities at both USM and UMaine**
- **Continued focus on DEI**



## **MCECIS – BOT Resolution**

**UMS seeks Board of Trustees approval 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.**





# Student Conduct

## Section 501: A Separation of Policy and Procedures

Presented to: The University of Maine System Board of Trustees

23 May 2022

## Board of Trustees Policies

- Approved policies establish direction for the UMS and its universities
- The Board establishes the overarching mission and values of UMS and is not burdened with the operational tasks necessary to achieve that mission and set of values.
- Responsibility for implementation of Board approved policies rests with the Chancellor and his designees
- This Policy is out of sync with other Board Policies. Most Board policies utilize this effective and efficient division of responsibilities with the exception of Policy 501 which historically has included both policy and procedures. The recommendation before you separates the Board policy from its implementing procedures, in line with other Board approved Policies.

# Board of Trustees: Procedural Implementation

- The Chancellor and his designees, in consultation with the Office of General Counsel and System and campus offices responsible for day-to-day operations, create and periodically revise Administrative Practice Letters and other procedural documents in order to implement Policy established by the Board. The Student Conduct Code is the procedural document that implements the Student Conduct Policy.

# Policy 501

## Current State

- **Combined Policy and Procedures**
  - Reviewed and Approved by Board of Trustee every 3 years
  - Lengthy and Complex revision process

## Proposed State

- **Separate UMS Policy Statement**
  - Short and Clear
  - Provides Foundational Principles
  - Allows Ease of Review and Revision
  - Aligns with other Board approved policies
- **Separate Student Conduct Procedures**
  - Detailed Action Steps
  - Less Complex Revision Process
  - Allows More Frequent Review and Revision - minimum of every 2 years

# Benefits of Separating

Aligns with other Board approved policies

Adaptability to changing laws and regulations

Flexibility to make corrections and clarifications

Supports continuous process improvement



# Key Policy Provisions

**“emphasis on fundamental fairness, due process, personal responsibility and community relationships.”**

**Governing Law**

**Freedom of Expression**

**Non-Discrimination**

**Training**

**Policy and Procedure - Standards for Review**

# Conduct Procedures Amendments

- **Reorganization and Removal of Duplicated Language**
  - Conflict of Interest
  - Consolidated Administrative Resolution and Conduct Officer Hearing
- **Presidential Appeal Elimination**
- **More Robust Definitions**
  - ◆ eg. Violent Crime, VAWA, Witness, Reporting Party

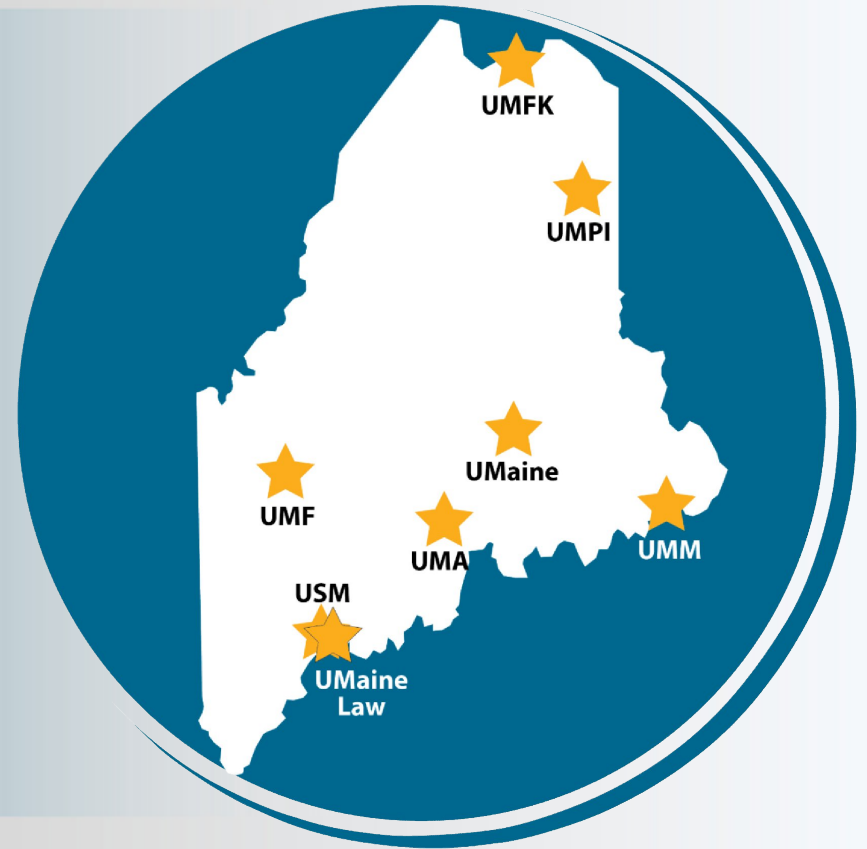


# Questions?



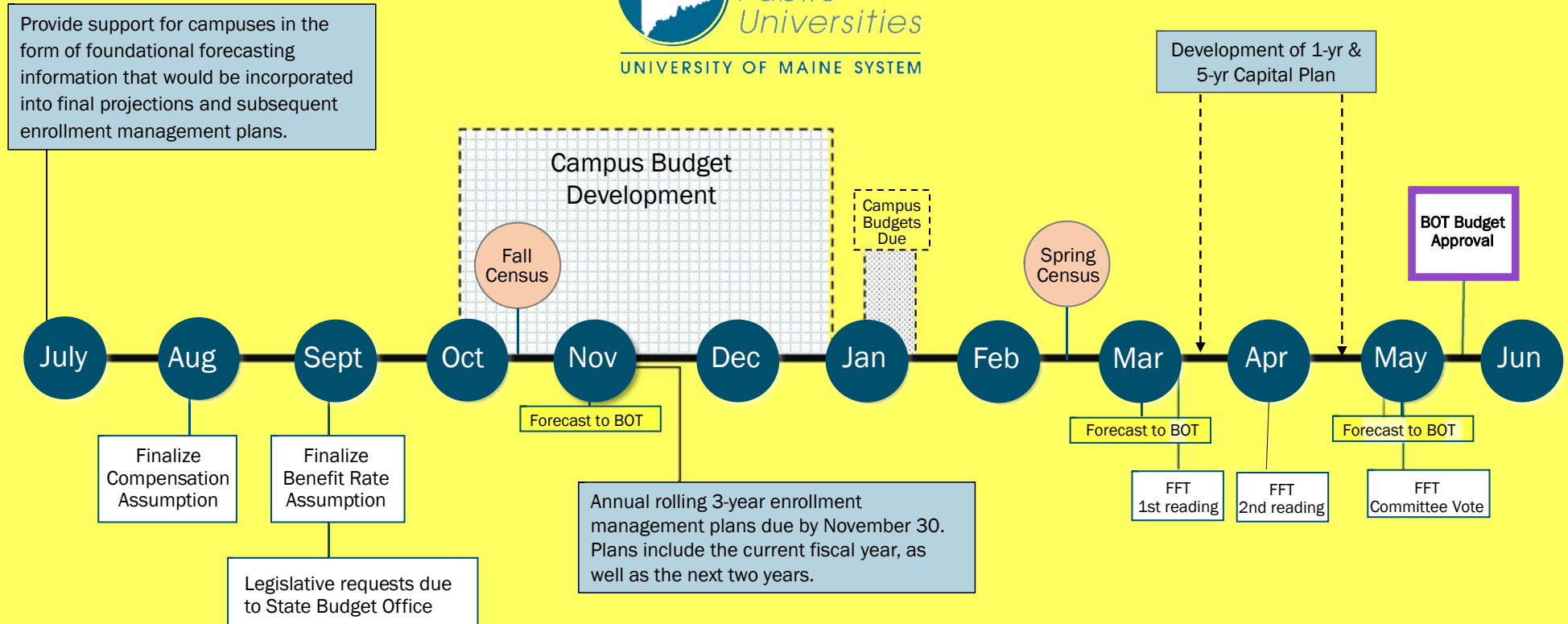
# FY23

## Operating Budget, Final Reading



University of Maine System Board of Trustees  
May 2022

# Unified Budget Timeline



BOT – Board of Trustees  
FFT – Finance, Facilities & Technology



## FY23 Budget Overview

- Enrollment

Enrollment budgeting process focuses on returning students and realistic trends in a post-COVID 19 environment.

FY23 budgeted credit hours are 1.1% below FY22 budget and 0.3% above FY22 actuals.

- Low student housing occupancy rates continue to be an issue at some of the smaller campuses.
- FY23 ongoing appropriation increase of \$6.1M and one-time additional appropriation of \$7.9M (contingent on no increase in FY23 in-state undergraduate tuition rates)
- Unrestricted capital investments are increasing by \$2.8M or 10.3% over FY22 budget





## FY23 Budget Overview

	E&G	Auxiliary	Total	Campus Reserves	Proposed Budget Stabilization	Total
UMaine	\$ (11,794,134)	\$ (146,791)	\$ (11,940,925)	\$ 11,940,925	\$ 0	\$ 0
UMA	341,634	(341,634)	-	-	-	0
UMF	(1,801,386)	(220,245)	(2,021,631)	160,000*	1,861,631	0
UMFK	(287,060)	(650,940)	(938,000)	-	938,000	0
UMPI	(1,912,211)	(545,995)	(2,458,206)	-	2,458,206	0
USM	486,441	(486,441)	-	-	-	0
Maine Law	(1,255,512)	-	(1,255,512)	-	1,255,512	0
Governance/Univ. Serv.	(200,257)	-	(200,257)	200,257*	-	0
<b>Total</b>	<b>\$(16,422,485)</b>	<b>\$ (2,392,046)</b>	<b>\$ (18,814,531)</b>	<b>\$ 12,301,182</b>	<b>\$6,513,349</b>	<b>\$ 0</b>

\* Early College





## Budget Stabilization Fund

The Budget Stabilization Fund was created to enable the UMS to smooth the financial impact of adverse markets, economic conditions, and address other financial challenges.

The Fund was established in 2010 and has been built from net investment income that exceeded budget pursuant to the Board of Trustees investment policy.

The Treasurer will authorize only the transfer needed to offset a net unrestricted operating loss for each institution at the close of FY22 and FY23.

Balance 4/22/22

\$ 23,874,163

Utilization	FY22 (approved)	FY22* (amended)	FY23* (recommended)
UMF	(1,552,147)	(3,000,000)	(1,861,631)
UMFK	-	-	(938,000)
UMPI	-	(1,825,496)	(2,458,206)
Law School	(1,926,386)	(1,767,592)	(1,255,512)
Investment gain/loss	TBD	TBD	TBD
Subtotal	(\$3,478,533)	(\$6,593,088)	(\$6,513,349)

*Law School appropriation increased from \$3.3M in FY22 to \$3.9M in FY23*

Projected Balance

\$10,767,726

*\*requires BOT approval*

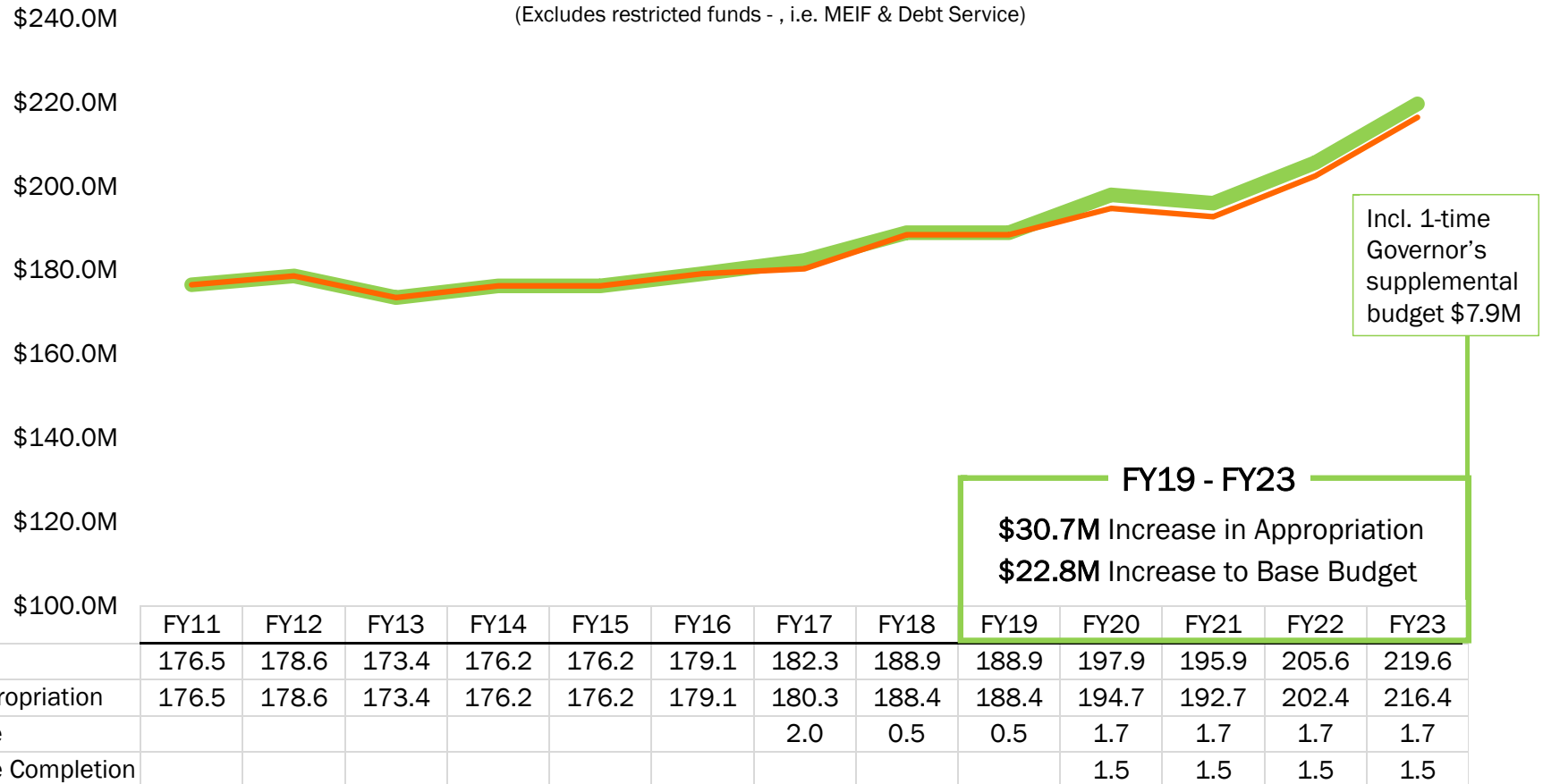






## E&G State Appropriation

(Excludes restricted funds - , i.e. MEIF & Debt Service)

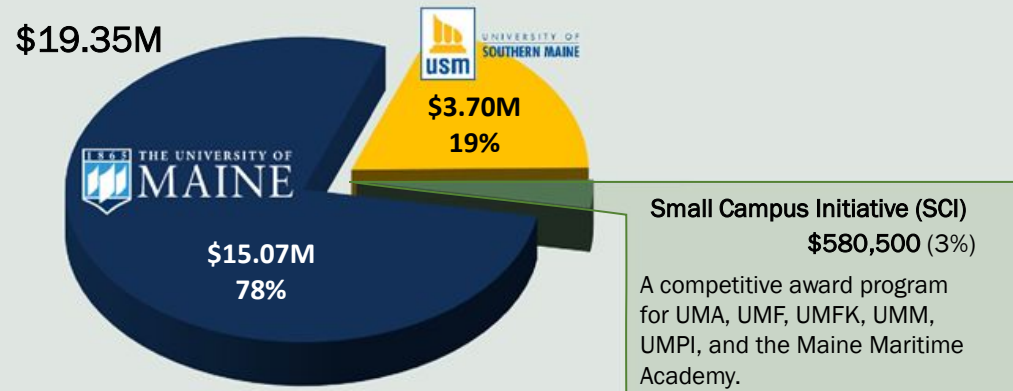




## Maine Economic Improvement Fund (MEIF)

	UMaine	USM	SCI	Total
Biotechnology	\$1,628,329	\$110,180		\$ 1,738,509
Aquaculture & Marine	2,497,059	348,563		2,845,622
Composite Materials	1,454,783	50,000		1,504,783
Environmental	1,307,294	100,000		1,407,294
Forestry & Agriculture	1,802,928	510,760		2,313,688
Information Technology	1,885,124	524,253		2,409,377
Precision Manufacturing	1,380,804	100,000		1,480,804
Cross Sector	3,109,279	1,960,144		5,069,423
Small Campus Initiative			\$ 580,500	580,500
<b>Total</b>	<b>\$15,065,600</b>	<b>\$3,703,900</b>	<b>\$580,500</b>	<b>\$19,350,000</b>

MEIF appropriation increase  
of \$2 million

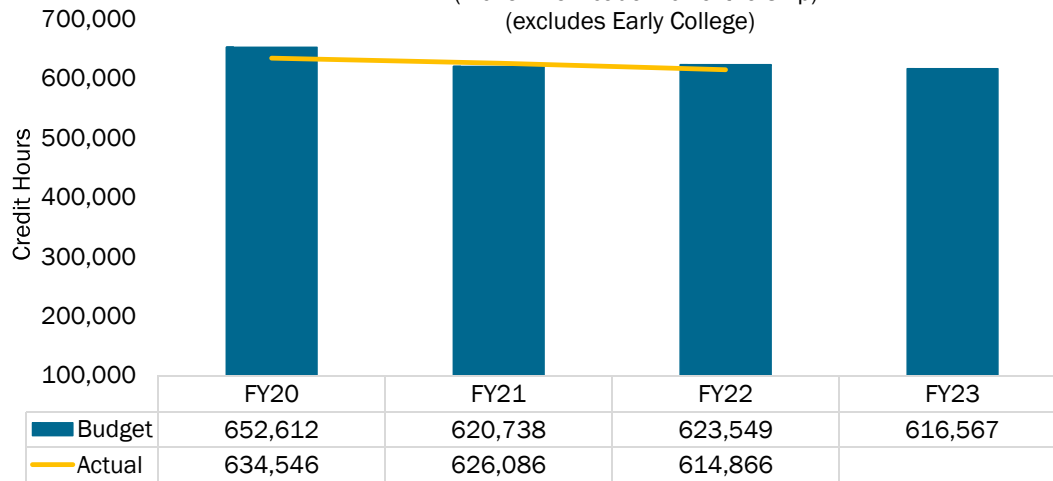




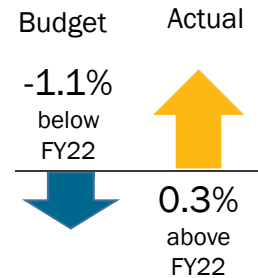
# UMS Enrollment

## UMS Total Credit Hour Enrollment

(incl CBE & Academic Partnership)  
(excludes Early College)



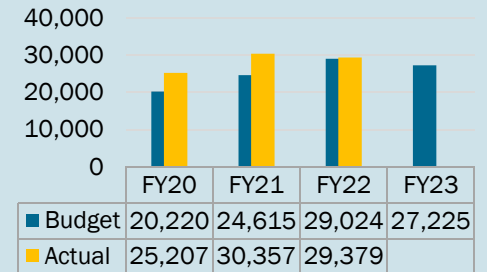
## FY23 Enrollment Budget



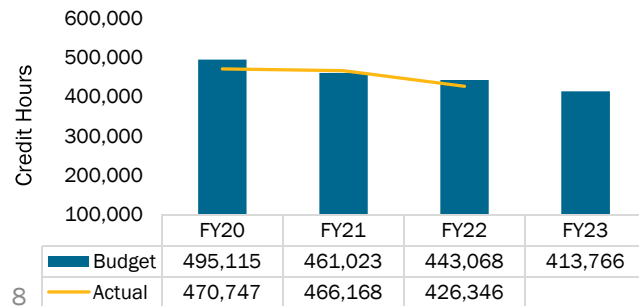
## Major factors impacting enrollment:

- Budgeting a modest increase in credit hours above FY22 actuals
- Out of state credit hours comprise 33% of total credit hours – primarily due to growth in Academic Partnership programs.

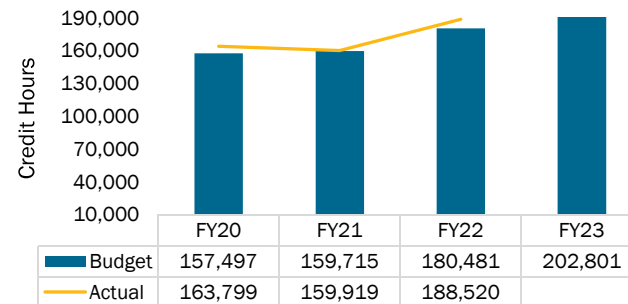
## Early College



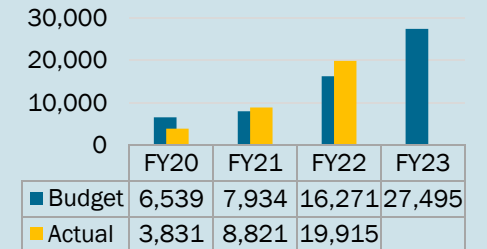
## In-State (excludes EC)



## Out-of-State



## CBE/AP

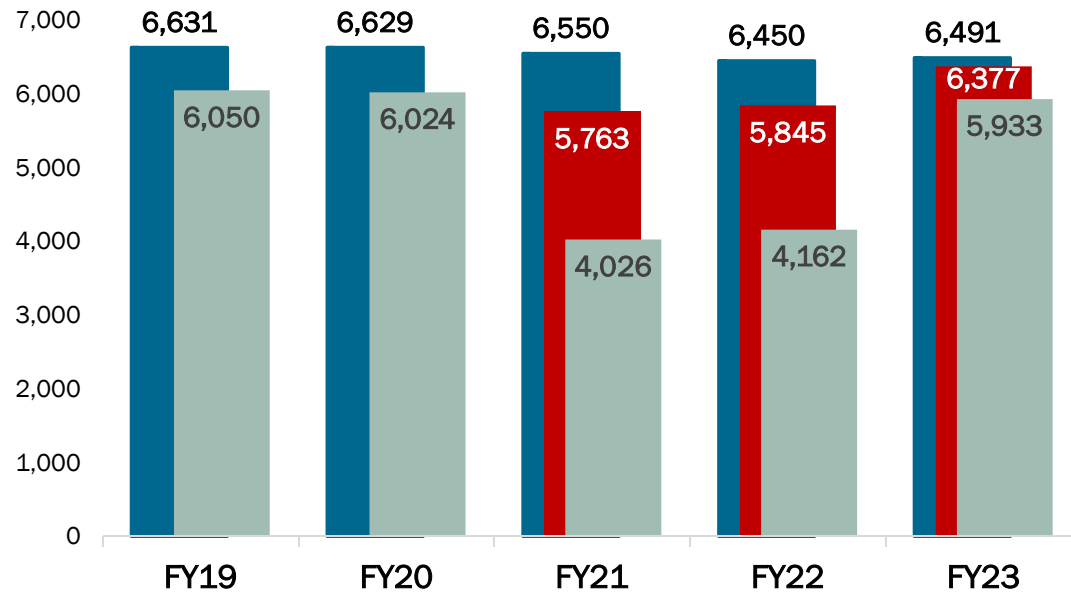




## Residence Hall Occupancy (Annual Average)

### UMS Total

Capacity COVID Capacity Residents



Normal Occupancy

92%

91%

91%

65%

91%

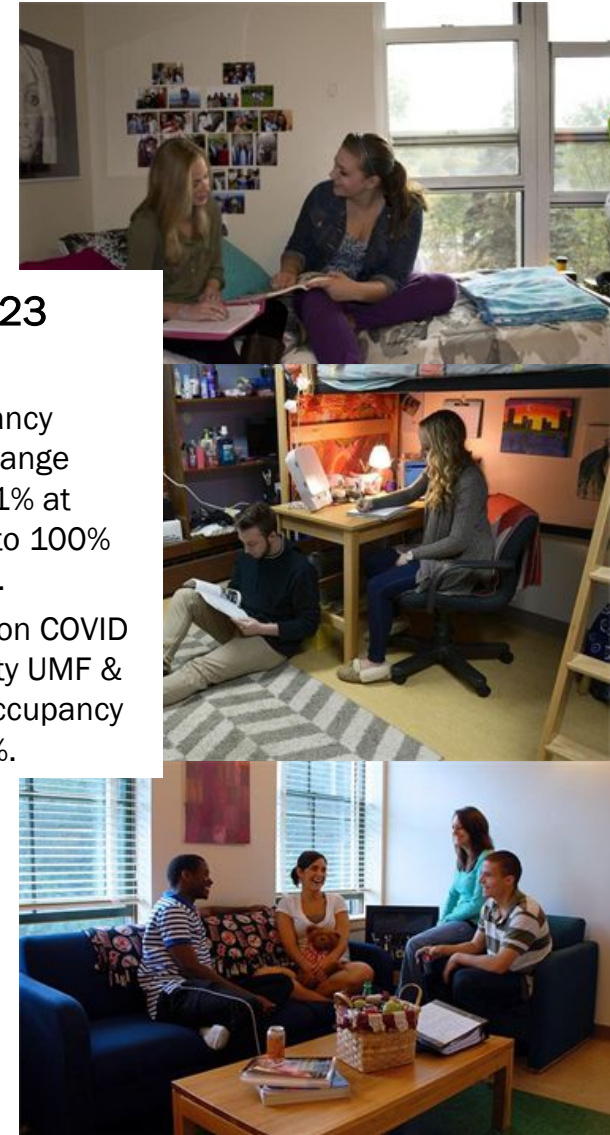
COVID Occupancy

71%

93%

### FY23

- Normal Occupancy Rates range from 61% at UMFK to 100% at UMF.
- Based on COVID Capacity UMF & USM occupancy = 100%.





## FY23 Recommended Tuition Rates

### Undergraduate

In-State/Canadian	FY22 Rate/CH	FY23 Proposed Rate/CH	FY23 Proposed Increases	
			\$	%
UMaine	\$388	\$388	\$0	0%
UMM	\$282	\$282	\$0	0%
UMA/UMFK/UMPI	\$245	\$245	\$0	0%
UMF / USM	\$288	\$288	\$0	0%

#### Out-of-State

UMaine	\$1,108	\$1,108	\$0	0%
UMM	\$540	\$540	\$0	0%
UMA	\$607	\$625	\$18	3.0%
UMF	\$661	\$680	\$19	2.9%
UMFK/UMPI	\$392	\$404	\$12	3.1%
USM	\$788	\$810	\$22	2.8%

### Graduate

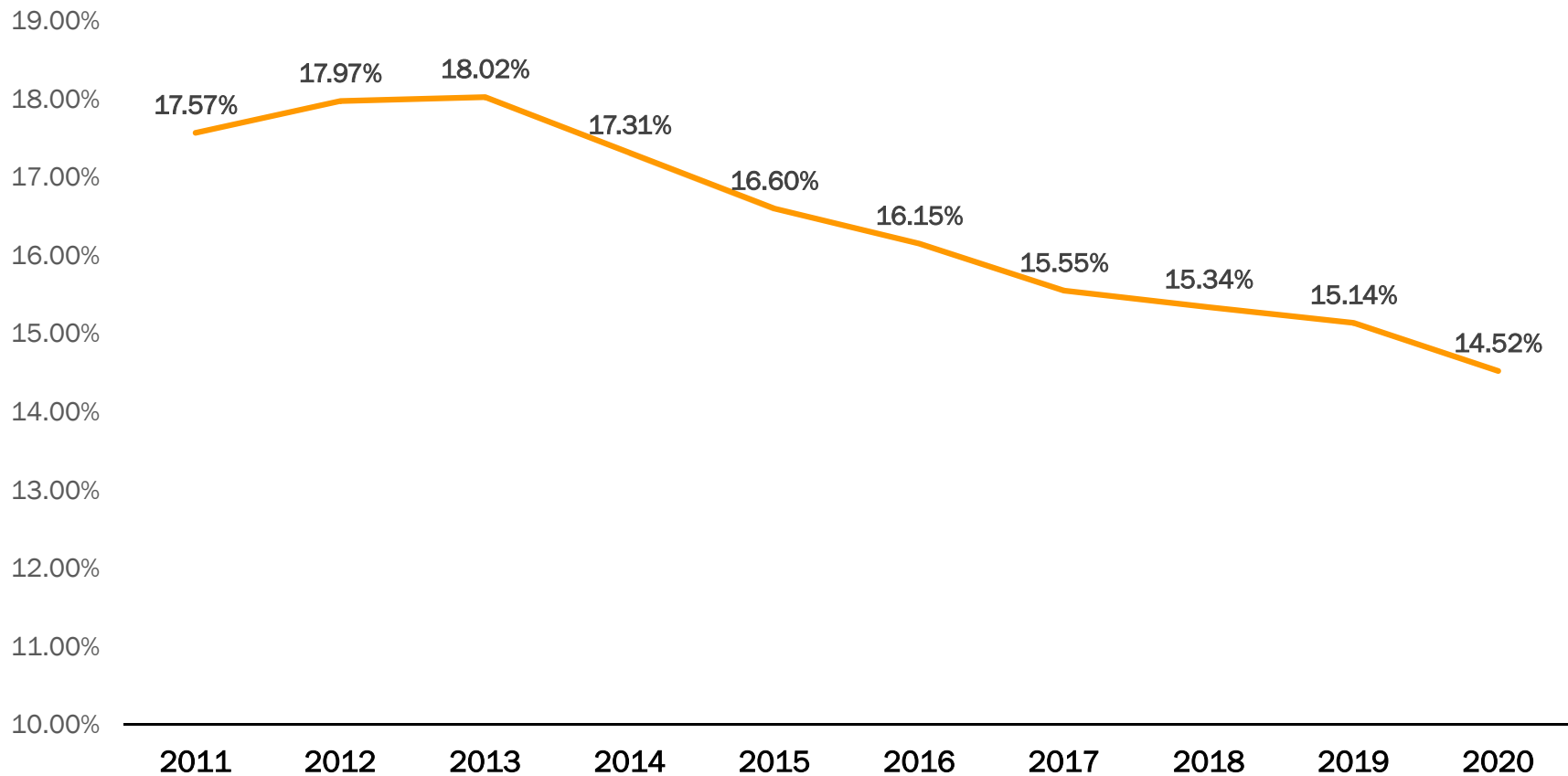
In-State/Canadian	FY22 Rate/CH	FY23 Proposed Rate/CH	FY23 Proposed Increases	
			\$	%
UMaine	\$541	\$541	\$0	0%
UMA/USM	\$432	\$432	\$0	0%
UMF	\$427	\$439	\$12	2.8%
Law School	\$773	\$773	\$0	0%

#### Out-of-State

UMaine	\$1,623	\$1,623	\$0	0%
UMA	\$ 554	\$ 570	\$16	2.9%
UMF	\$ 427	\$ 439	\$12	2.8%
USM	\$1,216	\$1,250	\$34	2.8%
Law School	\$1,156	\$1,200	\$44	3.8%



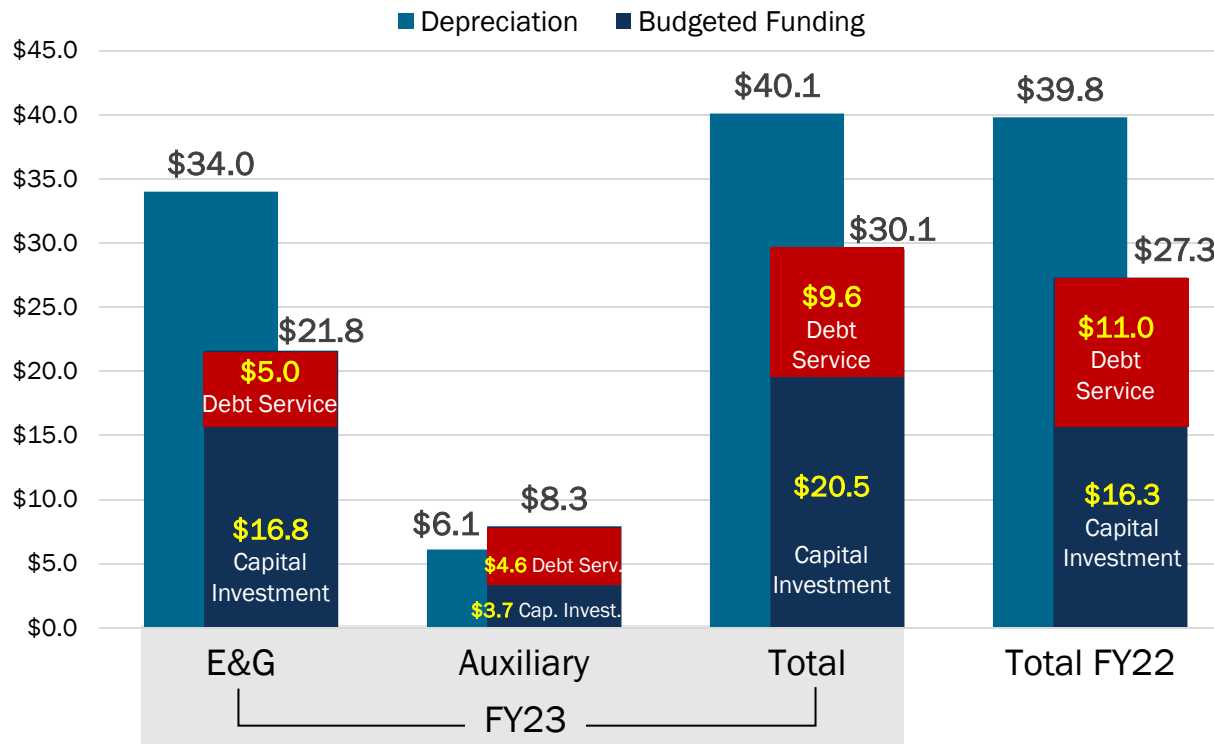
## UMS In-State Tuition as a % of Maine Per Capita Income





# Funding Depreciation

## Funding Depreciation by Fund (\$ in millions)

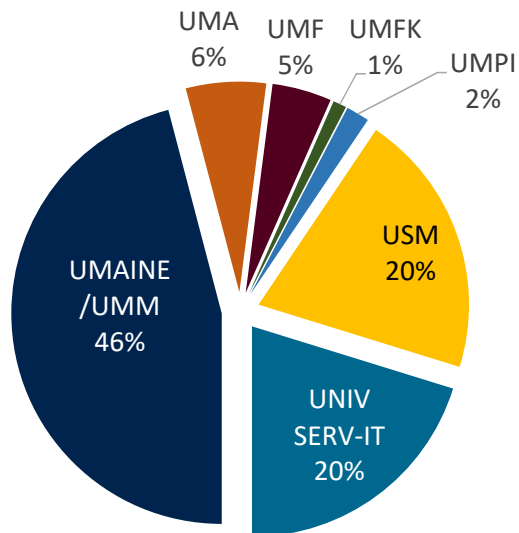


- FY23 required a 5% minimum increase in capital funding sources
- Total investment increase is \$2.8M or 10.3%
- Depreciation expense increased by \$0.3M from \$39.8M in FY22 to \$40.1M in FY23.
- E&G and Auxiliary budgeted capital investment = \$20.5M; an increase of \$4.2M.
- Funding through Debt Service decreasing by \$1.4M.
- 75% of the total depreciation expense is funded in the FY23 budget – up 6% from the FY22 budget.



## Capital Investments from Operations

TOTAL % INVESTMENT



SUMMARY

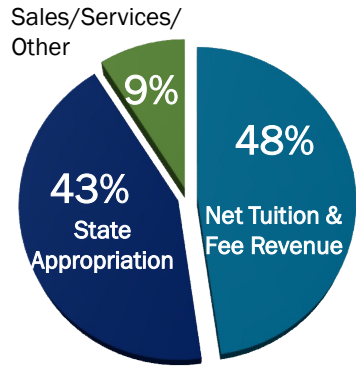
Campus	Facilities & Infrastructure	Equipment & Vehicles	Projects to be determined during FY23	Capital Reserve Deposits (utilized in FY24 or after)	TOTAL INVESTMENT
UMAINE/UMM	\$ 2,311,035	\$ 1,732,866	\$ 4,577,396	\$ 760,111	\$ 9,381,408
UMA	1,249,428	6,000	-	-	1,255,428
UMF	326,183	115,000	-	490,834	932,017
UMFK	186,176	25,000	-	-	211,176
UMPI	366,232	-	-	-	366,232
USM	4,158,910	-	-	-	4,158,910
US-IT	850,000	645,875	-	2,637,125	4,133,000
<b>TOTAL</b>	<b>\$ 9,447,964</b>	<b>\$ 2,524,741</b>	<b>\$ 4,577,396</b>	<b>\$ 3,888,070</b>	<b>\$ 20,438,171</b>



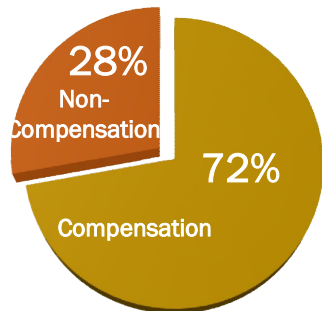


## FY23 Proposed Budget: E&G

### FY23 Revenue



### FY23 Expense

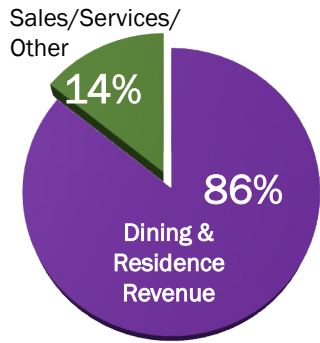


	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b> Tuition & Fees	\$ 330,228,947	\$ 338,827,614	\$ 8,598,667	2.6%
Tuition Waivers/Scholarships	(93,142,900)	(96,429,146)	(3,286,246)	3.5%
State Appropriation	205,554,730	219,611,726	14,056,996	6.8%
Sales/Services/Other	40,881,416	46,022,431	5,141,015	12.6%
<b>Total Revenue</b>	<b>483,522,193</b>	<b>508,032,625</b>	<b>24,510,432</b>	<b>5.1%</b>
<b>Expense:</b> Personnel (net of \$11.5 attrition)	369,886,057	386,982,222	17,096,165	4.6%
Fuel & Electricity	15,351,701	17,398,736	2,047,035	13.3%
Supplies & Services	34,543,179	39,220,178	4,676,999	13.5%
Travel	5,879,541	6,149,147	269,606	4.6%
Memberships, Contributions & Sponsorships	1,133,260	1,191,117	57,857	5.1%
Maintenance & Alterations	12,045,993	12,052,663	6,670	0.1%
Interest Expense	1,239,891	1,691,663	451,772	36.4%
Depreciation	33,148,096	34,015,099	867,003	2.6%
MAFES/CES/MEIF Transfers	20,880,207	19,586,710	(1,293,497)	-6.2%
Other Expenses & Transfers	16,841,675	18,389,173	1,547,498	9.2%
<b>Total Operating Expenses &amp; Transfers</b>	<b>510,949,600</b>	<b>536,676,708</b>	<b>25,727,108</b>	<b>5.0%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (27,427,407)</b>	<b>\$ (28,644,083)</b>	<b>\$ (1,216,676)</b>	<b>4.4%</b>
<b>Modified Cash Flow:</b> Add back Depreciation	33,148,096	34,015,099	867,003	2.6%
Less Capital Expenditures	(11,746,266)	(13,753,613)	(2,007,347)	17.1%
Less Capital Reserve Funding	(1,356,653)	(3,011,611)	(1,654,958)	122.0%
Less Debt Service Principal	(5,773,560)	(5,028,277)	745,283	-12.9%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(13,155,790)</b>	<b>(16,422,485)</b>	<b>(3,266,695)</b>	
Transfer from/(to) Budget Stabilization	6,593,088	5,096,169	(1,496,919)	
<b>Net Change Subtotal</b>	<b>(6,562,702)</b>	<b>(11,326,316)</b>	<b>(4,763,614)</b>	
Other Strategic Transfers from/(to) Reserves	6,408,624	12,154,391	5,745,767	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (154,078)</b>	<b>\$ 828,075</b>	<b>\$ 982,153</b>	

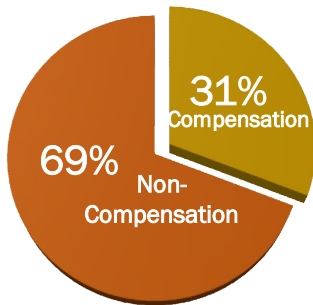


## FY23 Proposed Budget: Auxiliary

### FY23 Revenue



### FY23 Expense

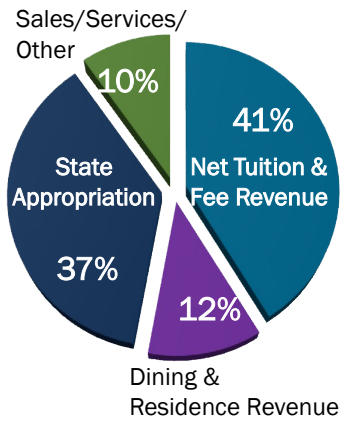


	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b> Tuition & Fees	\$ 873,175	\$ -	\$ (873,175)	-100.0%
Dining	30,644,081	33,575,913	2,931,832	9.6%
Residence	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(2,461,735)	(2,482,714)	(20,979)	0.9%
HEERF - Lost Revenue	650,000	-	(650,000)	-100.0%
Sales/Services/Other	10,380,115	11,383,853	1,003,738	9.7%
<b>Total Revenue</b>	<b>73,948,959</b>	<b>79,847,413</b>	<b>5,898,454</b>	<b>8.0%</b>
<b>Expense:</b> Personnel Expense (net of \$0.2 Attrition)	25,513,348	24,699,234	(814,114)	-3.2%
Fuel & Electricity	5,880,560	5,697,927	(182,633)	-3.1%
Supplies & Services	21,131,764	23,623,854	2,492,090	11.8%
Travel	76,359	52,080	(24,279)	-31.8%
Memberships, Contributions & Sponsorships	18,876	16,727	(2,149)	-11.4%
Maintenance & Alterations	4,179,811	4,326,419	146,608	3.5%
Interest Expense	2,994,438	2,107,013	(887,425)	-29.6%
Depreciation	6,655,351	6,053,495	(601,856)	-9.0%
Other Expenses & Transfers	8,502,162	13,446,575	4,944,413	58.2%
<b>Total Operating Expenses &amp; Transfers</b>	<b>74,952,669</b>	<b>80,023,324</b>	<b>5,070,655</b>	<b>6.8%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (1,003,710)</b>	<b>\$ (175,911)</b>	<b>\$ 827,799</b>	<b>-82.5%</b>
<b>Modified Cash Flow:</b> Add back Depreciation	6,655,351	6,053,495	(601,856)	-9.0%
Less Capital Expenditures	(3,073,910)	(2,796,488)	277,422	-9.0%
Less Capital Reserve Funding	(110,808)	(876,459)	(765,651)	691.0%
Less Debt Service Principal	(5,214,144)	(4,596,683)	617,461	-11.8%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(2,747,221)</b>	<b>(2,392,046)</b>	<b>(355,175)</b>	
Transfer from/to Budget Stabilization	-	1,417,180	1,417,180	
Other Strategic Transfers from/(to) Reserves	-	146,791	146,791	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (2,747,221)</b>	<b>\$ (828,075)</b>	<b>\$ 1,919,146</b>	

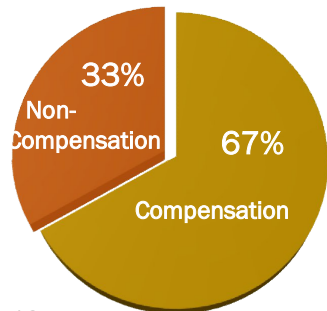


## FY23 Proposed Budget: E&G and Auxiliary

### FY23 Revenue



### FY23 Expense



	FY22 Base	FY23 Base	\$ Change	% Change
<b>Revenue:</b>				
Tuition & Fee	\$ 331,102,122	\$ 338,827,614	\$ 7,725,492	2.3%
Dining	30,644,081	33,575,913	2,931,832	9.6%
Residence	33,863,323	37,370,361	3,507,038	10.4%
Tuition Waivers/Scholarships	(95,604,635)	(98,911,860)	(3,307,225)	3.5%
State Appropriation	205,554,730	219,611,726	14,056,996	6.8%
HEERF - Lost Revenue	650,000	-	(650,000)	-100.0%
Sales/Services/Auxiliary	51,261,531	57,406,284	6,144,753	12.0%
<b>Total Revenue</b>	<b>557,471,152</b>	<b>587,880,038</b>	<b>30,408,886</b>	<b>5.5%</b>
<b>Expense:</b>				
Personnel (net of \$11.7 attrition)	395,399,405	411,681,456	16,282,051	4.1%
Fuel & Electricity	21,232,261	23,096,663	1,864,402	8.8%
Supplies & Services	55,674,943	62,844,032	7,169,089	12.9%
Travel	5,955,900	6,201,227	245,327	4.1%
Memberships, Contributions & Sponsorships	1,152,136	1,207,844	55,708	4.8%
Maintenance & Alterations	16,225,804	16,379,082	153,278	0.9%
Interest Expense	4,234,329	3,798,676	(435,653)	-10.3%
Depreciation	39,803,447	40,068,594	265,147	0.7%
MAFES/CES/MEIF Transfers	20,880,207	19,586,710	(1,293,497)	-6.2%
Other Expenses & Transfers:	25,343,837	31,835,748	6,491,911	25.6%
<b>Total Operating Expenses &amp; Transfers</b>	<b>585,902,269</b>	<b>616,700,032</b>	<b>30,797,763</b>	<b>5.3%</b>
<b>Operating Increase (Decrease)</b>	<b>\$ (28,431,117)</b>	<b>\$ (28,819,994)</b>	<b>\$ (388,877)</b>	<b>1.4%</b>
<b>Modified Cash Flow:</b>				
Add back Depreciation	39,803,447	40,068,594	265,147	0.7%
Less Capital Expenditures	(14,820,176)	(16,550,101)	(1,729,925)	11.7%
Less Capital Reserve Funding	(1,467,461)	(3,888,070)	(2,420,609)	165.0%
Less Debt Service Principal	(10,987,704)	(9,624,960)	1,362,744	-12.4%
<b>Net Change Before Other Adj &amp; Transfers</b>	<b>(15,903,011)</b>	<b>(18,814,531)</b>	<b>(2,911,520)</b>	
Transfer from/(to) Budget Stabilization	6,593,088	6,513,349	(79,739)	
<b>Net Change Subtotal</b>	<b>(9,309,923)</b>	<b>(12,301,182)</b>	<b>(2,991,259)</b>	
Other Strategic Transfers from/(to) Reserves	6,408,624	12,301,182	5,892,558	
<b>Net Change in Cash &amp; Reserve Transfers</b>	<b>\$ (2,901,299)</b>	<b>\$ 0</b>	<b>\$ 2,901,299</b>	

## Quasi-Independent State Entities Budget Requirement

- Public Law 2011, Chapter 616 mandates:

- Board of Trustees approval of the annual budget for travel, meals, and entertainment costs.
- Board of Trustees approval of the annual budget for contribution expenses – defined by this Public Law as membership dues & fees, gifts, donations, and sponsorships.
- Periodic reporting of the actual travel and contribution costs by the UMS to the Board of Trustees.
- Annual reporting to the Legislature by the UMS of contributions made to persons in the preceding year that were greater than \$1,000, and the total contributed to each.

FY23 Budget		(\$000's)
Fund	Travel, Meals, Entertainment	Memberships, Gifts, Donations, & Sponsorships
E&G/Auxiliary	\$6,201	\$ 1,208
Restricted/Other	2,000	400
<b>Total</b>	<b>\$8,201</b>	<b>\$ 1,608</b>

E&G/Auxiliary are included in the proposed operating budgets. Restricted/Other includes grants & contracts, MEIF, Coop. Ext, etc. and is not included in the operating budgets.

- UMS "Use of University funds" policy generally prohibits charitable contributions; Sponsorships which advance the University's mission are allowed. UMS "Travel & Expense" policy defines what constitutes allowable travel, meals, and entertainment expenses.



# Questions

